

# 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 Unexpected Visitor* (At-Home Book, Level 1B, page 24), the *Premier Piano Club* plans to return Wolfgang Amadeus Mozart to his home in Vienna. Professor Harris invents a special device for the Music Imagination Machine called the Emergency Return Device, or E. R. D. for short. When the E. R. D. is attached to the machine, and a special code on the keyboard (B-A-C-H) is used, a safe return of the machine back home is guaranteed.

This device makes the parents of the children in the *Premier Piano Club* feel that it is now safe for their children to travel with Professor Harris. P. J. and Sara's mother, Mrs. Sullivan, agrees to travel with the group. Mr. Romero, Ben's father, simply wants to watch them leave, but he is accidentally taken along.

The group lands in what they think is Vienna but quickly discover that they are in Salzburg, where they see Mozart's boyhood home and his family. When they do manage to get Mozart back to Vienna, he shows them the city and then plays and sings an aria for them from his newest opera, *The Marriage of Figaro*.

They leave Mozart so he can finish his opera, and they begin the return trip home. But something happens along the way. Where are they now?

# P. J., Sara and the Mixed-Up Adventure

## Chapter 1: **Lost!**

P. J. landed with a thud. "Ouch!" he exclaimed as he opened his eyes. He pulled a small rock out from underneath his leg and looked around. The rest of the *Premier Piano Club*—Sara, Kimberly and Benjamin—were sitting on a narrow dirt road. The adults—Professor Harris, Mrs. Sullivan and Mr. Romero—were dusting themselves off on a small hill nearby.



## Chapter 7: Für Who?

The Professor and Ben bent over the machine, talking in hushed whispers, lost in their work. P. J. peeked out from the hallway into the music room. Beethoven—if that's who he was—continued to play loudly. Then, he suddenly stopped and opened his eyes. P. J. sucked in his breath, trying to make himself invisible. The man stared into space for a moment and then began to play again.

*Wait a minute, P. J. thought. I've heard that before. I know that piece but I can't think of the name of it. What is it?*

As the man continued to play, P. J. felt himself drawn into the room. He was mesmerized by the music and felt that if he got closer, he might remember the name of it. He forgot that he could be seen. All he was thinking about was the music.

## Specific Practice Suggestions for Level 2A

Practice suggestions follow for each page in Lesson Book 2A 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 or GM disk 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. Point to each sharp and flat in the piece; then name and play the note on the keyboard. (F-sharp—LH mm. 1, 3, 5, 10, 14; F-sharp—RH m. 2; D-sharp—RH mm. 6, 9, 13, 17; E-flat—RH m. 19)
2. Point to the notes of *On with the Show!* on the page while listening to the practice tempo on the CD (Track 2).
3. Tap the rhythm of *On with the Show!* using the correct hands, while listening to the practice tempo on the CD (Track 2).

4. Play *On with the Show!* with the practice tempo on the CD (Track 2); then play with the performance tempo (Track 1).

Flash Cards **SR 1–2**

### Page 6—Ask your child to:

1. Play *Workout 1* while counting aloud.
2. Name the first five notes in the RH of *Twinkling Skyline*. (C, D, E, F, G)
3. Say the note names aloud for the RH of *Twinkling Skyline* with the practice tempo on the CD (Track 4).
4. Sing (or say) the words of *Twinkling Skyline* while listening to the performance tempo on the CD (Track 3).
5. Play *Twinkling Skyline* with the practice tempo on the CD (Track 4); then play with the performance tempo (Track 3).
6. Explore the *skyscrapers* 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 1–5, SR 3**

### Page 7—Ask your child to:

1. Tap the rhythm of *Bartók’s Study* while listening to the practice tempo on the CD (Track 6).
2. Say the note names aloud for *Bartók’s Study* with the practice tempo on the CD (Track 6). (Note: Both hands play the same notes.)
3. Tell you what happens in the music in measure 11. (the tempo gets gradually slower—*rit.*)
4. Play *Bartók’s Study* with the practice tempo on the CD (Track 6); then play with the performance tempo (Track 5).
5. Look for additional information about Béla Bartók at the library or on the Internet.

Flash Cards MC 1–5, SR 3, **SR 4**