

# PIANO DETECTIVES CLUB

## Class #6

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### CLASS SUPPLIES

- TK – R and L stamps
- TK – Washable ink pad
- TK – Laminated Keyboard
- TK – All Keys Mix-Up Cards
- PDF: V5 – Twelve Big Quarter Note cards
- PDF: R6a-b – Mary Had a Little Lamb
- PDF: V9a-f – Two Rhythms
- PDF: G7a-p – Match Individual Keys to Their Letters, Advanced Set
- PDF: G9a-i – Forte and Piano Matching
- Wet-erase marker
- Pencils

### ONE FOR EACH STUDENT

- DK – All Keys Mix-Up Cards
- PDF: W9 – Right-Left Rhythm Practice
- PDF: W10 – Counting Dashes (plus an additional copy for class demonstration)
- PDF: R7a-b – Twinkle, Twinkle Little Star
- PDF: W5 – Alphabet Letter Squares
- PDF: W7 – Cut-and-Paste Alphabet Going Down
- PDF: S6 – Student Summary: Class #6
- Pair of scissors
- Glue stick

### BEFORE CLASS

- Print new PDFs from supply lists above and gather supplies
- As in Class #4, arrange your twelve Big Quarter Note cards so that some have stems pointing up and some have stems pointing down and put the cards in random order
- For Match Individual Keys to Their Letters, Advanced Set, cut out the individual letter squares on the last two pages (G7o-p)

- Cut the Alphabet Letter Squares (W5) in quarters (students will cut out the individual squares)
- Optional – Prepare your Box of Extra Activities (see supplies needed for each of these activities at the end of this class plan)

## GET STARTED

- **STAMP RIGHT-LEFT HANDS**

Mark each child's hands with appropriate R and L stamps (TK).

- **RIGHT-LEFT PRACTICE**

Drill right and left by using the Big Quarter Note cards (V5) as in Class #4. Then hand out Right-Left Rhythm Practice worksheet (W9). Look at Rhythm #1. Speak the rhythm saying right and left. Have students place hands on the table (palms down) with worksheets easily visible. Ask the students to raise the hand that begins the rhythm. After a clear "ready, go," tap and say hands as a group. Continue with #2 and #3 in the same way. Collect the worksheets and save to pass out at the end of class.

## REVIEW PIECE

- **REPERTOIRE: MARY HAD A LITTLE LAMB (R6a-b)**

With all students in the audience area, give each child an opportunity to play this piece for the class. Give tips on how to be good audience members as they listen to each other play.

## RHYTHM

- **CHOOSE BETWEEN TWO RHYTHMS**

Use the Two Rhythms visuals (V9a-f). Show the class the first rhythm card. Explain that you will perform one of the two rhythms on a single key of the piano.

### TIPS FOR SHERLOCK

In the early weeks of Piano Detectives Club, keep yourself aware that these early concepts the children are learning will have lots and lots of follow-through. There is plenty of time for the children to grow as musicians without putting them in a high-pressure situation, and expectations that seem unreachable can deter their enthusiasm. While some children will thrive in an environment where the standards are high at every moment, there are many children who will become overwhelmed by such a rigid method. These students need time to absorb and experiment. Be careful to notice signals from the students about what motivates each one the most.

The students should listen to decide which one you played. Once they have correctly identified the rhythm, have them clap and count it. Then point to the other rhythm and have the students clap and count that one, too.

- **TIME SIGNATURE PREPARATION**

Hand out the Counting Dashes worksheet (W10). Demonstrate how to dash the first square of rhythm values and then count how many dashes there are all together. Write the total in the box. If you feel the need, continue by demonstrating the second rhythm also. Hand out the pencils and have the students complete the worksheet. Feel free to draw dotted numbers as necessary to help some of the children form the numbers. Be sure names are on their papers before they are turned in.

