

*Take a tour of our resources!*

## **Introduction:**

The WFMT Bach to School website contains a wealth of information and resources, and while the basic musical principles utilized throughout are appropriate and applicable for students of all ages, we offer differentiated instruction for various age groups.

## **Instrument Sets:**

For our youngest students, we offer full classroom sets of **boomwhackers**, as well as a comprehensive **30-piece rhythm kit**. And our new **Latin American rhythm kit** adds an entire new range of sounds to the classroom! These tools offer opportunities to build introductory musicianship skills in a fun, hands-on, tactile way most suitable for use within early elementary school classrooms.

For our intermediate students, we offer full classroom sets of **recorders**, as well as supplementary sets of **xylophones**. These introductory melodic instruments are an excellent introduction to both melody and harmony. Perfect to introduce to elementary aged students, these are instruments which can grow with your students, with greater opportunity for complicated harmony and ensemble building.

For more advanced students, we offer supplementary sets of both **ukuleles** and **djembe drums**. Perfect for high school students, ukuleles can serve as both melodic and accompanying instruments, and can be used solo and as part of an ensemble. Similarly, the djembe is an excellent introduction to hand drums, and allows a wide array of differentiated percussive sound within a manageable instrument.

## **Lesson Plans:**

Each of our instrument kits are accompanied by lesson plans designed to kickstart instruction for your students. Our **boomwhackers** and our **rhythm kits** come with lesson plans specially tailored to elementary aged students.

For our intermediate students, we offer an introductory lesson plan for **xylophone**. And our **recorder** set comes with an accompanying lesson plan, and a comprehensive instruction book to guide your students throughout their musical journey. And our new **choral program guide** is a perfect introduction to choral music created for young voices.

For high school aged students, we offer a variety of opportunities for instruction. In addition to lesson plans for **ukulele** and **djembe**, we also offer **keyboard** instruction. And our new **choral program guide** for high school students will help your students engage in the joys of communal singing at an age-appropriate level.

### **Additional Resources:**

For your listening pleasure, we offer the **Complete Works of Bach**. This comprehensive, 142-disc set offers the entirety of J.S. Bach's musical output on CD, and is an invaluable listening aid for both novice and aficionado. We also offer a pair of arrangements: Camille Saint-Saëns **Carnival of the Animals** and Sergei Prokofiev's **Peter and the Wolf**. These pieces, scored for melodic instruments, harmonic instruments, and percussion, allow for flexible interpretation, and are crafted to be used in coordination with our various instrument sets.

## **Piano Lesson Plan**

**Anchor Standard 7 (Responding):** Perceive and analyze artistic work.

**Enduring Understanding:** Individuals choose music based on their interests, experiences, musical understanding, and each musical work's purpose.

**Essential Question:** How do individuals choose music to experience?

**Anchor Standard 8 (Responding):** Construct meaningful interpretations of artistic work.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical performers' emotions, thoughts, and ideas?

**Anchor Standard 9 (Responding):** Apply criteria to evaluate artistic work.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and teacher- or student-established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Anchor Standard 10 (Connecting):** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

## **Objectives**

Student(s) will:

- Explore the sounds of the piano
- Learn basic hand positions and techniques for piano
- Engage with the piano, playing melodies using both hands at once
- Begin to learn sharps and flats

## **Materials**

Computer, Speakers, Smartboard, Keyboards

## **Procedure**

### *Introduction to Piano*

<b>5 minutes</b>	<b>Listen and Watch</b>	Piano Music ( <a href="#"><u>link</u></a> )
<b>10 minutes</b>	<b>First Steps</b>	Number fingers 1-5 (See worksheet) Locate Middle C Showcase the difference between white keys and black keys
<b>15 minutes</b>	<b>First Position</b>	One student per keyboard Students will work through the pieces in first position (See worksheet)
<b>5 minutes</b>	<b>Play Together</b>	Allow students to share what they have learned Let students play through pieces solo and in ensemble
<b>5 minutes</b>	<b>Listen and Watch</b>	Piano Music (No black keys) ( <a href="#"><u>link</u></a> )

