



Twinkle, Twinkle; Away in a Manger; Jingle Bells

Materials Needed:

Theory Test for each child
BINGO cards

pencils for each student
colored counters

Purple Magic Theory Quiz & Semester Review

It is up to you, a seasoned Let's Play Music teacher, how to run Lesson 14. A loose outline is provided. You need to give the Theory Quiz and pass off as many of the remaining songs as possible. Take the remaining time to go over anything you feel is important. BINGO is a fun activity that the kids love and a great review of real note names and other things the students have learned this semester. You may want to give the kids a heads up and a quick review on what they will be assessed on in Lesson 15 (C major scale and cadences, F major cadences, clapping rhythms and sight reading). Other things you might want to go over are note names, rhythm review, triad games on the giant staff, playing ensembles together – anything you feel will benefit your students most. You may also choose to follow a more traditional lesson format, incorporating activities and elements from past lessons. Whatever you do, make it fun!

Lesson Plan:



Pass off songs:

Twinkle Twinkle • Away in a Manger • Jingle Bells

- As the children trickle in to class, get as many of the pass off songs done as you can, starting with Twinkle Twinkle. Once everyone has arrived, jump right into singing 'Let's Play Music,' bum one of the melodic patterns at the end, let them identify, and sing and sign as a class.

Purple Magic Theory Quiz

- Give each child a theory quiz (copied from page 49 or printed from the DownLow) and a pencil.
- Read through and explain the instructions on each part of the test as the children follow along. Hopefully this will save you from questions during the quiz!
- The entire class should take no longer than 15 minutes or so to complete the quiz, but some students will zoom right through it. As each student finishes, continue checking pass off songs.

Away in a Manger/Jingle Bells

Remember that the pass off songs you don't get to this week will have to be done during the assessment in Lesson 15.

- Once all the students are done with the theory quiz, have the entire class turn to pg. 23/pg. 24 and play all together. As they play, observe those who haven't passed it off yet, and quickly jot down how they did on your Purple Pass off Chart. Repeat if necessary.



Bingo cards are available on the DownLow.

- Give each child a Bingo card and enough colored counters to mark their card.
- Play the traditional game, calling out the different musical markings while the children mark them with their counters.
- Play as time allows. You can play 4 in a row wins or blackout.

Kid's Choice

- As time allows, let each child choose their favorite song to play from the book, or their favorite activity to play as a class.

Teacher's Choice

- Select any songs your students may need to review.



- You choose, or have the children choose, a favorite puppet show to perform. You can perform as many puppet shows as time will allow!



- Drop to floor, pat lap, sing and sign RE SOL DO.
- Return to keyboards to check books and give prizes.

Tips for a Successful Assessment

In Lesson 15 you will individually assess each class member. The following tips will prepare you for a smooth assessment lesson:

- Read through Lesson 15 thoroughly right now to make sure you understand each station and have all the materials necessary well in advance.
- Fill out all you can on each child's Progress Report ahead of time. You should be able to fill out everything from the 'Repertoire' section on, leaving only the skills to assess during Lesson 15. This will really keep your stations going in a timely manner. If a student has any songs that still need to be passed off, you will be able to quickly see that and can have them pass it off while they are at the piano with you.
- Assessment Day is a BIG day, but good preparation makes it fun & successful! Remember the details (are you getting a Christmas treat for your students?) and setup early to avoid last minute crises and undue stress! GOOD LUCK!

Lesson 15

purple magic

Semester Assessment

This is the lesson where you will take the opportunity to individually assess each class member. The assessment will be valuable to you as a teacher to see what concepts have been absorbed, and also valuable to the parents who will receive feedback on their child.

For the semester assessment you will have up to seven stations set up (you will not need to set up the keyboards as you usually do). Each child will rotate through the stations with their parent. Begin class with a brief explanation of each station. Each time you finish assessing a student, have the class rotate to the next station. You will need to take 5-7 minutes with each student, so plan according to the number of students you have in your class. If you have a large class, you will not have time to do anything else but these stations. If you have fewer students, you may have time to begin class with 'Do is Home' and the 'Let's Play Music' song, then finish with a puppet show and a game.

Following are seven assessment day stations; if your class size does not require seven stations, you can determine which activities would be most useful for your students. Remember that you can have the students double up on stations as needed. This lesson is often the students' favorite, so prepare for a fun day then enjoy!

