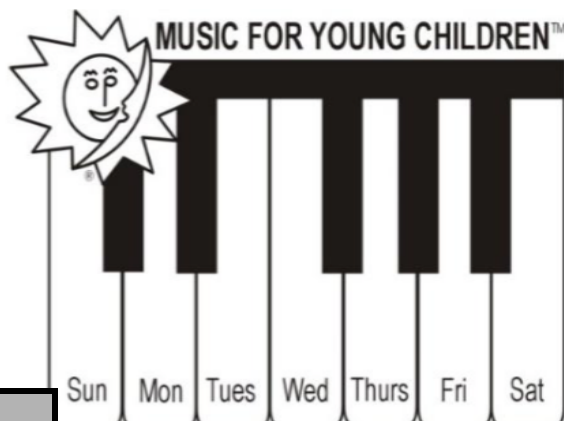











Level: Sunbeam 2

Lesson: 19

Practicing: Colour a piano key for every day you practice. 5 Keys=Sticker



ACTIVITY	DIRECTIONS	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
<b>Keyboard</b> 	<b>Warmups:</b> <b>W-24</b> <b>W-47:</b> e-natural & e-harmonic (RH& LH) - Use LH chords <b>W-35:</b> E- Chord Changes. RH chords. <b>*K-9:</b> Add e- chords. With Mr. Music next week. <b>K-37 - review</b>  <b>**NEW: K-40:</b> HS for a couple of days, then try HT.  <b>Bonus K-38, 39</b>							
<b>Tinsheet</b> 	E- red green blue chords  e-    B7    a-							
<b>Singing</b> 	<b>S-20: Moving to music</b> -sing and make up actions							
<b>Listening</b> 	<b>Composition: 4 measures minimum</b> -only 1 whole rest - 1 with LH chords or single notes  - Show tempo & dynamics							
<b>Rhythmic Ensemble</b> 	<b>CHOPIN: Read E-8 and S-18</b>  E-9: Waltz: play with castanet							
<b>Homework</b> 	<b>H-15:</b> colour a badge when you "read" your notes by placing them on your tinsheet and playing the C+ scale with chords <b>COMPOSITION: FINISH THIS WEEK!</b>  4 measures, hands together (are allowed more than one great big whole rest, though), indicate speed and dynamics							
<b>Toolbox</b> 	<b>COMPOSITION DUE Valentines Day</b>							

*Practice Tips for Partners: Moving is a child's way of understanding pulse (a steady beat) and rhythm (the duration of sound). Movement contributes to a child's understanding of the form or structure of a piece. For example, a song may have two different parts with the first part repeated at the end. You could think of a sandwich (or cookie) with two parts the same and the middle part different. A dance constructed with movements that illustrate this concept is a wonderful teaching tool. Later, students may think more abstractly as in ABA form.*