### *Moving to a New Position*

<b>10 minutes</b>	<b>First Steps</b>	Number fingers 1-5 (See worksheet) Locate Middle C Showcase the differences between first and second position
<b>15 minutes</b>	<b>Second Position</b>	One student per keyboard Students will work through the pieces in second position (See worksheet)
<b>5 minutes</b>	<b>Play Together</b>	Allow students to share what they have learned Let students play through pieces solo and in ensemble
<b>5 minutes</b>	<b>Listen and Watch</b>	Piano Music (All notes the same) ( <a href="#"><u>link</u></a> )

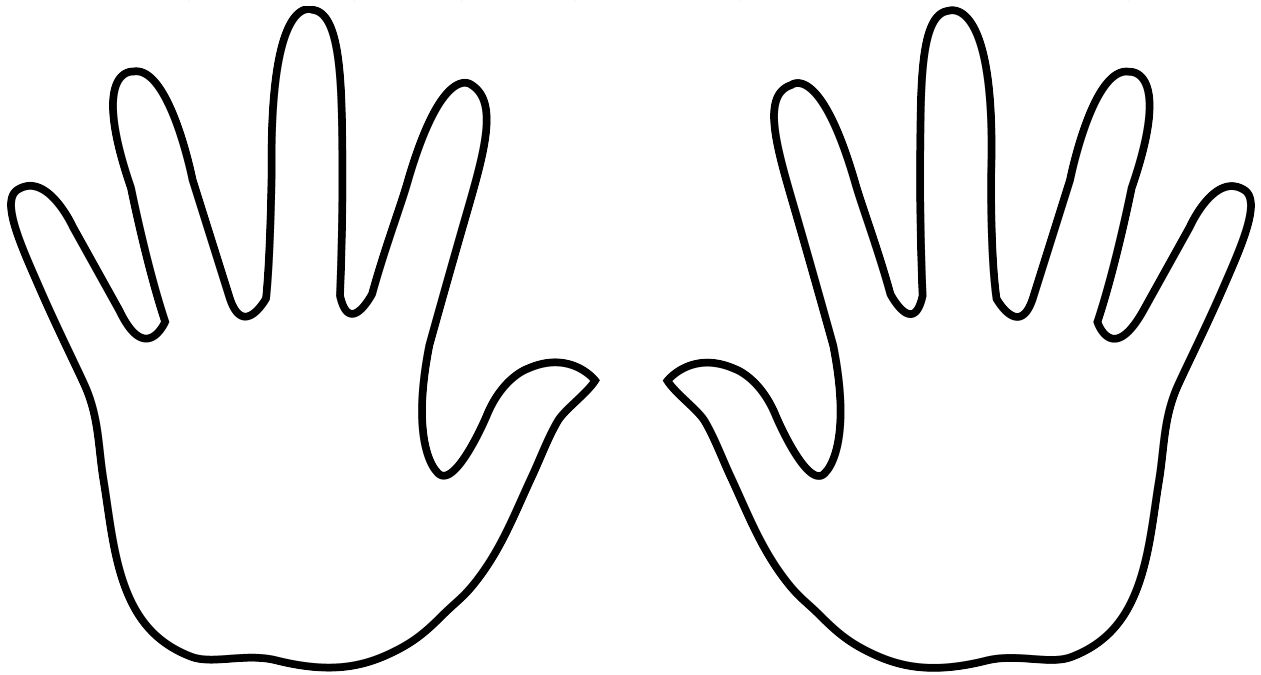
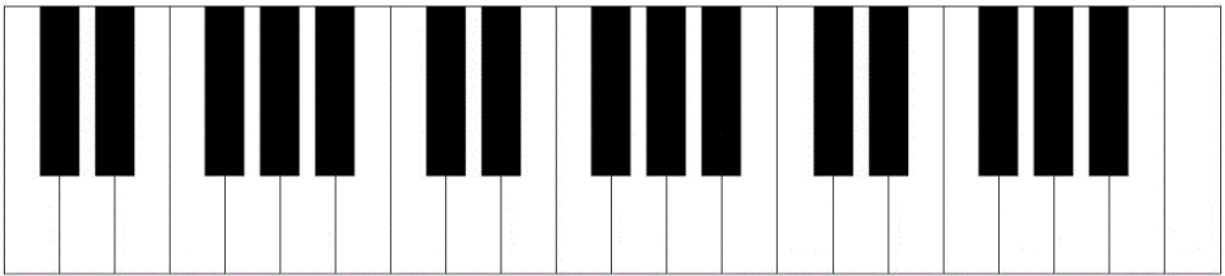
### *Introducing Flats*

