

Piano for Life

E. L. Lancaster

1. The 1%: Who Are They?

- Naturally talented
- Practice regularly
- Technical facility
- Good readers
- Musical
- Rhythmically secure
- Learn quickly
- Perform easily
- Parental involvement—make music a priority

2. What do the 1% need?

- A steady diet of ever-increasing challenging repertoire
- Exposure to all styles of music

3. The 99%: Who Are They?

- Our “average” students
- May or may not practice regularly (or at all)
- May love us more than they love their lessons
- Parents may believe music is important but don’t make it a priority
- Have little technical facility
- Nothing comes “naturally”
- Moves at an average or below average pace
- Need extra help in developing reading and technical skills
- Need work with rhythmic security

4. What Do the 99% Need?

- Pieces That Sound Harder Than They Are
- Skills that prepare them to enjoy “Piano for Life”

Secure Rhythm Skills

The Role of Recordings

- Listen and Point.
- Listen and Count Aloud.
- Listen and Clap or Tap.
- Listen and Say Letter Names.
- Listen and Say Finger Numbers.

52

Performance Book: page 21



Workout 10 On the Move

The hand can move so the same finger can play different notes. Use this workout to prepare for the RH of A Page or Two.

2 Move 2 Move 2

Name notes.

Practice 3 times each day.

A Page or Two

Flowing 5

2 Move 2 Move 2

mf When I have some time to spare, this is what I do: get my book, climb in a chair, read a page or two.

1



Premier Performer

Play A Page or Two again, using finger 1 in the RH instead of finger 2.

Duet: Student plays **two** octaves higher.

Flowing

RH LH

mp

CD 80/81 GM 41

Secure Reading Skills

Landmarks: Treble G

Introduce with Music Lesson Book 2, page 28.



Follow the two steps below to introduce or reinforce Treble G.

Teacher chants:

Students echo:

1 Tre - ble clef, G clef, where are you? Tre - ble clef, G clef, where are you?

Show the Treble G flash card.
(Flash Cards, Book 2, #31)

2 Here's my cir - cle on line 2! Here's my cir - cle on line 2!

Music Activity Board:

After chanting, have students put a magnet on the Treble G line near the treble clef. Then, ask students to *drive* the magnet along the Treble G line and *park* it on G *Street* near the right side of the board.

Landmarks: Treble C

Introduce with Music Lesson Book 4, page 20.



Follow the four steps that follow to introduce or reinforce Treble C.

1 Teacher chants: Tre - ble C, Tre - ble C, where can you be?

Students echo: Tre - ble C, Tre - ble C, where can you be?

Show the Treble C flash card.
(Flash Cards, Book 4, #20)

2 Teacher chants: You can find me in space num - ber 3!

Students echo: You can find me in space num - ber 3!

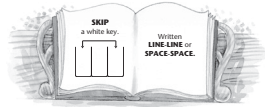
3 Teacher chants: Count the spac - es from bot - tom to top.

Students echo: Count the spac - es from bot - tom to top.

Music for Little Mozarts: Rhythm Ensembles & Teaching Activities (47172)

Skips

Introduce with Music Lesson Book 2, page 31.



Follow the three steps below to introduce or reinforce skips.

Teacher sings:

Students echo:

1 Skip - ping fin - gers, do you see? Skip - ping fin - gers, do you see?

2 Skip a fin - ger skip a key. Skip a fin - ger skip a key.

3 1 3, 1 3, read - y go! 1 3, 1 3, read - y go!

Other Activities with Skips:

- Repeat steps 1–3 from above using the examples of skips below to vary step 3.
- Ask students to play the skips from step 3 above and the examples below on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the bass or treble staff to form skips.
- Use the following flash cards to reinforce skips on the staff:
Flash Cards, Book 2: #19–20, 27–28, 32–35, 37
Flash Cards, Book 3: #17–21, 24, 26
Flash Cards, Book 4: #2, 6, 13, 23, 27

2 4, 2 4, read - y go! 5 3, 5 3, read - y go!

3 5, 3 5, read - y go! 4 2, 4 2, read - y go!

3 1, 3 1, read - y go!

3rds

Introduce with Music Lesson Book 3, page 22.



Follow the four steps below to introduce or reinforce 3rds.

