



Teacher Guide Supplement

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Teacher's Guide

The Teacher's Guide gives specific instruction on what should occur during each of the eight lessons in the Connections book. During this time, the main goal is not to learn and master new material and concepts, but to get to know your student well and have a good foundation of what needs to happen to achieve the goals that you have for your students. We feel this is best achieved when you take the time to learn what your student knows before embarking on your curriculum path.

Whether you are new to Connections and Let's Play Music or have taught many Let's Play Music graduates, the Teacher's Guide is designed to give you a full picture and insight into your new student. The Teacher's Guide will direct the lesson and space is provided to take notes on what your student knows well and what you will need to focus on once you move to your method books.

Each lesson is based on one or more focus concepts which are given in the black box at the top of the lesson. The focus concept is something the student should know and possess some skill. Going through the lesson will give you the ability to assess how strong they are with the focus concept. We have provided a Student Assessment page as part of your teacher guide as a place to make notes and assess your individual students strengths on particular skills or concepts covered in each lesson. Once you have completed the Connections Book together, this page will help you determine the best level to place your student in.

As you fill in and explain the weekly assignments in the Practice Log in the back cover of the Connections book, it is left to your discretion to determine how much the student should practice and any additional assignments you would like to make. This is also your opportunity to explain to your student the expectations you have for practice and what will be required in your studio.

At the end of the Connections book are some note speller activities that can be used to fill time if the lesson gets done early. If a student is very accomplished, it would not be unusual for you to be done with the lesson a little early. These activities can help solidify concepts that the student already knows. You are also welcome to fill any extra time with other activities that you deem appropriate.

As you follow this guide, you will come to know your student and have a firm understanding of where they are on their musical journey. Your student will also get to know you and your expectations of them. They are probably experiencing regular one on one lessons for the first time and will learn from you how to take the concepts they already know and make beautiful music on the piano.

Lesson 1: pg. 1

Musical Elements and Primary Chords

Get to know your student's level of understanding of various musical elements, and the verbiage Let's Play Music used to experience that skill or concept.

Student can recognize the primary chords, their pieces, and play with proper fingering.

Ask your new student to play his/her composition for you! This was a great accomplishment at the end of Let's Play Music and will give you a way to praise your student and get to know him/her better!

- Lesson • **Musical Elements:** Point to each element on the page and ask, *'What is this called?'* Record level of mastery in the Student Assessment.

Most People Say:	Let's Play Music approach:
Treble clef	Girl's Curly Hair – designates high notes, hint "G" clef
Staccato	Bouncing is staccato—choppy as can be
Flat	Moves DOWN to the very next key—slide your voice down as you say the word 'flat'
Legato	Rolling is legato—play the smooth song
4/4	4 beats in a measure, 'wa-ter-mel-on' feel
Bass Clef	Father's strong arm - designates low notes, hint "F" clef
Natural	Just regular—shrug shoulders and say 'natural' in a nonchalant way
3/4	3 beats in every measure, 'lol-li-pop' feel
Sharp	Goes UP to the very next key—say the word 'sharp' in a high pitched voice

- **Primary Chords:** Ask child to play and sing through their Primary Chords Song. ***The I, IV and V chords were called red, blue and yellow respectively. Roman Numerals have not been introduced. Each chord has three pieces and the three pieces can be in any order. *"Can you find the pieces for each chord in the triangles below?"*
- Point to each of the triangles and have the student tell you the chord color and the number. Record level of mastery in the Student Assessment.

DO MI SOL = Red or I DO FA LA = Blue or IV TI RE SOL = Yellow or V

- Theory • **Show What you Know:** Explain to your student to match up the musical element to its name on the page and to color the primary chords according to their pieces on the bottom of the page.

- Repertoire • **Chords in Pieces:** *"Let's play Chords in Pieces."* Before playing, ask the student to identify how many beats are in each measure. *"How do you know?" That's right, the time signature tells you how many beats will be in each measure."* Have the student play and sing.
- *"Let's play it again, but let's sing it with our numbers instead of our colors."* Play again, substituting the number name for each of the color names.

- Making Musicians • See page ii of this supplement for instructions on "Making Musicians".

Review Practice Log with student and assign any additional material as necessary.

Lesson 2: pg.5

Cadences and Inversions

Student can read and play primary chord cadences in 5 keys. Can read from the key of C Major and then transpose to play in both F major and G major.

Student understands that a chord in any order other than Root Position is called an inversion. Also understands that changing the order of the notes doesn't change the chord.