<b>10 minutes</b>	<b>First Steps</b>	Number fingers 1-5 (See worksheet) Locate Middle C Find B ♭
<b>15 minutes</b>	<b>First Flat</b>	One student per keyboard Students will work through the pieces utilizing one flat (See worksheet)
<b>5 minutes</b>	<b>Play Together</b>	Allow students to share what they have learned Let students play through pieces solo and in ensemble

### *Introducing Sharps*

<b>10 minutes</b>	<b>First Steps</b>	Number fingers 1-5 (See worksheet) Locate Middle C Find F♯ Prepare to move between positions
<b>15 minutes</b>	<b>First Sharp</b>	One student per keyboard Students will work through the pieces utilizing one sharp (See worksheet)
<b>5 minutes</b>	<b>Play Together</b>	Allow students to share what they have learned Let students play through pieces solo and in ensemble

# FIRST POSITION



# First Position

Justin Callis

## Right Hand

First system of the Right Hand, measures 1-4. The music is in 4/4 time. Measure 1: Quarter notes C4 (1), D4 (2), E4 (3), F4 (4). Measure 2: Half notes G4 (5), A4 (5). Measure 3: Quarter notes B4 (5), A4 (4), G4 (3), F4 (2). Measure 4: Half notes E4 (1), D4 (1).

Second system of the Right Hand, measures 5-8. Measure 5: Quarter notes C4 (1), D4 (3), E4 (5), F4 (3). Measure 6: Quarter notes G4 (1), A4 (3), B4 (5), C5 (3). Measure 7: Quarter notes D5 (5), C5 (4), B4 (3), A4 (2). Measure 8: Half note G4 (1).

## Left Hand

First system of the Left Hand, measures 1-4. Measure 1: Quarter notes C3 (1), D3 (2), E3 (3), F3 (4). Measure 2: Half notes G3 (5), A3 (5). Measure 3: Quarter notes B3 (5), A3 (4), G3 (3), F3 (2). Measure 4: Half notes E3 (1), D3 (1).

Second system of the Left Hand, measures 5-8. Measure 5: Quarter notes C3 (1), D3 (3), E3 (5), F3 (3). Measure 6: Quarter notes G3 (1), A3 (3), B3 (5), C4 (3). Measure 7: Quarter notes D4 (5), C4 (4), B3 (3), A3 (2). Measure 8: Half note G3 (1).

## Playing Together

First system of musical notation for the 'Playing Together' exercise, measures 1-4. The treble clef staff contains notes G4 (finger 1), A4 (finger 3), B4 (finger 1), and C5 (finger 5). The bass clef staff contains notes F3 (finger 4), G3 (finger 1), A3 (finger 4), and B3 (finger 1).

Second system of musical notation for the 'Playing Together' exercise, measures 5-8. The treble clef staff contains notes G4 (finger 1), A4 (finger 3), B4 (finger 5), and C5 (finger 1). The bass clef staff contains notes F3 (finger 4), G3 (finger 3), A3 (finger 4), and B3 (finger 1).