Teacher sings:

Students echo:

1 Thids are skips from line to line. Thids are skips from line to line.

2 Space to space is al - so fine. Space to space is al - so fine.

3 It's like hop - ping on the staff. It's like hop - ping on the staff.

4 Sing - ing thids can make you laugh! Sing - ing thids can make you laugh!

Other Activities with 3rds:

- Name a key and have students name the key that is "up a 3rd" or "down a 3rd."
- Ask students to play 3rds on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the bass or treble staff to form 3rds.
- Sing "Thids Are Skips" (p. 76) with the students while playing the accompaniment.
- Sing "Thids Are Skips" again, singing "ha" for each note (like a second verse).
- Use the following flash cards to reinforce 3rds on the staff:
Flash Cards, Book 2: #19–20, 27–28, 32–35, 37
Flash Cards, Book 3: #17–21, 24, 26
Flash Cards, Book 4: #2, 6, 13, 23, 27

Music for Little Mozarts: Rhythm Ensembles & Teaching Activities (47172)

Secure Reading Skills

32

SECONDO
Teacher

Round Dance
from *Melodious Duets for Teacher and Pupil*

Arnoldo Sartorio (1853–1936)
Op. 996, No. 11

Allegretto
mf

5

9

13

33

PRIMO
Student

Round Dance
from *Melodious Duets for Teacher and Pupil*

Arnoldo Sartorio (1853–1936)
Op. 996, No. 11

Allegretto
mf
Both hands one octave higher than written throughout

5

9

13

Easy Teacher-Student Piano Duets, Book 1 (E) 46128

42

SECONDO
Teacher

Spring Song*
from *30 Instructive and Melodious Piano Duets*

Arnoldo Sartorio (1853–1936)
Op. 432, No. 17

Allegro
mf

5

9

13

* Title is editorial.

43

PRIMO
Student

Spring Song*
from *30 Instructive and Melodious Piano Duets*

Arnoldo Sartorio (1853–1936)
Op. 432, No. 17

Allegro
mf
Both hands one octave higher than written throughout

5

9

13

* Title is editorial.

Easy Teacher-Student Piano Duets, Book 2 (E/LE) 46129

Secure Rhythm Skills

Beginning Rhythm Patterns

1. 


2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

28

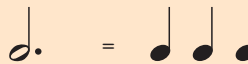
New Time Signature

$\frac{3}{4}$ means 3 counts in every measure.
 $\frac{4}{4}$ means a quarter note gets 1 count.

Dotted Half Note

3 counts (beats)

1 dotted half note = 3 quarter notes



Count: 1 - 2 - 3 1 2 3

Theory Book: page 22
 Performance Book: page 11

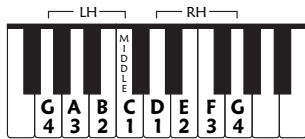
Rhythm 7



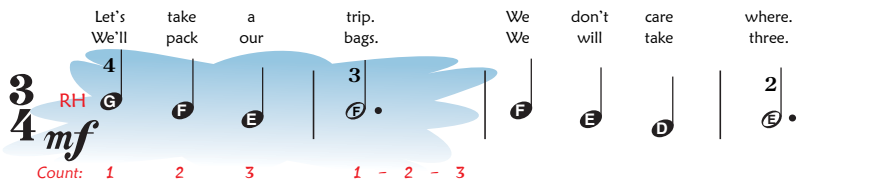
Count: 1 2 3 1 - 2 - 3

Tap and count aloud 3 times each day.

Let's Take a Trip



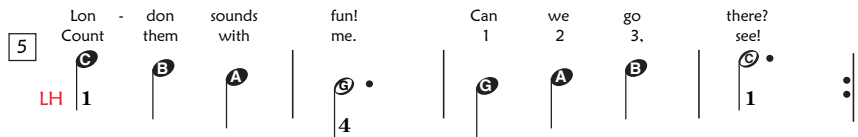
Let's take a trip. We'll pack our bags. We don't care where. We will take three.



Count: 1 2 3 1 - 2 - 3



Lon don sounds fun! Can we go there? Count them them with me. 1 2 3 see!



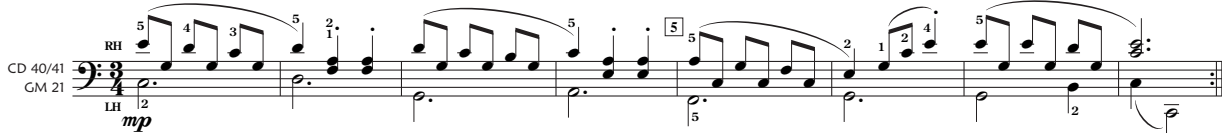
LH 1 4



Circle the steps that move up in Let's Take a Trip. Then, count 1 - 2 - 3 for each measure as you play.

Duet: Student plays one octave higher.

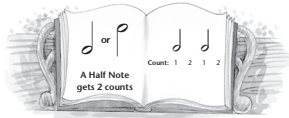
Moderately fast



Secure Rhythm Skills

Rhythm Chant: Half Note

Introduce with Music Lesson Book 1, page 31.



Follow the four steps below to introduce or reinforce the half note.