- Lesson**
- **Primary Root Chords Song:** *When the chords are all in root position, they are a little harder to play, but they still sound the same.* Let's play your Primary Roots Chord song. Help student name the root of each chord (write in if necessary). *When we play our C Major Cadence in its common inversions, it is MUCH easier to do. "Can you play your C Major Cadence with both hands for me?"*
 - **Cadences:** Have student play their F Major Cadence. Double check their fingerings and ensure they are playing the B-flat on the 'blue' (IV) chord. Record level of mastery in Student Assessment. Try hands separately as needed.
 - Repeat for G, a minor and c minor.
 - *Let's sing 'Let's Find the Root' to remember how we find roots when the chords are not in root position---inversions!"*



On any given note,
You add a third and fifth,
And you have made a triad
That will give you such a lift!
When it is stacked up so,
No gaps will let you know,
The chord's in root position
So the root is down below.
(Refrain)

Now take this chord right here,
It's root position, clear,
But if that note jumps up on top,
It leaves a gap right here!
And now you have a change,
Don't think it awfully strange,
The note above the gap's the root,
It just has rearranged.
(Refrain)

Refrain:
'Cause it's the root that gives
The chord its name and
Every chord has
Got to have a root.
Let's find the root!

- **Inversions:** Point to the line of inverted C chords and ask your student to identify and fill in the root of each chord with a pencil.
- *"Let's practice your C chord inversions!"* Try hands separately first and then see if the student has mastered hands together. Record level of mastery.
- **Inversions:** Explain how to complete each activity. Assign in practice log.
- **Cadence Blues:** *"Let's play 'Cadence Blues'. You play in C position while I play the blues part below."* Student plays RH on 1st verse, LH on 2nd verse.
- *"We can also play along with the CD [13] in the keys of F and G major."* Have student transpose to F Major (and G if you have time) while still reading from C Major version.
- **Morning Chimes:** Assist child in playing their inversions. You may join on the duet part at the bottom of the page. The student has seen a 'slur' before and knows that this marking means *legato*. However, you will need to explain what a 'tie' is and how it works.

Theory
Repertoire



Review Practice Log with student and assign any additional material as necessary.

Lesson 3: pg. 10

Note Naming and Improvisation

Student has learned the note names for the staff including Middle C, Middle B and Middle D notes (C4, B3, D4) and where they are on the keyboard.

Student can improvise and play a variation of the written chord on the page.



- Lesson**
- **Note Naming:** “Let’s sing ‘Treble, Bass, Line, Space’ with the CD!” Sing with CD while pointing and following along in book.
 - “Now that you remember the lines and spaces, try naming these notes without counting up.” Point to notes on the page in random order. Help your student to beware of the clef. Record mastery in Student Assessment.
 - “Let’s take out your flashcards! How fast can you go through them all!?” Flash the cards for your student. “Now let’s do them again, but this time we’ll say it, then play it on the keyboard!” Show a flashcard and have the child quickly ‘say it’. Then ask them to play it on the keyboard. Help guide them by asking questions such as, “Is it above Middle C or below Middle C? Close to Middle C or far away from Middle C?”
 - **Chord Variation:** Point to the chords on the bottom of the page. “Can you play these BLOCK chords for me?” Have your student identify and play the chords with their left hand. “Can you try playing them another way? How about broken, then marching?” Allow your student to play the different styles for you and record in Student Assessment.
- Theory**
- **Note Naming:** Instructions on theory page. Assign in practice log.
- Repertoire**
- **Russian Sailor Dance:** “Will you play through the B section for me? What position does your LH need to be in?” Allow student to play the B section HT. If their fingers seem to have a hard time ‘remembering’ hands together, offer to play RH as they play LH. “That was great!! Can we play that again, and this time let’s play those LH chords broken?” Play through together a 2nd time.
 - If time permits, have student play the entire song for you while you play the accompaniment, or work through the 1st two lines together to refresh the memory in their fingers. Point out the different time signatures for the A and B sections and any other page elements. Assign for practice at home this week.
- Making Musicians**
- See page ii of this supplement for instructions on “Making Musicians”.

Review Practice Log with student and assign any additional material as necessary.

Lesson 4: pg. 15

Rhythm and Counting

Student can read rhythms and count out by beat.

Let's Play Music used bugs to do this.



- Lesson**
- **Our Bugs are So Fun!**: *“Show me all of your bugs! Let’s sing about how they’re so fun!”*
 - Sing vs. 1 and 2 with CD while pointing and following along in book.
 - *“Now let’s clap our bugs!” First the bug names and then the numbers way!* Set the metronome to 60 bpm and use the ready words: “Here we go-o”

- Theory**
- **Bug Theory**: Assist with writing in the counts. Record mastery in Student Assessment.
 - **Rhythm Matching**: (pg. 18) Do one measure together and allow student to do the other at home.

