

Lesson 14

orange roots

Materials Needed:

Orange Theory Quiz for each child (pg. 50, also pg. 185 for your reference)
pencils for each student

Orange Roots Theory Quiz & Recital Practice

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 let the children perform their recital pieces for each other. Additionally, you may want to check your Orange Pass-off Chart to be sure that everyone has been tested on the pass off songs to date and your records are current. You may even have some students who are ready to pass off Bagatelle Bridges.

Once the Theory Quiz has been given and the students have performed their compositions for each other, you may want to give the kids a heads up and a quick review on what they will be assessed on in Lesson 15 (Scales and cadences in C major, F major, G major, and A minor; inversions, sightreading a simple melody, clapping rhythms, and playing with proper technique.

If you have any time remaining, go over whatever you feel is important and will be the most beneficial to your students. 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 year. Other things you might want to go over are note names, rhythm review, triad games on the giant staff, playing ensembles together – whatever! 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:

- As the children trickle in to class, pass off songs with whoever needs to. 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.

Orange Roots Theory Quiz

- Give each child a theory quiz (copied from page 50 in the appendix 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.

Recital Practice

- Have an informal recital rehearsal in class, with each child introducing their piece, performing it, and taking a bow.
- Have each child introduce their composition. If this introduction is not yet memorized, encourage them to have it memorized before the recital.
- Remind your class of proper “audience etiquette” – be attentive (hold still and be quiet!) during each performance, and clap for each performer when they stand up from the bench.
- Instruct your little performers to remember their bow or curtsy following their piece.
- Dole out the compliments, applause, and high fives so they feel confident and excited about their upcoming recital.

Teacher’s Choice

- Select any songs your students may need to review.



Let’s Say Good-bye

- 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.
- There is also a place on the Progress Report for you to recommend a level for the student to enter in with his private teacher. This, of course, is just a suggestion based on your knowledge of the student’s quickness to learn, practice habits and skill level. In general, most students will be about a level 1B or 2A. Of course, this varies between curricula, so educate yourself as to what is out there.
- Assessment Day is a BIG day, but good preparation makes it fun & successful! Remember the details (are you making a treat for your students? Will you have a pizza party on the last day of class?) and setup early to avoid last minute crises and unnecessary stress! GOOD LUCK!

Orange Roots Theory Quiz

Match each key to its key signature:

C Major



F Major



G Major



Name each note:



Fill in the root of each chord:



Match each rhythm note to its name and its number of counts:

Half note



1

Whole note



1

Quarter note



2

Dotted half note



3

Quarter rest



4

Lesson 15 orange roots

Semester Assessment

This is the lesson where you will take the opportunity to individually assess each class member. 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. (Monsters / The Circus)	Skipping Snakes worksheet: fill in the notes to complete the skipping snake. Find the Root worksheet: fill in the roots, then see if you recognize the tune they make!
4 • speed read	5 • inversions	6 • got rhythm?
Identify musical signs/notes from magnet board (everything they've learned to this point) . Then take the timed note reading test.	Using counters on the quiet keyboards, go through the inversions of the C, F, and G triads (starting in position shown on Primary Chords Poster).	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. Monsters puppet show</p> <p>B. The Circus puppet show</p> <p>C. CD Player</p> <p>D. Headphones</p> <p>E. Puppet show CD</p>	<p>A. Markers and/or crayons</p> <p>B. Pencils</p> <p>C. Copy of 'Orange Assessment Worksheets' for each student (available on DownLow)</p>
4 • speed read	5 • inversions	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 $\frac{4}{4}$, etc.</p> <p>D. Timed note naming test for each student</p>	<p>A. Quiet keyboard</p> <p>B. Colored counters</p> <p>C. Primary Chords Poster (display to show what position they will start on for each chord)</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. 28)
- Make copies of the Year End Evaluation (pg. 46) 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!