Teacher sings or chants: _____ **Students echo:** _____

1 Hey, Mis-ter Half Note. Hey, Mis-ter Half Note.

2 show me how you keep the beat. show me how you keep the beat.

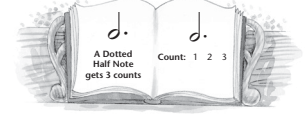
Teacher claps and chants: Show a half note flash card. (Flash Cards, Book 1, #18) **Students echo:** _____

3 Half note, half note, two counts each. Half note, half note, two counts each.

4 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2

Rhythm Chant: Dotted Half Note

Introduce with Music Lesson Book 2, page 6.



Follow the three steps below to introduce or reinforce the dotted half note.

1 **Teacher chants:** Hey, Dot-ted Half Note, can you keep the beat?

Students echo: Hey, Dot-ted Half Note, can you keep the beat?

Show a dotted half note flash card. (Flash Cards, Book 2, #1)

2 **Teacher claps and chants:** With dot-ted half notes, count 1 - 2 - 3 each.

Students echo: With dot-ted half notes, count 1 - 2 - 3 each.

3 **Teacher claps and chants:** 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

Students echo: 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

Music for Little Mozarts: Rhythm Ensembles & Teaching Activities (47172)

grape

grape - fruit

wa - ter - me - lon

straw - ber - ry

41 Theory Book: page 29

Rhythm Workout
On your lap, tap the rhythm 3 times daily as you count aloud.

Burleske*
CD 35/36 GM 18 Leopold Mozart (1719-1787)

Allegretto

f *mp* *f* *rit.*

LH detached

* A burleske is a humorous piece that often uses some serious elements also.

Secure Technical Skills

1. Relaxed Shoulders
2. Arm Weight
3. Moving Freely
4. Strong Fingertops
5. Finger Weights
6. Repeated Notes
7. Thumb Position
8. Finger Independence
9. Gentle Hand Rock
10. Smooth Legato
11. Crisp Staccato
12. Rising Wrist
13. Amazing Phrasing

4

SECONDO

Melody Bober

Spirited (♩ = 112-120)

1. *mf*

5 *mp*

9 *subitof*

13 *mf* *mp*

5

PRIMO

Charles-Louis Hanon

Spirited (♩ = 112-120)

1. *mf*

5 *mp*

9 *subitof*

13 *mf*

Secure Technical Skills

20 Teacher

Drivin' Boogie

(F Major)

DUET ACCOMPANIMENT: Student plays one octave higher.

Melody Bober

Driving (♩ = 168)

Student 21

Drivin' Boogie

(F Major)

Melody Bober

Driving (♩ = 168)

Pentascle Pro, Book 1 (E) 31999

22 Teacher

Jazz Stomp

(F Minor)

DUET ACCOMPANIMENT: Student plays one octave higher.

Melody Bober

Forcefully (♩ = 160)

Student 23

Jazz Stomp

(F Minor)

Melody Bober

Forcefully (♩ = 160)

Pentascle Pro, Book 1 (E) 31999

Secure Technical Skills

16 Teacher

Saturday Night Shuffle

(One-Octave Scale Duet in G-flat Major)

With energy (♩ = 112) Melody Bober

Student 17

Saturday Night Shuffle

(One-Octave Scale Duet in G-flat Major)

With energy (♩ = 112) Melody Bober

Both hands one octave higher with duet

Contrary Motion

Major Scale Pro, Book 2 (EI/I) (44765)

18 Teacher

Let's Dance

(Two-Octave Scale Duet in G-flat Major)

With energy (♩ = 112) Melody Bober

Student 19

Let's Dance

(Two-Octave Scale Duet in G-flat Major)

With energy (♩ = 112) Melody Bober

Both hands two octaves higher with duet

Parallel Motion

Contrary Motion

Parallel Motion

Major Scale Pro, Book 2 (EI/I) (44765)



Understanding Musical Style

Great Music & Musicians by Nancy Bachus and Tom Gerou

Book 1: An Overview of Music History (39060)

Book 2: An Overview of Keyboard Composers and Literature (39063)

New Note E
a step down from Bass F
Bass E is written in the 3rd space of the bass staff.

Space 3 →  


Basketball
Cheerfully

f When I'm play-ing bas-ket-ball, I feel like I'm ten feet tall. Drib-ble twice, then aim and shoot. Watch the ball go through the hoop!

Closeur Look Circle each note in Basketball that is **not** a landmark note. Name the circled notes: and

Duet: Student plays one octave higher.

CD 64465 GM 13



Johann Sebastian Bach (1685-1750), born in Germany, is one of the most famous composers of all time. He wrote several minuetts for his 20 children (four of whom also became composers). These pieces are still popular with piano students today.

Sight-Reading
Play and say the note names as quickly as you can, 3 times each day. Use the correct fingering.