Assessment Day Stations

1 • assessment	2 • puppet show	3 • coloring station
With teacher at piano, do assessment. Return any graded homework, check book, and give treat.	Perform each show. (A Royal Problem / Skaters)	Magic Keys worksheet: Write the two names for each black key. Color Me Chords worksheet: Color all the red, yellow and blue chords in C major, F major, and C minor.
4 • speed read	5 • lines & spaces	6 • got rhythm?
Identify musical signs/notes from magnet board (everything they've learned to this point) . Then take the timed note reading test.	On the magnet board, place the correct alphabet magnets on all treble and bass lines and spaces. Sing the song "Treble, Bass, Line & Space" and point to the notes indicated in the song.	Using the $\frac{3}{4}$ and $\frac{4}{4}$ measure length cards, lay out a rhythm to fill the measure, choose a rhythm instrument, perform the rhythm, and repeat.
7 • practice playing & parent evaluations		
On a keyboard with earphones, practice independently and warm up for Station #1. Parent fills out <i>Parent Evaluation</i> and places in folder when complete.		

Materials Needed:

1 • assessment	2 • puppet show	3 • coloring station
<p>A. <i>Progress Reports</i> for each student, clipboard & pencil.</p> <p>B. Graded homework</p> <p>C. Treat</p>	<p>A. Royal Problem puppet show</p> <p>B. Skaters puppet show</p> <p>C. CD Player</p> <p>D. Headphones</p> <p>E. Puppet show CD</p>	<p>A. Red, Yellow & Blue markers and/or crayons</p> <p>B. Pencils</p> <p>C. Copy of 'Purple Assessment Worksheets' for each student (available on DownLow)</p>
4 • speed read	5 • lines & spaces	6 • got rhythm?
<p>A. Magnet board</p> <p>B. Timer</p> <p>C. Staff magnets – treble & bass clef, accidentals, repeat sign, rests, quarter, half, dotted half and whole note, $\frac{3}{4}$ and $\frac{4}{4}$</p> <p>D. Timed note naming test for each student</p>	<p>A. Magnet board</p> <p>B. Alphabet magnets (4 sets)</p>	<p>A. Blue box (rhythm instruments)</p> <p>B. Bug rhythm cards</p> <p>C. Measure length cards – $\frac{3}{4}$ and $\frac{4}{4}$</p>
7 • practice playing & parent evaluations		
<p>A. Keyboard</p> <p>B. Stool</p> <p>C. Headphones</p> <p>D. <i>Parent Evaluations</i> and folder to place in once finished</p> <p>E. Clipboard & pencil</p>		

To Do:

- Choose which stations you will use in your lesson. Gather the materials needed for each station from the list above and set up in stations.
- Select the station instruction posters you will need from pages 29 – 41 in this manual. Some of the station posters are double sided, so make sure you're using the correct side. The station posters are to be used each year, so you may want to either laminate or put them in sheet protectors and hang them by each station on Assessment Day.
- Get copies of the following for each child. These forms are available on the DownLow. If page numbers are listed, they are also in this book.
 - station worksheets
 - Progress Reports* (pg. 27)
- Make copies of the Parent Evaluation (pg. 47 – 48) for each parent to fill out.
- Before* your lesson, prepare each child's progress report as completely as you can (you should be able to complete everything from the 'Repertoire' section down). Anything you can do ahead of time will make your assessment easier!

Purple Magic Theory Quiz

Do the following steps on the keyboard at the right.

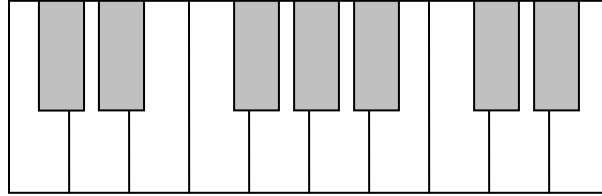
Put an X on the Cs.

Draw a smiley face on G.

Draw a star on D#.

Circle the B flat.

Fill in the A natural.