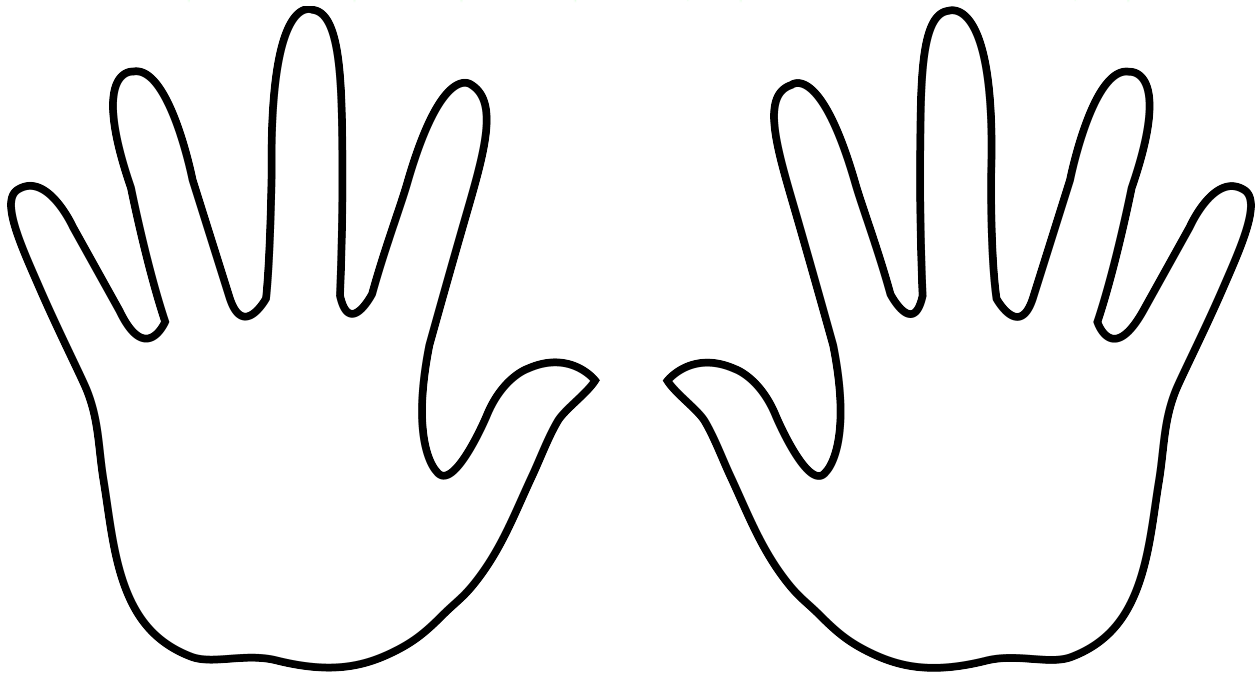
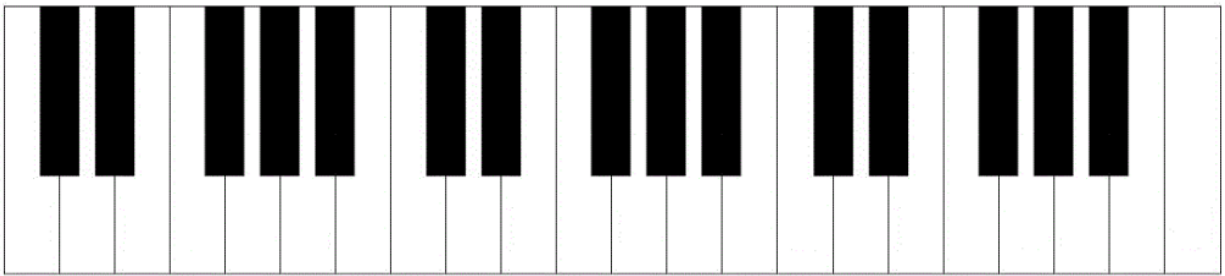
## Back and Forth

First system of musical notation for the 'Back and Forth' exercise, measures 1-4. The treble clef staff contains notes G4 (finger 5), A4 (finger 3), B4, and C5. The bass clef staff contains notes F3, G3 (finger 1), A3 (finger 4), and B3. Measures 2 and 3 contain rests in both staves.

