

Music In Every Child: Strategies for Success

MTNA Webinar: January 25, 2019

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- Introduction
 - A. What types of students do you have in your own studio? How have they changed in the last year? Each student is different, and they may be different from year to year.
 - “There is music in every child, the teacher’s job is to find it.” --Frances Clark
 - You can’t change other people; you can only change yourself.
- Big Picture: Thinking - Our mindset impacts our actions.
 - Center Ourselves
 - We like our students!
 - Empathy
 - A flexible mindset
 - Cooperative mindset
- General Teaching Strategies - These strategies may prevent behavior/attention problems.
 - A varied lesson plan
 - Lessons as engaging as possible!
 - Routine
 - Transitions
 - Avoid Power Struggles
 - Importance of praise
 - Repertoire Selection
 - Non-verbal communication
 - Don’t tolerate poor behavior
- Specific issues:
 - Playing while teacher is talking
 - Lack of connection with the teacher
 - Losing Focus
 - General impulsiveness
 - Student has a lot of extra things to say = not lesson related.
 - Defiance
- Musical Problems
 - Pervasive rhythm problems
 - Reading Problems
 - Memorization
 - Playing by ear instead of reading
- Conclusion

Warm-ups:

Play the “Here Comes the King” Warm-up shown below. You may start on any white keys, as long as you play 5ths, play slowly, and have good piano hands! (You’ll only use your 3rd fingers)



New Music: **Tap and count, say the play and count.**

	Page	Piece	M	TU	W	TH	F	S	S
<u>Time to Begin</u>	54	Ship Ahoy!							
	59	Pussy Willows							
	60	Oh, My!							
		King George V							
<u>Special Pieces</u>									

Review Music: Keep playing your memory pieces, Dinosaurs, Winter Fun!

	Page	Piece	M	TU	W	TH	F	S	S
<u>Time to Begin</u>	47	Pumpkin Eater							
	56	Rocket Ship							
<u>Side by Side</u>	13	New Friend							
	14	Trumpets							
<u>Time to Begin</u>	55	Ranch Mail							
<u>Side by Side</u>	11	I Like Jazz							
<u>Favorites</u>									

Writing

- **Activities** Complete page 29.

Composing: Make the piece you composed using 5ths LONGER, or make a new piece about a kingdom. **TITLE:** _____

Sample #2

Alex

Week #18

1.28.18

Repertoire Class: Thursday, February 1 at 6:45- A Faded Letter

Warmups:

Five Finger Patterns: E, F, Gb, G (focus on rotation)

Scales: E, B, Gb, Db

play one hand twice as fast as the other

Practice Scale Announcement

Arpeggios: E, B, Gb, Db

Hands Separate

Repertoire:

Etudes 4 p. 8 Masquerade

1st page: Keep LH rhythm steady, light chords

2nd page: HT, tap and count last line

Repertoire 4 p. 8 Minuet in G Major

Count out loud with HT for the first section

Be sure that you have played 3x perfectly each day—3 Pencil Game

Sheet: Frightening Wind

m. 1-14 Crescendo to the top of the arpeggios

Lyric Preludes: A Faded Letter –

m. 13: RH must play an E, clear pedal change at the last chord, listen to the sound die away

CS Rep 4: Reflections

Enjoy the ending measures☺

Lyric Preludes: Dragon Fly

RH alone 3x (staccato, legato, double notes); HT: slow, medium, fast

Composition/Class:

Practice the Circle of 5ths drill for Class

Add a (contrasting) B section to your composition