Progress Report

+ mastered

✓ satisfactory

— needed improvement

Skills	
Play C major cadence: RH LH HT <input type="checkbox"/>	Play C major scale: RH LH HT <input type="checkbox"/>
Play F major cadence: RH LH HT <input type="checkbox"/>	Play F major scale: RH LH HT <input type="checkbox"/>
Plays G major cadence: RH LH HT <input type="checkbox"/>	Play G major scale: RH LH HT <input type="checkbox"/>
Plays A minor cadence: RH LH HT <input type="checkbox"/>	Play A minor scale: RH LH HT <input type="checkbox"/>
Play inversions red blue yellow <input type="checkbox"/>	Clap and count an 8-count rhythm:  <input type="checkbox"/>
Sight-read a simple melody:  <input type="checkbox"/>	
Plays with proper technique (straight posture, curved fingers, straight wrists) <input type="checkbox"/>	
Repertoire	
(these pieces were passed off throughout the semester)	
HT = hands together S,L = staccato, legato T = needs to work on timing HS = hands separate FF = flat fingers SS = very slow	
Cockles and Mussels <input type="checkbox"/>	From the New World <input type="checkbox"/>
Russian Sailor Dance <input type="checkbox"/>	Bagatelle Bridges <input type="checkbox"/>
Teachers Comments: *Be sure you have your Connections Student Book to take to your new piano teacher!	
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:  let'splaymusic
Concepts: see attached Theory Quiz	

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!
 - Monsters CD #4
 - The Circus CD #10



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

inversions

1. place counters on the quiet keyboard for a C triad. invert the chord until it is again in root position.
2. repeat for the F triad (start in cadence position - the blue chord, as shown on the poster).
3. now try the G triad (in cadence position - the yellow chord, as shown on the poster).



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!