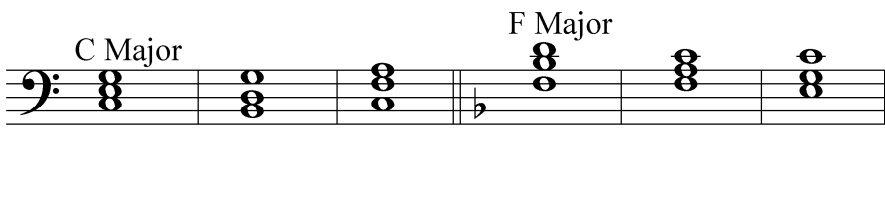
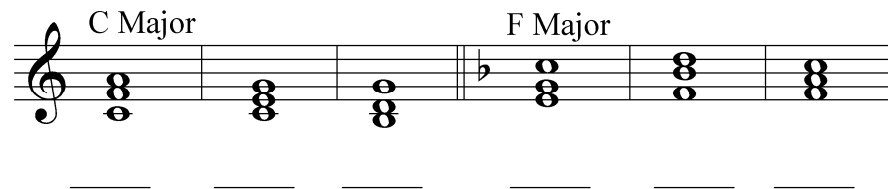
Write the name of the note in the blank below.



How many counts does each note (or rest) get?



Label each chord R for red, Y for yellow or B for blue.








Progress Report

+ mastered

✓ satisfactory

— needed improvement

Skills	
Play C major cadence with: RH LH HT <input type="checkbox"/>	Play C major scale with: RH LH HT <input type="checkbox"/>
Play F major cadence with: RH LH HT <input type="checkbox"/>	Clap an 8-count rhythm: <input type="checkbox"/> 
Sight-read a simple melody: <input type="checkbox"/> 	
Repertoire	
(these pieces were passed off throughout the semester)	
HT = hands together HS = hands separate	S,L = staccato, legato FF = flat fingers
T = needs to work on timing SS = very slow	
Bounce and Roll <input type="checkbox"/>	Alouette <input type="checkbox"/>
Halloween Night <input type="checkbox"/>	Song of Joy <input type="checkbox"/>
Turkey in the Straw <input type="checkbox"/>	Twinkle, Twinkle <input type="checkbox"/>
Away in a Manger <input type="checkbox"/>	Jingle Bells <input type="checkbox"/>
Teacher's Comments:	
Behavior <input type="checkbox"/> Practices Regularly /70 <input type="checkbox"/> Theory Assignments /14 <input type="checkbox"/> Attendance <input type="checkbox"/>	
Arrives to Class on Time <input type="checkbox"/> <i>*Late students miss crucial ear training exercises</i>	Name: 
Concepts: see attached Theory Quiz	



let'splaymusic

Parent Evaluation

Please take a moment to give an honest evaluation of your experience with Let's Play Music!

1. Our general experience has been (circle all that apply):
 - A. better than I expected
 - B. not as good as I expected
 - C. fun, but not instructive
 - D. instructive, but not fun
 - E. both fun and instructive
2. Class periods are:
 - A. too long
 - B. not long enough
 - C. just about right
3. The children in class seem to be:
 - A. over-stimulated
 - B. bored
 - C. challenged
4. Requiring parents to attend class once a month is (circle all that apply):
 - A. wonderful – I love coming
 - B. difficult, but I see why I must be here
 - C. not necessary – I don't see my purpose here
 - D. not enough – parents should attend more often
 - E. other: _____
5. The student manual lesson guide is:
 - A. helpful and informative
 - B. too much reading
 - C. too sketchy – not enough information
 - D. I never read them
6. The theory assignments are (circle all that apply):
 - A. too difficult
 - B. lacking in purpose – just busy work
 - C. difficult to keep track of
 - D. too detailed
 - E. fun and meaningful
 - F. other: _____
7. The home study CD is (circle all that apply):
 - A. fun to listen to
 - B. difficult to follow
 - C. helpful in home study time
 - D. too confusing or annoying to use regularly
 - E. other: _____
8. I feel my child is progressing at a/an:
 - A. *Below average level:*
Does not understand crucial skills & concepts and practicing, at times, seems unbearable.
 - B. *Average level:*
Seems to be grasping the information, but has to do lots of practice to cement the concepts.
 - C. *Above average level:*
Comprehends the information and doesn't have to spend too much time practicing to stay on top.
 - D. *Exceptional level:*
Breezes through practice; aces the songs, chords and theory concepts being taught.
9. I feel that my child has:
 - A. learned valuable foundation skills
 - B. not learned anything he/she didn't already know
 - C. learned things that I don't see any value in
 - D. not mastered skills yet, but I believe it will come
10. My child has:
 - A. enjoyed class periods, but not home study time
 - B. enjoyed home study time, but not class periods
 - C. enjoyed both home study time and class periods
 - D. not enjoyed home study time or class periods
11. What best describes your at home practice?
 - A. We consistently practice 5 days in a row.
 - B. We intend to practice but occasionally have to double up in order to get all 5 practices in.
 - C. We consistently practice all that is outlined, but my child still isn't grasping all the concepts & skills.
 - D. I want to help my child with practice but seldom get to it. He/she tends to do it on his/her own.
 - E. I have a hard time helping my child at home because I don't understand the songbook practices and/or theory assignments. I'm unsure how to help.
12. The weekly email between teacher and parent is: (Circle all that apply)
 - A. a great tool that I use weekly to help keep me on course.
 - B. an educational, informative link between parent & teacher.
 - C. too much information – I don't have time to read it.
 - D. nice, but still doesn't answer my questions.
 - F. other: _____
13. The homework & practice incentives your teacher provides:
 - A. are a motivation to my child
 - B. has shown no impact