Second system of musical notation for the 'Back and Forth' exercise, measures 5-8. The treble clef staff contains notes G4, A4, B4, and C5. The bass clef staff contains notes F3, G3, A3 (finger 5), and B3. Measures 6 and 7 contain rests in both staves.



## SECOND POSITION



# Second Position

Justin Callis

## Up and Down

First system of musical notation for the 'Up and Down' exercise. It consists of two staves in 4/4 time. The treble staff contains a sequence of eighth notes ascending from G4 to D5, followed by a half note D5, and then a sequence of eighth notes descending from D5 to G4. The bass staff contains whole rests for the first four measures.

Second system of musical notation for the 'Up and Down' exercise. The treble staff contains whole rests for measures 5 through 8. The bass staff contains a sequence of eighth notes descending from D5 to G4, followed by a half note G4, and then a sequence of eighth notes ascending from G4 to D5. The system concludes with a double bar line.

## Swinging Along

First system of musical notation for the 'Swinging Along' exercise. It consists of two staves in 4/4 time. The treble staff contains a sequence of eighth notes ascending from G4 to D5, followed by a half note D5, and then a sequence of eighth notes descending from D5 to G4. The bass staff contains a sequence of eighth notes ascending from G3 to D4, followed by a half note D4, and then a sequence of eighth notes descending from D4 to G3. The system concludes with a double bar line.

Second system of musical notation for the 'Swinging Along' exercise. The treble staff contains a sequence of eighth notes ascending from G4 to D5, followed by a half note D5, and then a sequence of eighth notes descending from D5 to G4. The bass staff contains a sequence of eighth notes ascending from G3 to D4, followed by a half note D4, and then a sequence of eighth notes descending from D4 to G3. The system concludes with a double bar line.

## Playing a C Chord

First system of musical notation for 'Playing a C Chord'. It consists of a grand staff with a treble and bass clef. The treble staff contains a sequence of eighth notes: C4, D4, E4, F4, G4, A4, B4, and C5. The bass staff contains a sequence of eighth notes: C3, D3, E3, F3, G3, A3, B3, and C4. A C chord is indicated by the numbers 1, 3, and 5 above the treble staff and 1, 3, and 5 below the bass staff, corresponding to the notes C, E, and G.

