

# Connect with let'splaymusic.



partnering with fine piano teachers  
to ensure a smooth transition



for more info visit:  
[www.letsplaymusic.com/connections](http://www.letsplaymusic.com/connections)

# Let's Play Music 3-Year Overview

## Scope and Sequence

	Red Balloons- Semester one / Year one	Blue Bugs Semester two / Year one	Green Turtle Shells Semester one / Year two
Melody	Sing & sign MRD & SSD	Add SLTD	Add SFMRD
	Use hand signs	Relative pitch, use middle C	Play middle C
	Learn sounds of steps & leaps	Learn sound & sing a skip	Play step, skip, leap on keyboard
	Imitate solfeg patterns	Audiate scale & solfeg patterns	Imitate solfeg patterns on piano
	Sing a major scale		
Staff Reading	Notes going up or down	Read staff – play scale, patterns, step, skip or leap	Learn middle C on staff
	Identify steps or leaps	Identify skips	Learn interval notation (2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> )
	5 lines & 4 spaces		Primary chord notation – treble
	Introduce notation MRD & SSD	Learn notation for SLTD	
Key Relationships	Sing major scale correctly		Step, skip & leap in various keys
	Identify patterns on staff in various positions		Develop tonal center
Keyboard Skills	Distinguish high & low sounds	Identify right is high, left is low	Locate middle C and F
	Play steps & leaps on bells	Practice steps, leaps & skips	Learn finger numbers
	Play major scale on bells	Play songs from a simple score	Learn 'bubble hands'
			Play 5-finger pattern with RH
Rhythm	Keep a steady beat	Feel an internal steady beat	Play with a steady beat
	Imitate rhythmic patterns	Subdivide the beat	Read and play rhythms
	Follow a given rhythm	Learn rhythmic notation (Bugs)	Play in a rhythm ensemble
Harmony	Sing broken chords	Sing chord out of context	Play primary chords on piano
	Learn chord sound by ear	Audiate broken chords	Self accompany
	Sing ostinatos & rounds		Sing canons & countermelody
		Distinguish between major & minor	Play intervals of 2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup>
Classical Form	Recognize themes in music	Recognize repeating ideas	Identify & follow repeats
		Recognize phrases, cadence	

	Yellow Indians Semester two/Year two	Purple Magic Semester one/Year three	Orange Roots Semester two/Year two
Melody	Add SMD		
		Complete musical phrases	Compose a melody
	Play major scale with each hand	Play scales in F: and C:	Play scales in G: and a:
Staff Reading	Learn notation of middle B, D, low & high C	Learn note names on staff – treble & bass	Sight read chords and melody
	Read & play all 5 patterns	Define flat, sharp, natural	Identify the root of a triad
	Primary chord notation – bass		Name the 7 triads in a key
	Function of 2 clefs	The Grand Staff	
Key Relationships		Identify function of accidentals	Learn I, IV, V chord names
		Transpose a melody	Transpose an entire piece
		Key Signatures for C: and F:	Key Signature for G:
Keyboard Skills	Learn names of white keys	Learn names of black keys	
	Play in contrary motion	Play in parallel motion	5-finger patterns in 4 keys
	Play major scale: crossing fingers	Play legato and staccato	Technique practice
		2-handed accompaniment	Improvise on a chord
Rhythm	Read and perform rhythms	4/4 and 3/4 time signatures	
	Dotted quarter pattern	Learn half & whole notes	
	Learn quarter rest	Learn real rhythm names	
Harmony	Play cadence with each hand	Cadence in F: with each hand	Cadences in G: and a:
	Add correct chord to melody	2-hand self accompaniment	Stylizing cadences
		Sing 4-part canons	Play in group ensembles
	Play interval of 5th	Play major & minor pieces	
Classical Form	Discuss themes, repeats, etc.	ABA form, main & lyric themes	Coda, bridge, introduction
	Identify measure, bar	Variations on a theme	Compose a piece following form