14. If I were to change something about the incentives it would be:

16. Please mark one box for each of the statements below.

15. Rank your musical background:

piano playing (none) 1 2 3 4 5 6 7 8 9 10 (proficient)
theory (none) 1 2 3 4 5 6 7 8 9 10 (proficient)
singing (none) 1 2 3 4 5 6 7 8 9 10 (proficient)

The teacher of our class is:

- A. fun, holds class' attention
- B. knowledgeable
- C. well prepared
- D. informative to the parents

Disagree	Agree	Strongly Agree

17. If I were to improve something about class periods, it would be:

18. If I were to change anything about the student materials, it would be:

19. Any comments or suggestions pertaining to the following would be GREATLY appreciated!!!

- general curriculum ●class periods ●teaching style ●theory assignments
- home study CD ●parent/teacher communication ●general improvements

20. Add your testimonial of LPM. It could be used on the website, blog or promotional pamphlets.

Thank you so much for your opinions!

We appreciate your helping us continue to improve the Let's Play Music program.

with teacher

1. sit down @ the piano and show teacher your stuff!
2. relax and just do your best.
you're awesome!
3. let teacher check your book and return your homework.
4. nice work! get a treat and move to the next station.



assessment day stations

puppet shows

1. put headphones on if available.
2. choose a puppet show.
3. push play & perform the show!
 - A Royal Problem CD #3
 - Skaters CD #8



assessment day stations

coloring station

1. take one packet and put your name at the top.
2. read directions on each individual paper and complete.
3. color pretty! don't forget to take them home with you!



assessment day stations

speed read

1. start the timer and correctly identify everything on the magnet board as quickly as you can.
2. start the timer and take the timed note naming test. go as fast as you can, and write your time on your paper.
3. repeat until it's time to switch. try to beat your previous time.



assessment day stations

lines & spaces

1. use the alphabet magnets to put up the treble line notes. pick a new color and put up the treble spaces.
2. now put up the bass lines, then the spaces, using a different color of magnets for each.
3. sing 'Treble, Bass, Line & Space' ("the treble clef spaces are easy you see...") and point to the notes as you sing them.
4. repeat and have mom try!



assessment day stations

got rhythm?

1. choose a measure length card ($\frac{3}{4}$ or $\frac{4}{4}$ time).
2. fill the measure with the correct number of rhythm cards.
3. choose an instrument from the blue box and perform your rhythm.
4. repeat. switch from $\frac{3}{4}$ to $\frac{4}{4}$. try different rhythms and rests, and see if you can fill & play 2 or 3 measures.



assessment day stations

practice playing

1. put headphones on (if available) or turn the volume down on the keyboard.
2. practice songs in the book.
3. warm up for station #1.
4. parents: fill out evaluation form. place in folder when complete!



assessment day stations

name: _____

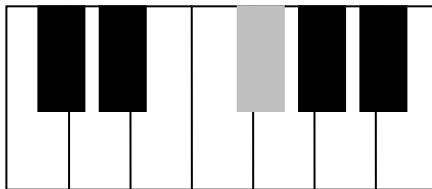


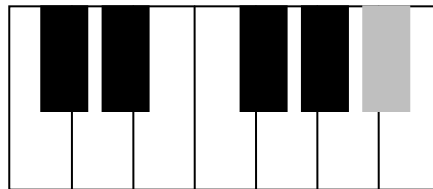
magic keys!