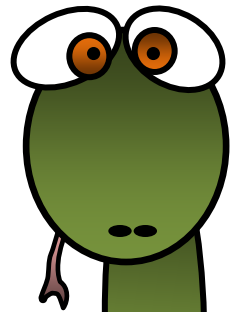


assessment day stations

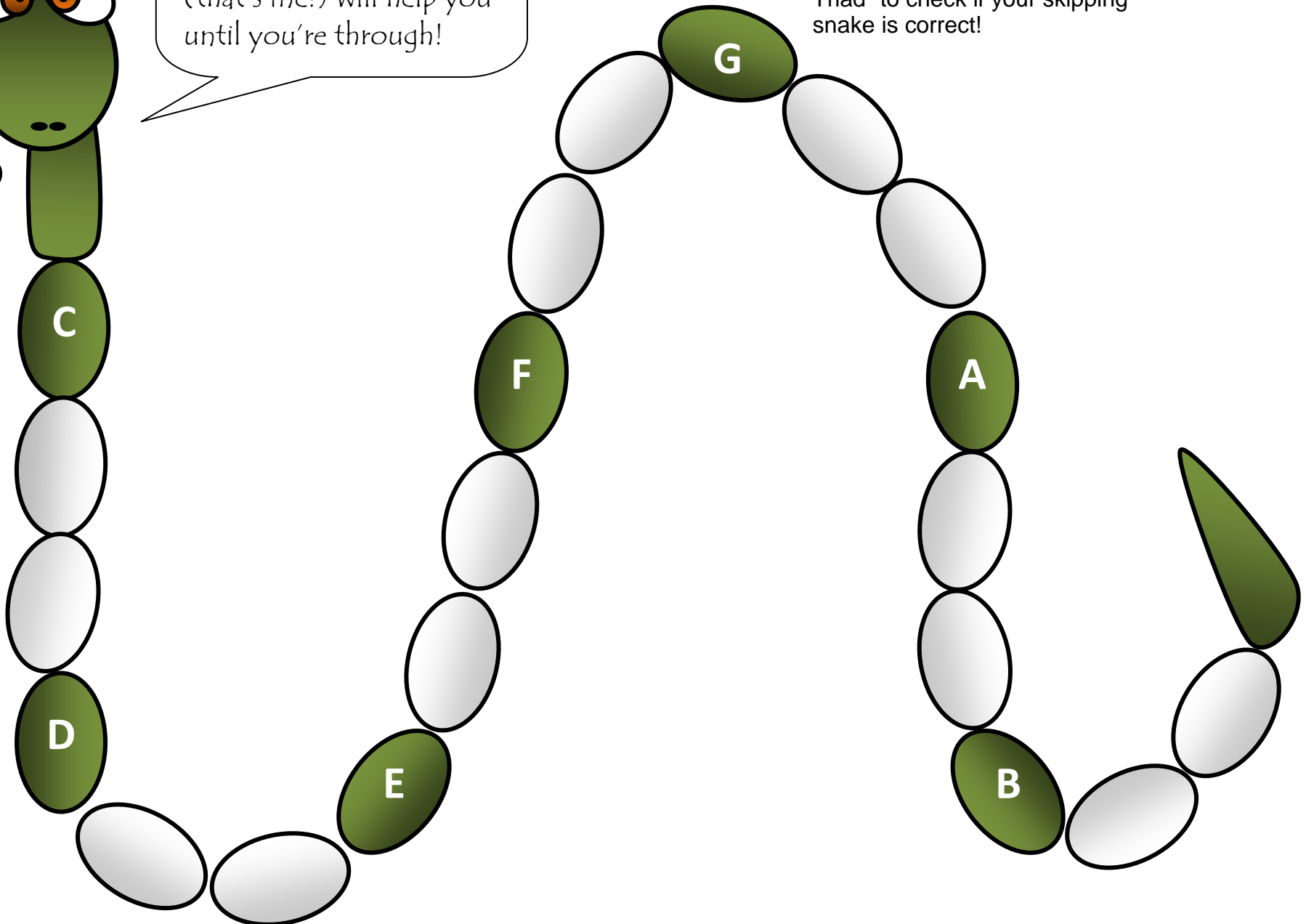


name: _____

- Starting with C, complete each triad. When you reach the tail, you're finished! Sing "I Can Build a Triad" to check if your skipping snake is correct!



You can build a triad,
it's easy to do!
This skipping snake
(that's me!) will help you
until you're through!



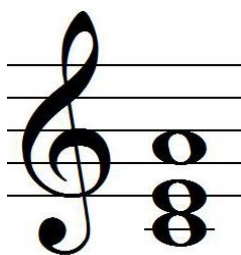
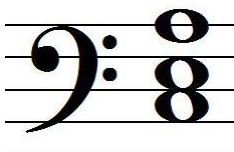
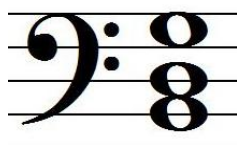
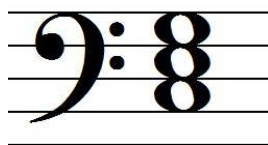
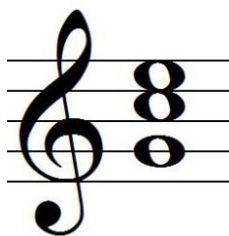
name: _____



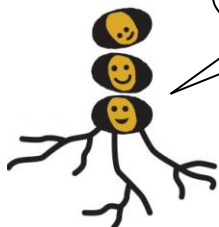
Let's Find the Root!

- Directions:

1. Color in the root of each chord (watch out for treble or bass clef!).
2. Write the note name of each root in the box below the chord.
3. Put your right hand in C position and play all the notes in boxes on your keyboard. Can you name that song?



Name
that tune!



the secret song is: _____



Year End 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. **I would recommend this class to (circle all that apply):**

- A. family
- B. friends & neighbors
- C. I like it, but wouldn't recommend it to anyone else

3. **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

4. **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: _____

5. **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: _____

6. **After completing this year, I feel my child:**

- A. Is ready to progress to the next level.
- B. Is not quite ready to continue on, but I will work with them over the summer.
- C. Definitely needs some extra help from someone other than myself before next year.
- D. Needs to repeat this year.

7. **If there were something I would like to see changed it would be:**

8. **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

9. **The teacher has been (circle all that apply):**

- A. fairly consistent and organized
- B. occasionally unorganized and scattered
- C. animated and effective in teaching the curriculum
- D. occasionally inefficient at keeping the kids attention or teaching curriculum.

10. **The teacher's classroom management style has been (circle all that apply):**

- A. effective and overall balanced
- B. hard to predict and a little inconsistent
- C. somewhat effective but at times a little inconsistent
- D. completely unpredictable and non-existent
- E. too strict and unenjoyable for kids



(Cut above the stars and separate from evaluation.)

If you know of anyone who would benefit from the Let's Play Music program, please write contact information below. If one of your contacts registers for next year, your registration fee will be waived.

Parent's Name: _____ Child's Name: _____ Phone # _____

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