Minuet for Bach
Thoughtfully

p Have you heard of J. S. Bach? Do you think he'd like to rock? Hark at the words were more he! Min-u-ett would make him smile!

Closeur Look Circle each landmark note in Minuet for Bach.

Adapted from Bach's Minuet in G Major

CD 70791 GM 16



Premier Piano Course: Lesson Book 1A (20652)


Festival fantastic
CD 35/36 GM 18

Lento maestosa (slow and majestic)

f *molto rit.*

Allegro scherzando
mf

mp *f* *mp* *mf*



Premier Performer Exaggerate all dynamics and articulation in this piece to achieve "sparkle" and excitement.

21 *mp* *mf*

25 *mp* *f*

29

32 *mf*

35 *f* *mf* *mp* *p*



Premier Piano Course: Lesson Book 6 (33919)

Reading Lead Sheets

Knowledge of Chords

- Major
- Augmented
- Minor
- Diminished

- Inversions of Triads

- Major Seventh (Cmaj7)
- Dominant Seventh (C7)
- Minor Seventh (Cm7)
- Half-Diminished Seventh (Cm7b5)
- Diminished Seventh (Cdim7 or C°7)

18 Use with Unit 8, pages 106-119.

Lead-Sheet Harmonization

Harmonize "Hopelessly Devoted to You" with root position chords. Play each chord two times per measure.

Hopelessly Devoted to You
(from *Grease*)

Words and Music by John Farrar

Moderately slow
Cm

There's no - where to hide since you pushed my love a -

4 F Bb Ddim
side. I'm out of my head, hope - less - ly de -

8 G Cm Adim
vot - ed to you, hope - less - ly de -

12 D+ Gm C
vot - ed to you,

17 Cm D Ebm Bb
hope - less - ly de - vot - ed to you.

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Alfred's Group Piano for Adults: Popular Music, Book 1 (46270)

36 Use with Unit 16, pages 209-219.

Lead-Sheet Harmonization

Harmonize "The Sound of Silence" with the indicated chords.

- Use an Alberti bass accompaniment in measures 2, 4, 6, 8, 12, 13, 15, and 16.
- Play a block chord or the single tone root of the chord in other measures.

The Sound of Silence

Words and Music by Paul Simon

Moderately slow
Dm C

Hel - lo dark - ness, my old friend, I've come to talk with you a -

4 Dm Bb/F F
gain, be - cause a vi - sion soft - ly creep - ing

7 Bb/F F
left its seeds while I was sleep - ing. And the

10 Bb/F F Dm
vi - sion that was plant - ed in my brain still re - mains

14 F/C C Dm
with - in the sound of si - lence.

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50 Use with Unit 23, pages 283-295.

Lead-Sheet Harmonization

Harmonize "Killing Me Softly" with block chords. Play a chord on beat 1 of each measure and hold for 3 counts. On beat 4, move to the next chord.

Killing Me Softly

Words and Music by Charles Fox and Norman Gimbel

Moderately slow
Dm G7 C F

I heard he sang a good song. I heard he had a style.

5 Dm G7 Am
And so I came to see him to his - ten for a - while.

9 Dm7 G7 C E7
And there he was this young boy, a stran - ger to my eyes.

13 Am Dm G C
Strum - ming my pain with his fin - gers, sing - ing my life with his words.

17 Am D G
Kil - ling me soft - ly with his song, kil - ling me soft - ly with his

20 F C F
song. Tel - ling my whole life with his words, kil - ling me soft -

23 Bb A
ly with his song.

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Pieces That Sound Harder Than They Are

16

Caribbean Holiday

E. L. Lancaster

Relaxed

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10

Dream Echoes

E. L. Lancaster

Reflective

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Kowalchyk and Lancaster's Favorite Solos, Book 2 (39399)

8

Gypsy Earrings

CD 3/4 GM 2

Workout 1 Finger Substitution

While holding finger 5 down on the A, silently substitute finger 1 in its place.

Repeat one octave lower, then two octaves lower.

Bret Adams*

With spirit

* Bret Adams is a pen name for David Carr Glover.
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44

The Great Smoky Mountains

CD 39/40 GM 20

David Carr Glover (1925-1988)

Moderato

Section A

Practice Plan

For longer pieces such as *The Great Smoky Mountains*, it is important to have a practice plan to make learning easier. Follow the suggestions to learn this piece:

Section A and Coda

1. Slowly block each of the triplet figures in the A sections and coda.
2. Silently "play" both A sections of the piece to practice where to move your hands.
3. Then play the A sections slowly, as written.

Section B

4. In measures 17-22, silently "play" the notes on the first beat of each measure, making sure you are comfortable with each move. Then slowly play these measures as written.
5. Slowly play the 1st inversion chords in the RH of measures 23-27.

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