- Repertoire**
- **No One’s in the House**: *“Look at all the bugs in the house! What’s the time signature of this song? Can you see 2 kinds of bugs per measure? The beat is the bug....”* (allow student to finish with ‘and the others play along!’)
 - Have student clap and then count the rhythm a line at a time. Bugs first, then real counting. *“Let’s play the 1st two lines together.”* Have student play RH while you play the LH chords. Repeat for the last two lines and sing the bugs as you play together. Assign student to write in counts if necessary. Encourage hands together for the at home practice.

- Making Musicians**
- See page ii of this supplement for instructions on “Making Musicians”.

Review Practice Log with student and assign any additional material as necessary.

Lesson 5: pg. 20

Staff Relationships and Elements

Student can identify staff elements and relationships and interpret staff relationships from the page to the keyboard. Let's Play Music used the terms 'steps, skips and leaps' for melodic intervals of a 2nd through a 5th and the term 'interval' for the harmonic intervals. **Your student has not EVER been introduced to the terms 'harmonic interval' or 'melodic interval'**

- Lesson** • **Staff Relationships:** "Let's sing our songs about steps and skips!" Listen to the CD and point to the notes on the staff as indicated in the lyrics below.



Taking Baby Steps

When baby brother started walking, this is what he did,
He took tiny little baby steps, it went something like this,
He'd go: *(point to the notes on the page)*

Line space line space line space line space
line space line space line,

Those little baby steps are getting better every time!

Start on a space and you can go just to the next line,
Or from a line back to a space is really just as fine,
Let's go: *(point to the notes on the page)*



How to Skip

I am learning how to skip,
How to skip, how to skip,
I am learning how to skip,
It's so fun!

(point to the notes on the page)

From a line to the next line,
That's a skip, that's a skip,
Or from a space to the next space,
That's a skip!



- **Intervals:** "Here's Turtle Tom and Turtle Tim, reminding us of our intervals!"
- Point to the harmonic intervals on the page as you sing "Turtle Shells"
- Review each interval. "Now when they're stuck close together it's a..." (allow student to say '2nd'). "When they're stacked up nice and neat its called a" (Student will answer '3rd'). "And with a little space between its called a" (4th). "And that's the nicest sound I've ever heard! What's this last one with an even BIGGER space between? That's right a 5th!" Record in Student Assessment.

- Theory** • **Steps and Skips:** Explain and assign the theory work in both sections.

- Repertoire** • **Alouette:** Have student identify the intervals (harmonic) in the LH and write them in. "This song is almost ALL baby steps in the RH. Let's circle any skips." Help student find and circle the melodic 3rd at the end of each of the 1st two lines. "Let's play the 1st two lines together."
- On the last two lines, have the student name the first note in the measure and then ask, "How are the notes moving? That's right! Baby steps going up, and then same note (or G) again. Then starts on G and does baby steps down and same note (or C again.)"
 - Point to the repeat sign at the end of the song and ask, "Do you remember what this is called? Student might say 'repeat' or might say 'dot, dot do it again.' "That's right, and where do we repeat back to? The beginning, right. Where is the end of the song?"
 - Guide student to double bar line if they don't remember. "Do you remember what that is called? Double bar line, correct." Point to a random bar line on the page. "What's the name of this called? Bar line, correct!!!"

- Making Musicians** • See page ii of this supplement for instructions on "Making Musicians".

Review Practice Log with student and assign any additional material as necessary.

Lesson 6: pg. 24

Major Scales and Key Signatures

Student can play the Major scale for C, F, and G major. Student understands and recognizes the key signatures and chords in the different keys.

Let's Play Music used the word 'Magic Key' to refer to the sharps or flats in a key signature.

- Lesson**
- **Major Scales:** *"Major scales have 8 notes or scale degrees. Let's count them on the scale below. Sing your major scale for me with your hand signs up and then down"*
 - **Scale Degrees:** Have your student write in the scale degrees. Record level of mastery
 - **Key Signatures:** Point to the G major scale and ask, *"What key is this? How do you know? What is the Magic Key? Play me a G Major Scale with your RH. What's the Magic Key going to be? Don't forget to pop your bubble."* Allow student to play the major scale up and then down (one octave only). Repeat for LH. *"Do your best playing hands together."*
 - Point to C Major and ask again, *"What key is this?" "How do you know?" "Play me a C Major scale with both hands."*
 - Repeat for F Major except have student play F Major with each hand, not hands together.
 - Record level of mastery in Student Assessment.