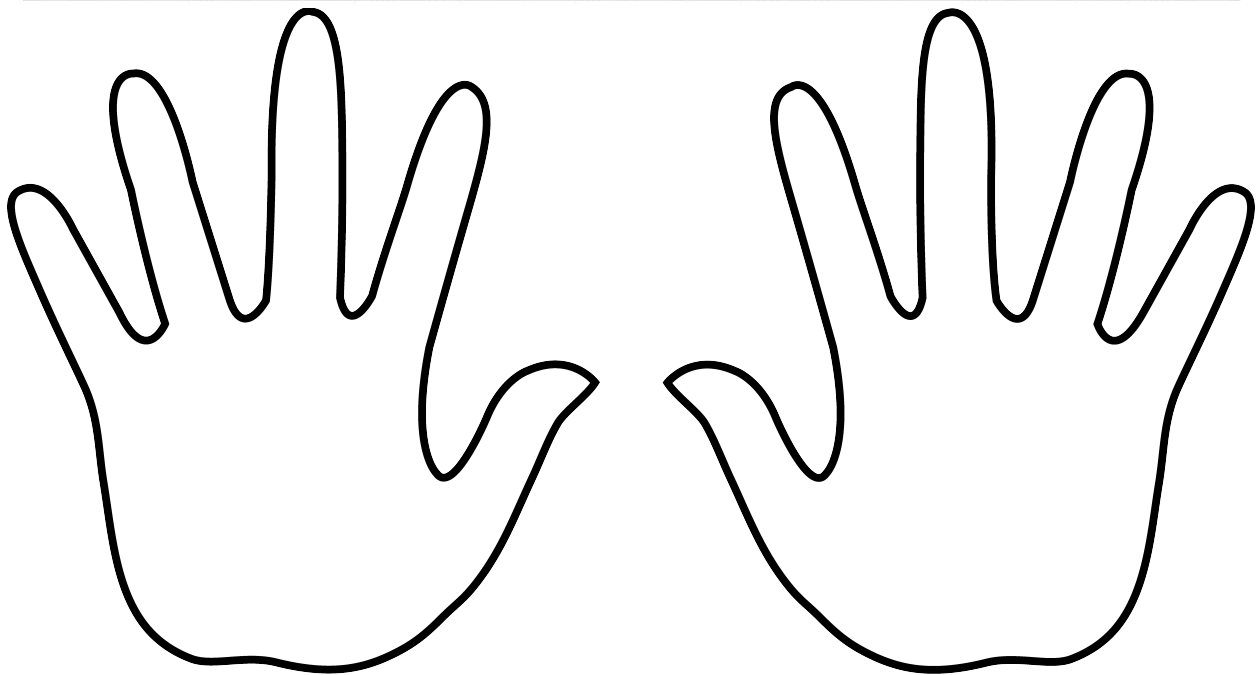
Second system of musical notation for 'Playing a C Chord'. It consists of a grand staff with a treble and bass clef. The treble staff contains a sequence of eighth notes: C4, D4, E4, F4, G4, A4, B4, and C5. The bass staff contains a sequence of eighth notes: C3, D3, E3, F3, G3, A3, B3, and C4. A C chord is indicated by the numbers 1, 3, and 5 above the treble staff and 1, 3, and 5 below the bass staff, corresponding to the notes C, E, and G.

## A Quick Descent

First system of musical notation for 'A Quick Descent'. It consists of a grand staff with a treble and bass clef. The treble staff contains a sequence of eighth notes: C4, D4, E4, F4, G4, A4, B4, and C5. The bass staff contains a sequence of eighth notes: C3, D3, E3, F3, G3, A3, B3, and C4. A C chord is indicated by the numbers 1, 3, and 5 above the treble staff and 1, 3, and 5 below the bass staff, corresponding to the notes C, E, and G.

Second system of musical notation for 'A Quick Descent'. It consists of a grand staff with a treble and bass clef. The treble staff contains a sequence of eighth notes: C4, D4, E4, F4, G4, A4, B4, and C5. The bass staff contains a sequence of eighth notes: C3, D3, E3, F3, G3, A3, B3, and C4. A C chord is indicated by the numbers 1, 3, and 5 above the treble staff and 1, 3, and 5 below the bass staff, corresponding to the notes C, E, and G.