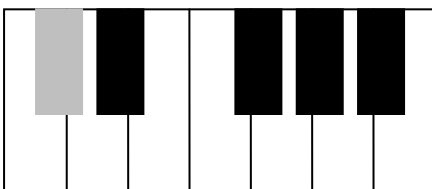
- Match the words in column A with the symbols in column B
- Match column B with column C

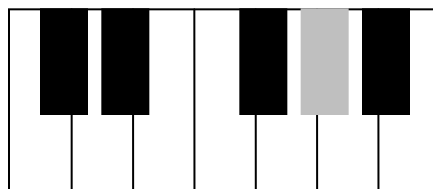
A	B	C
flat		goes up to the black key
natural		goes down to the black key
sharp		stays the same (white key)

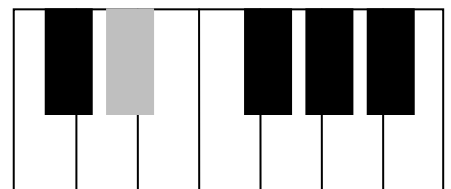
- Write in the letter names on all the white keys
- Write the two different names (sharp and flat) for the highlighted magic key on the line provided











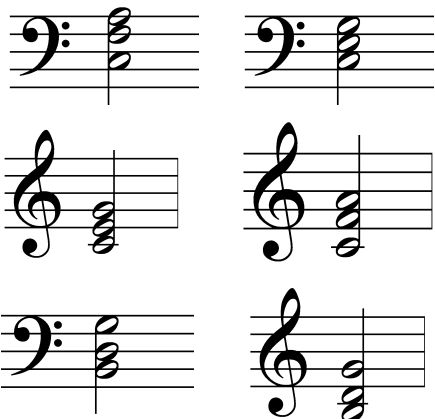


name: _____

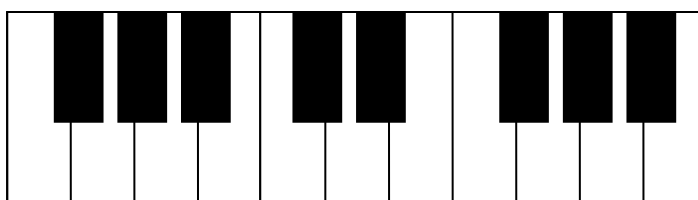
color me!

▼ Color each chord

C Major



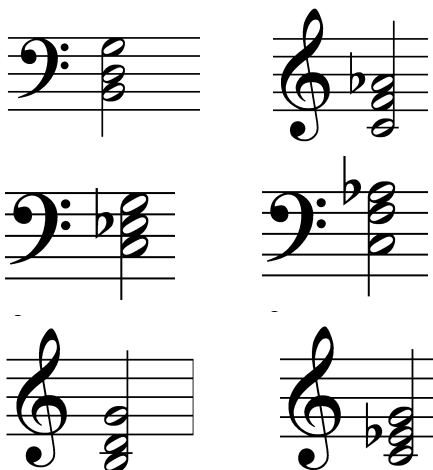
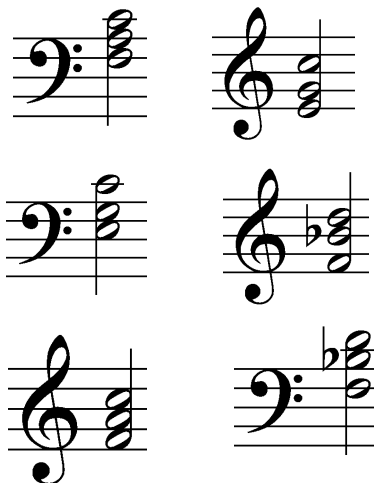
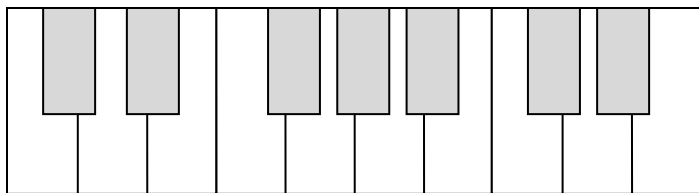
▼ Put stickers on the notes you play for each chord.



F Major

Color each chord ►

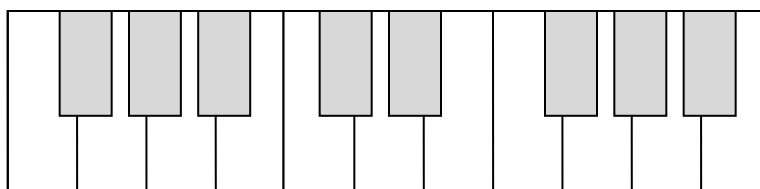
▼ Put stickers on the notes you play for each chord.



◀ Color each chord

C minor

▼ Put stickers on the notes you play for each chord.





Staff Timed Test #1