# let's play music

A WHOLE NEW WAY TO TEACH MUSIC

## Transitioning to Private Piano Lessons

Tools, Hints and Ideas for Piano Teachers

### Connections Songbook

1. Our new Connections Student Songbook is an amazing tool to help you get to know your new student. This book has been designed specifically to help reinforce and build on what students already know, and to help you as a teacher determine what their skill levels are in different areas. It's got theory assignments, ear training exercises, technique and repertoire pieces which borrow from classical and folk music, as well as new songs with both music and lyrics designed to reinforce musical concepts these students have been working on.
2. This songbook goes beyond review, teaching important concepts that will help smooth the transition from Let's Play Music to traditional method books while educating you, the private piano teacher, on your new student's strengths and weaknesses, as well as his interests and learning style. As you go through this book with your student, you will become well-versed in the language of Let's Play Music and will be able to easily communicate in familiar and instructive ways.
3. The Connections songbook has everything you need to begin lessons with your new students. It's got fun songs to keep their interest, songs to promote sight reading, technique, artistry, and improvisation. It is constructed chronologically with theory assignments, ear training exercises and all kinds of songs laid out simply and in order in ONE BOOK. Students should be able to work through it in approximately 4 to 6 months, after which time you should be very comfortable choosing a method book series and level to continue educating your new music student.

### Skills to Keep Sharp

*As you go through the Connections Songbook, you will get lots of ideas of how to continue helping the students build on what they know, but we've listed a few here for quick reference to draw from as you complete the Connections songbook and begin a piano method.*

1. Keep using flashcards. For example, if a student is assigned a song in the key of G, assign them the section of flash cards with the notes for that hand position.
2. Give simple transposing exercises.
3. Use singing, clapping, and audiating (singing it in their minds and silently touch-playing it on the piano) to help them get a difficult passage down.
4. Help them preview a new song by finding repeated melodic and rhythmic

patterns, noticing form (ABA, etc.) and spotting “magic keys” (accidentals and key signatures) before they ever start playing it.

5. Allow them to identify and color chords in their books, whether block or broken. This is a familiar exercise.
6. Students have learned to read music from all these angles: interval reading, pattern reading (recognizing and chunking out patterns such as MRD), chords (I, IV, V, and triads), and individual notes (flashcards). Each child will have varied levels of strength in each area, so you can continue to pull from these methods and build on them.

### **Including Composition**

*Continue composing. Here are some simple ways to include composition in your weekly lessons:*

1. Ask to see their written composition and let them play it for you! They are proud of these! It also gives you an idea of their progress. (They may compose music at a level a little beyond their ability to read music, just like we speak language beyond our ability to read it.)
2. When you assign a new scale, or a song in a new position, have the student compose a melody using notes from that key or hand position. You can also have them add LH I, IV, and V chords to accompany the melody. OR have them improvise a melody while playing LH chords.
3. Rewrite the ending of a song.
4. Faber often has composing tips to go along with the focus of a lesson or theme of a song (i.e. ‘write a song that sounds like a popcorn popper’ or ‘write a song using the interval of a 5<sup>th</sup>’) – have fun with these!
5. Have the student choose a theme (Are they going on vacation? Is soccer season starting?) and play what it sounds like and/or write about it.
6. If they come to lessons and say, “I wrote a song,” just listen and enjoy. If you want to expand, ask: would you like to add a B section, a minor section, repeat up higher, make this part staccato, add LH chords, change chord treatment, add an introduction, bridge or coda, or experiment with an alternate ending? These are all methods they should be familiar with.
7. *Composing is a great way to encourage musical expression. When students identify with the music they play, they are more likely to value it and stick with it. As a teacher, you also gain insight into how and what they are processing musically when you see them write a piece.*



Hello!

I am excited to have you as my new piano teacher! I am a recent graduate of the **Let's Play Music** program. I learned so many wonderful things about music and I'm excited to keep learning more!

One thing I got really good at is working with chords. I know all about the primary triads, I can find the root of a chord and play chords in different styles to create different moods! I have trained my ears well and I can hear a melody and add the chord that sounds best with it. I can play my scales in C, F and G major, as well as A minor. I can also play cadences in C, F, and G major and C and A minor. I've learned the key signatures for each of these keys too (though I may call them "Magic Keys!") I also know my intervals – 2nds, 3rds, 4ths and 5ths are my specialty. I have memorized all the notes on the piano and staff and would like to continue working on my staff note flashcards. Please review all these things with me and help me to keep these skills sharp.

I learned to hear so many things by using the Solfeg System (do, re, mi, etc.) so sometimes I will hear things and answer using these syllables. This system has helped me to transpose songs, take melodic dictation and I even composed my own song! Would you like me to play it for you and tell you about it?

On the back is a list of things I know. Some of them I learned first with silly words just to help me remember them better. Maybe you could fasten this list to one of my new books, just so it's always handy. If I don't remember the real names, will you remind me of the terms I learned just so I'll understand you better? I'll work really hard at knowing the real names!

This is sure going to be fun! If you have any questions, please call my Let's Play Music teacher, Melissa Lunt at 801-794-0626. She'd love to talk to you, if you have any questions.