## NEW PIECE

- **REPERTOIRE: TWINKLE, TWINKLE LITTLE STAR (R7a-b)**

Play the piece for the students and ask if they recognize it. Using the Laminated Keyboard and the wet-erase marker, place a dot on the C. Dictate the names of the next letters in the melody, and call on students to come show where those letters are. Place dots on the Laminated Keyboard as you go until all of the keys that are used in this piece are marked. Give each child a chance to play the piece. While students wait for a turn at the piano, have them continue with the letter name review activities that follow.

## LETTER NAME REVIEW

- **ALPHABET LETTER SQUARES (W5) AND CUT-AND-PASTE ALPHABET GOING DOWN (W7)**

Show the children how this worksheet is different from the one they did in the last class. Say “this time, instead of starting with A, we’ll start with \_\_\_\_\_,” and let the students fill in the blank. Notice that the letters on this worksheet go down, so the alphabet letters will be in backward order. Proceed as before, having the students first cut out the letter squares and then attach them to the worksheet with glue sticks.

### CLUES FOR WATSON

You will notice that the alphabet cut-and-paste activity has the students completing the alphabet going down from G this time, guiding them to think of the alphabet letters in reverse. Some children may try to take a shortcut and simply start from the right side of the page and work to the left, thinking of the alphabet in order. Even though it will be more difficult for them, challenge the students to complete the activity from left to right, though, so their brains must think of it in reverse. It might help them to sing the Music Alphabet Song from the very first classes.

- **MATCH INDIVIDUAL KEYS TO THEIR LETTERS, ADVANCED SET (G7a-p)**

Use this activity the same way you used the beginner set in the last class. Notice that the CDE and FGAB groups are not separated for the students this time.

- **ALL KEYS MIX-UP CARDS (TK)**

Tell the children that their work with the CDE and FGAB Mix-Up Cards will help them be able to do this final set. This group of cards is the most challenging. Talk through a few of these cards, helping the students see which notes are from the CDE group and which are from the FGAB group. As before, have the children form a single-file line and take turns, working through as many of the cards as attention spans allow.

## **REVIEW FORTE AND PIANO**

- **FORTE AND PIANO MATCHING (G9)**

Show the students the forte and piano sign cards and review the meanings and Italian words that they stand for. Mix up the object cards. Give the first card to a student to match to one of the signs. If the answer is not clear to the student, ask if that object CAN make a loud sound or if it can only make a quiet sound (because some of them can do both).

## **CLOSING**

- **STUDENTS COLLECT HANDBOOK PAGES**

For each child, pass out Right-Left Rhythm Practice worksheet, Counting Dashes worksheet, Twinkle, Twinkle Little Star, Cut-and-Paste Alphabet worksheet, All Keys Mix-Up Cards, and today's summary sheet. Help the students put the papers into their handbooks. Place the handbooks in the bags.

## BOX OF EXTRA ACTIVITIES for Class #6

### Extra Activity #1 (for class or individual student)

#### Supplies Needed

- TK – Felt keyboard puzzles with small letter tiles

Description: Have students put together the felt keyboard puzzles. Encourage independence as they arrange the black keys and add the small letter tiles.

### Extra Activity #2 (for class or individual student)

#### Supplies Needed

- DK – Detective handbooks with past repertoire
- Pencils

Description: Tell students that they can dash the rhythms in the pieces they have already learned. Have students dash the rhythms in one or more pieces in their handbooks. If the students are strong readers, you might encourage them to quietly say the words of the song as they dash.

### Extra Activity #3 (for class or small group)

#### Supplies Needed

- TK – Dry-erase sleeves (with a blank sheet of paper inserted in each)
- Dry-erase markers

Description: Give each student a prepared dry-erase sleeve and a dry-erase marker. Instruct each student to write a rhythm of their own creation. Specify in advance how many notes to put in the rhythm, or this can get out of hand! Once complete, students rotate to the right and dash another student's rhythm. As a class, clap and count all rhythms. This activity also adapts well for student pairs.