

Premier Piano Course Assignment



TODAY'S LESSON

Day _____

Date _____

Time _____

NEXT LESSON

Day _____

Date _____

Time _____

Premier Piano Course Books	New Pages	Review Pages	Practice Suggestions
Lesson Book			
Performance Book			
Theory Book			

Other Books, Solos, Duets & Ensembles	New Pages	Review Pages	Practice Suggestions

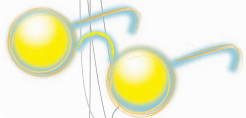
Daily Practice Time (in minutes)

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	TOTAL

To: Parents **From:** Teacher

Please help your child:

- Review Flashcards
Music Cards #
Sight-Reading Cards #
- Listen to CD Tracks
Lesson Book #
Performance Book #
- Other



To: Teacher **From:** Parents

- My child really likes:
- My child needs extra help with:
- Other



In *P. J., Sara and the Incredible Music Imagination Machine*, P. J. and Sara Sullivan go to Mrs. Taylor's house for their weekly piano lesson. While they are there, they meet the eccentric Professor Harris who has an invention that he believes someone is trying to steal. P. J. and Sara offer to hide the invention in their backyard playhouse.

Professor Harris's invention is an amazing musical machine that can travel backwards and forwards in time. P. J.'s friend Benjamin accidentally sets the machine to take P. J. and him to London. While they are there, Sara and her friend Kimberly tell Sara's mother what has happened.

P. J. and Benjamin return safely, but must face the Professor and Mrs. Sullivan. They all agree that they will not travel again without their parents' permission and only if Professor Harris is with them. They decide to create the *Premier Piano Club* and plan their trips together. Just as they are wondering where they will go next, there is a knock on the playhouse door! Who could it be?

P. J., Sara and the Unexpected Visitor



Chapter 1: **The Man at the Door**

The knock on the playhouse door had startled everyone. The room suddenly became quiet. Everyone's eyes were on Professor Harris. Just moments before, Sara and P. J. had been happily planning to start their new *Premier Piano Club* with their mother, the Professor, and their friends, Ben and Kimberly. The

Specific Practice Suggestions for Level 1B

Practice suggestions follow for each page in Lesson Book 1B to assist parents in helping the child. Answers to questions are in parentheses following each question. Follow these guidelines:

1. Only do one or two of the practice suggestions from each page on a given day. Alternate the suggestions from day to day.
2. Use the Flash Cards daily. Cards to use with each Lesson Book page are identified clearly on the cards. In the practice suggestions that follow, cards that are new for each page are in **bold** print.
3. There are two types of Flash Cards—Music Cards (MC) and Sight-Reading Cards (SR). When using the Music Cards, ask your child to answer the questions on the back of the cards to demonstrate understanding of the concepts. When using the Sight-Reading Cards, your child should play the example one time each day.
4. Allow your child to play along with the CD (see page 48, question 2) or GM disk (see page 47) when he/she can play the piece securely without stopping and starting.
5. When the child has trouble doing one of the activities, use the “notepad” on the assignment page to write a note to the teacher asking for help in the lesson with the activity.

Pages 4 and 5—Ask your child to:

1. Tell you how many counts are in each measure of $\frac{3}{4}$ time. (3)
2. Tell you how many counts a quarter note (♪) gets in $\frac{3}{4}$ time. (1)
3. Teach you to clap and count the *Rhythm Review*.
4. Tap the rhythm of *The Boat Dock*, using the correct hands, while listening to the practice tempo on the CD (Track 2).
5. Say the note names aloud for *The Boat Dock* with the practice tempo on the CD (Track 2).

6. Play *The Boat Dock* with the practice tempo on the CD (Track 2); then play with the performance tempo (Track 1).
7. Practice *The Boat Dock* using the steps in the Practice Journal.
8. Explore the *boat docks* Learning Link in the Theory Book, page 4, by looking for additional information about the subject at the library or on the Internet.

Flash Cards **MC 1, SR 1–2**

Page 6—Ask your child to:

1. Teach you to clap and count the *Rhythm Review*.
2. Name the first five notes of *At the Park*. (C, D, E, F, G).
3. Point to the notes of *At the Park* on the page while listening to the practice tempo on the CD (Track 4).
4. Sing (or say) the words of *At the Park* while listening to the performance tempo on the CD (Track 3).
5. Play *At the Park* with the practice tempo on the CD (Track 4); then play with the performance tempo (Track 3).
6. Explore the *Yosemite National Park* Learning Link in the Theory Book, page 6, by looking for additional information about the subject at the library or on the Internet.

Flash Cards MC 1, **MC 2, SR 3–4**

Page 7—Ask your child to:

1. Teach you to clap and count the *Rhythm Review*.
2. Tap the rhythm of *Walk to School*, using the correct hands, while listening to the practice tempo on the CD (Track 6).
3. Say the note names aloud for *Walk to School* with the practice tempo on the CD (Track 6).
4. Play *Walk to School* with the practice tempo on the CD (Track 6); then play with the performance tempo (Track 5).

Flash Cards MC 1–2, **MC 3, SR 5–6**