Sincerely,  
Your new student!

## Most people say...

### Primary Chords

Tonic (I)  
Subdominant (IV)  
Dominant (V)

### Intervals

### Note Naming

### Rhythms

quarter note  
two eighth notes  
half note  
four sixteenth notes  
dotted quarter/eighth

### Finding the root of a chord

### Other terms/ concepts learned

## In Let's Play Music we said...

### Primary Chords

"Red" (do-mi-sol)  
"Blue" (do-fa-la)  
"Yellow" (ti-re-sol)

### "Turtle Shells"

2nds: "stuck close together"  
3rds: "stacked up nice and neat"  
4ths: "little space between"  
5ths: "fit another note between"

### Treble Spaces:

FACE

### Treble Lines:

Every Good Boy Does Fine

### Bass Spaces:

All Cows Eat Grass

### Bass Lines:

Good Bridges Don't Fall Apart

"bug"  
"beetle"  
"slug"  
"caterpillar"  
"shoot the..."

In root position, the root is on the bottom; if there are any gaps, the root is the note just above the gap.

### Ask me about them!

Legato, Staccato  
3/4, 4/4, time signatures  
ABA form, repeating sections, introduction, bridge, coda, repeats, measures, bars, bar lines, etc.  
"Bubble Hands" to remind of proper hand position  
Block chord, broken chord, marching chord  
Inversions





# Private Piano Teacher Training Certification Evaluation

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

1. **My general experience was:**
  - A. better than I expected
  - B. not as good as I expected
2. **Did you like learning about the Let's Play Music curriculum?**
  - A. Yes, it was rather enjoyable and informative.
  - B. No, I didn't see the need to learn this much.
3. **Being invited to participate in this certification was:**
  - A. appealing, I like the idea of entering into a win-win partnership.
  - B. compelling, I felt somewhat pressured into doing it, but am glad that I did.
  - C. off-putting, it feels like more work to me and I wish I hadn't been approached.
4. **The four requirements to certify are:**
  - A. simple and easily attainable.
  - B. manageable, not too easy, but not too hard either.
  - C. cumbersome and too time consuming.
  - D. comments: \_\_\_\_\_
5. **The reading packet was:**
  - A. wonderful – I loved learning about the curriculum.
  - B. necessary, but I wish it was shorter.
  - C. interesting, but not information we needed to know.
  - D. other: \_\_\_\_\_
6. **The information in the reading packet was:**
  - A. educational – the reading materials made sense.
  - B. unsolved – left more questions than answers.
  - C. lacking - the material didn't flow or make sense.
  - D. other: \_\_\_\_\_
7. **The worksheet that went along with the reading was:**
  - A. a great way to remember what I read.
  - B. valuable, but I really didn't want to complete it.
  - C. unnecessary and I would suggest you don't do it.
8. **The training was:**
  - A. just right, I enjoyed every part of it!
  - B. not long enough, I left wanting more information.
  - C. too long, you could've cut a lot of information.
  - D. other: \_\_\_\_\_
9. **If I could change something about training it would be:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. **Seeing the presentation of activities was:**
  - A. useful and will be helpful as I teach upcoming students.
  - B. informative, but I don't see how it will help me.
  - C. a waste of time, I didn't need to see the activities.
  - D. other: \_\_\_\_\_
11. **The person who invited me:**
  - A. managed my expectations by keeping consistent contact with me. I was very informed.
  - B. was in contact, but I was a little unsure of what was going on and what I was to do next.
  - C. did not handle things well. I was confused from the beginning. Things were poorly handled.
  - D. other: \_\_\_\_\_
12. **After learning about the Let's Play Music curriculum, I am:**
  - A. excited about finishing my certification as an approved private piano teacher.
  - B. unsure about whether or not I will finish the certification.
  - C. not going to finish the certification because it is not worth my time.  
Why?: \_\_\_\_\_
13. **Do you feel your studio will benefit from your becoming a certified Let's Play Music private piano teacher?**
  - A. Yes
  - B. No  
Reason: \_\_\_\_\_
14. **The training presentation (circle all that apply):**
  - A. was fun and held my attention
  - B. was informative and well presented
  - C. was a little unorganized and seemed unprepared
  - D. other: \_\_\_\_\_
14. **If I could change anything about certifying it would be:**  
\_\_\_\_\_  
\_\_\_\_\_
15. **Other Comments:**  
\_\_\_\_\_  
\_\_\_\_\_





(We will be happy to answer questions at the end of the presentation.)

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