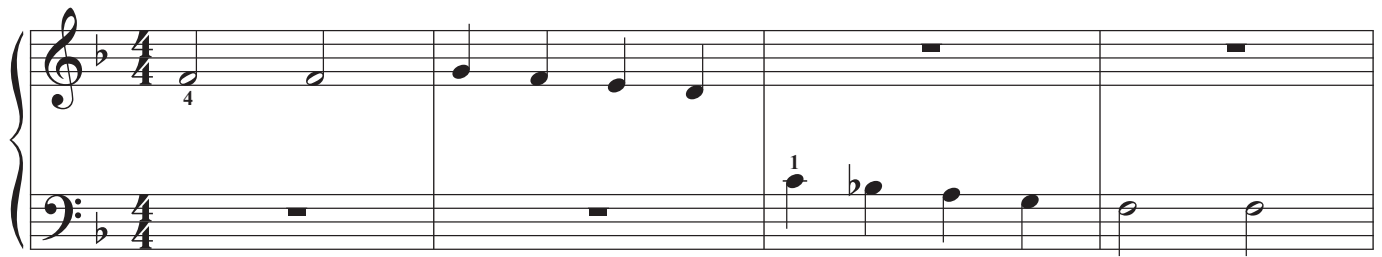
# FIRST FLAT



# First Flat

Justin Callis

## Walking Down the Stairs



## Here We Go Again



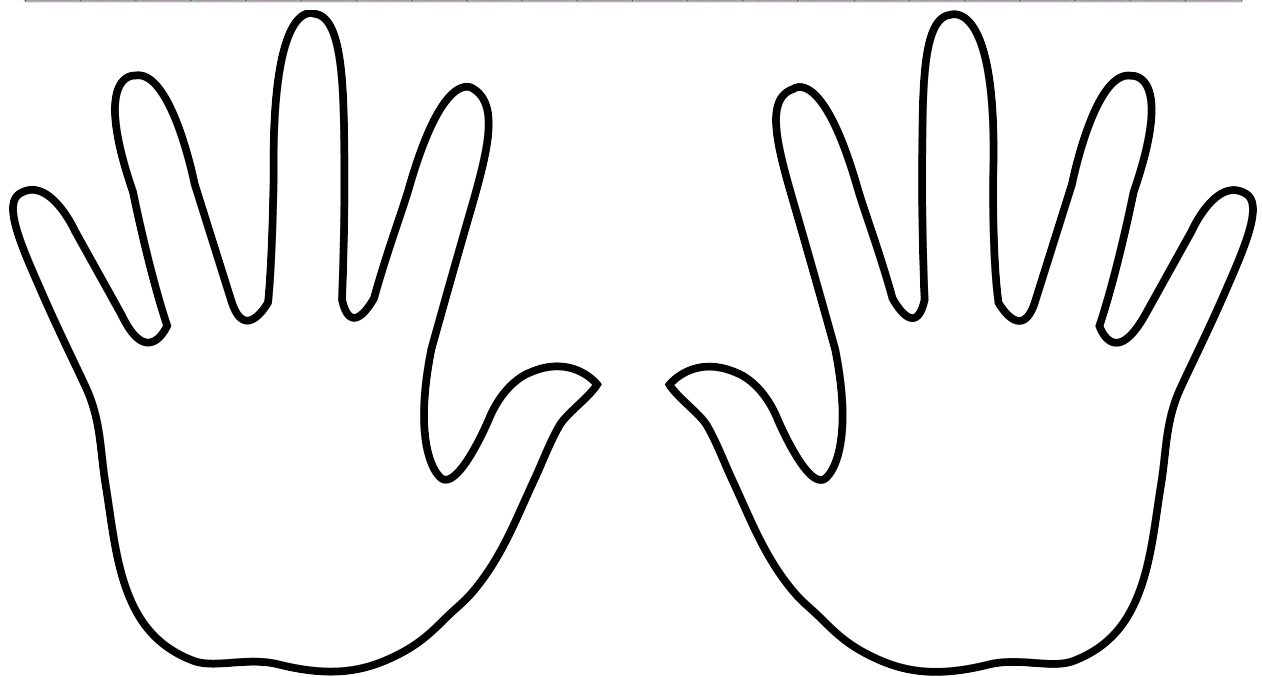
## Syncopated Rhythm



## To and Fro



# FIRST SHARP



# First Sharp

Justin Callis

## Climbing in G

Measures 1-4 of 'Climbing in G'. The key signature is one sharp (F#) and the time signature is 4/4. The right hand (treble clef) has whole rests in measures 1 and 2, then plays a half note G4 in measure 3, and a half note A4 in measure 4. The left hand (bass clef) plays a half note G2 in measure 1, a half note A2 in measure 2, and a half note B2 in measure 3. In measure 4, the left hand has a whole rest. Fingering: measure 1 (left hand) has a '4' above the G2; measure 3 (right hand) has a '2' below the G4.