- Theory**
- **Major Scale:** Help child understand how to complete at home.
 - **Key Signatures:** The child needs to fill in the KEY, the color and its number name.

- Repertoire**
- **Magic Keys:** *"Let's sing Magic Keys together!"* Sing with student using the CD and following the book.



- Ask the child to play the song and tell you if they would like to play with one hand or hands together (HT). Assist as needed.
- Ask the student, *"Do you remember the NUMBER name for the red chord? The Blue? The Yellow?"*
- Ask leading questions such as, *"What is Do in the key of C (or F or G)? Can you spell the red or I chord in the key of G (or C of F)?"*

- Making Musicians**
- See page ii of this supplement for instructions on "Making Musicians".

Review Practice Log with student and assign any additional material as necessary.

Lesson 7: pg.29

Triads and Roman Numerals

Student understands the concept of root position – root on the bottom, then add a 3rd and a 5th (stacked up nice and neat.) Student knows the music alphabet (G comes after A) and can build triads off of each note.

Student knows scale degrees by number. Roman numerals are a new concept and will require explanation from you.



- Lesson**
- **Triads:** “Can you sing ‘I Can Build a Triad?’” Sing along with the CD.
 - “Remember how to make a skipping snake? Point to the music alphabet and ask your student to spell each triad starting on C, D, E, etc. If they are having difficulty, assist by pointing to the letters on the ‘skipping snake’.
 - **Roman Numerals:** Show the student the scale triads with the Roman Numerals underneath and explain “*Roman Numerals are an ancient system for numbering, but they look more like letters! When a triad is major, the numbers are upper case, and when it’s minor, they are lower case.*”
 - Have the student write ordinary Arabic numbers under each triad. “*Of course, these are just our scale degrees!*”
 - Ask your student to identify and circle the **major** triads. “*Yes, the ones built 4*
 - Have your student color each primary triad.
 - *All of these triads are in root position because they are stacked up nice and neat in thirds, there are no gaps in the chords!! The root is the bottom note! Play the triads while we say the numbers and listen for major or minor.*”
- Theory**
- **Triads and Roman Numerals:** Explain how to complete each activity.
- Repertoire**
- **Cockles and Mussels:** Notice each triad in root position. All LH chords will be played with fingers 5-3-1, just scoot the hand up a step for each triad.
 - Help your student analyze each chord in the LH by shading in each root. Then write the name of that note in the lines below. “*The root gives the chord its name!*”

Review Practice Log with student and assign any additional material as necessary.

Lesson 8: pg. 33

“New Yellow” Chord and Composition

Help your student understand how to recognize and play a ‘new yellow’ chord—the V7.

This is a brand new concept you will be teaching your student.

Your student has also composed their own piece, as a complete musician.

- Lesson**
- **The New Yellow Chord:** *“You are so good at playing your yellow chord (or five chord.) Now it is time to try something new-- A ‘new yellow’ chord or a ‘new five’ chord.”*
 - Show your student this new chord, it is not a triad with three pieces – it has **four** notes and is called a ‘seventh’ chord. *“Can you see why?”* (On top of the 5th there is a 7th). Explain that seventh chords often leave out the 5th, and when they are in an inversion, you will see an interval of a 2nd.
 - Have your student play and sing the pieces of the yellow chord (or V chord) in C major. Then try singing and playing the new yellow chord. Also introduce the V7 chord in F and G major.
 - *“Even though it is NOT a triad, it is still a yellow or V chord, so it sounds good wherever you would use the regular yellow chord.”*
 - **Composition:** *“Remember Echo Edison? He helps make up new songs by answering musical questions! You played your own composition that you wrote for me when we first met.”*
 - *“I am going to play you some musical questions. Sing back your answer! I will play each one a few times so you can think of new answers! Remember, there can be many right answers! They just need to sound like the question and they MUST end on DO.”*
 - Play one example at a time and allow your student to sing an ‘answer’ back.
- Theory**
- **New Yellow:** have the student identify the new yellow chords on the bottom of the page.
- Repertoire**
- **Trumpet Voluntary:** Have student identify the chords in this song. *“You can practice playing the new yellow chord with your left hand in this song while I play the melody. Watch out for our NEW yellow chord.”* If time permits allow child to play through the RH melody, or just the first line, and assign both hands for at home practice.
 - **Echo Edison** *“I will play the melody below. The first four measures are the question, the last four measures are your answer!”*
 - Help your student write their answer into the book. Then assign for practice at home. *“Get ready for that NEW yellow chord!”*
- Making Musicians**
- See page ii of this supplement for instructions on “Making Musicians”.

Review Practice Log with student and assign any additional material as necessary.