Measures 5-8 of 'Climbing in G'. The right hand (treble clef) plays a half note A4 in measure 5, a half note B4 in measure 6, and a half note C5 in measure 7. In measure 8, the right hand has a whole rest. The left hand (bass clef) plays a half note B2 in measure 5, a half note C3 in measure 6, and a half note D3 in measure 7. In measure 8, the left hand has a whole rest. A double bar line is at the end of measure 8. Fingering: measure 5 (right hand) has a '5' above the A4.

## Hopping Down

Measures 1-4 of 'Hopping Down'. The key signature is one sharp (F#) and the time signature is 4/4. The right hand (treble clef) plays a half note G4 in measure 1, a half note F#4 in measure 2, and a half note E4 in measure 3. In measure 4, the right hand has a whole rest. The left hand (bass clef) has a whole rest in measure 1, plays a half note D3 in measure 2, a half note C3 in measure 3, and a half note B2 in measure 4. Fingering: measure 1 (right hand) has a '5' below the G4; measure 2 (left hand) has a '4' above the D3; measure 3 (right hand) has a '4' below the F#4.

Measures 5-8 of 'Hopping Down'. The right hand (treble clef) plays a half note D4 in measure 5, a half note C4 in measure 6, and a half note B3 in measure 7. In measure 8, the right hand has a whole rest. The left hand (bass clef) has a whole rest in measure 5, plays a half note A2 in measure 6, a half note G2 in measure 7, and a half note F#2 in measure 8. A double bar line is at the end of measure 8. Fingering: measure 5 (right hand) has a '5' above the D4.



## Ascending

Measures 1-4 of the 'Ascending' exercise. The key signature is one sharp (F#). The exercise is in 2/4 time. The right hand (treble clef) plays a sequence of eighth notes: G4, A4, B4, C5, D5, E5, F#5, G5. The left hand (bass clef) plays a sequence of eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4. The first measure has a '2' below the G4 note in the right hand and a whole rest in the left hand. The second measure has a whole rest in the right hand and a whole rest in the left hand. The third measure has a '2' below the G4 note in the right hand and a whole rest in the left hand. The fourth measure has a whole rest in the right hand and a whole rest in the left hand.

Measures 5-8 of the 'Ascending' exercise. The right hand (treble clef) plays a sequence of eighth notes: A4, B4, C5, D5, E5, F#5, G5. The left hand (bass clef) plays a sequence of eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4. The first measure has a '2' below the A4 note in the right hand and a whole rest in the left hand. The second measure has a whole rest in the right hand and a whole rest in the left hand. The third measure has a '2' below the G4 note in the right hand and a whole rest in the left hand. The fourth measure has a whole rest in the right hand and a whole rest in the left hand.

## Moving Around

Measures 1-4 of the 'Moving Around' exercise. The key signature is one sharp (F#). The exercise is in 2/4 time. The right hand (treble clef) plays a sequence of eighth notes: G4, A4, B4, C5, D5, E5, F#5, G5. The left hand (bass clef) plays a sequence of eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4. The first measure has a '5' below the G4 note in the right hand and a whole rest in the left hand. The second measure has a whole rest in the right hand and a whole rest in the left hand. The third measure has a '3' below the G4 note in the right hand and a whole rest in the left hand. The fourth measure has a whole rest in the right hand and a whole rest in the left hand.

Measures 5-8 of the 'Moving Around' exercise. The right hand (treble clef) plays a sequence of eighth notes: A4, B4, C5, D5, E5, F#5, G5. The left hand (bass clef) plays a sequence of eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4. The first measure has a '5' below the A4 note in the right hand and a whole rest in the left hand. The second measure has a whole rest in the right hand and a whole rest in the left hand. The third measure has a '4' below the G4 note in the right hand and a whole rest in the left hand. The fourth measure has a whole rest in the right hand and a whole rest in the left hand.