



## Teaching Piano in the Classroom

by James Levy, DCPS, for the ACE Fellowship AY 2016-17

### Introduction for Administrators, Teachers, Parents & Students: *Why Teach Piano?*

Basic knowledge of how to play the piano is the key to unlocking crucial musical concepts including:

- vocally matching pitch;
- harmony;
- the relationship between melody and accompaniment;
- how specific parts fit into a song; and,
- as the student learns to read staff notation, the world of Classical music.

These are only a few reasons **why keyboard players dominate any list of the greatest musicians of all time.**

While piano has traditionally been taught in one-on-one lessons, recent advances in technology have made it practical to teach piano (or, keyboard) to entire classes. Beginner band classes are traditionally offered in affluent public school systems as an elective beginning in 4th grade, and provide a model curriculum of these beginning keyboard classes.

The keyboard curriculum described herein **will teach the class to play and sing in unison and train the class to be a unified ensemble.** As a result, the class will be able to proceed in a way that simulates the one-on-one relationship of traditional piano lessons.

Note that the primary objective is to move the students to a point where they can 1) **work on their own**, (namely “PRACTICE”), and 2) **use the keyboard in a class setting as part of a musical project.** The word “PRACTICE” is presented in all caps because, for musicians, this is a special word. For non-musicians, getting an appreciation of the word “practice” is a great first step towards understanding the learning process that is necessary to becoming a musician.

While students begin by playing keyboards together in unison, as they gain skills some students will play keyboard while others **sing, dance, or play other instruments.**

As mentioned in the objectives, playing keyboard also becomes something that students can do on their own. Students may wear headphones and look at a variety of musical notation systems, staff notation, solfege (do, re, mi), chord charts, and iconic representations of the keyboard, (or “Jam Cards”).

This introductory curriculum is organized around four basic stages that the class moves through at their own pace:

- **Stage One: Introducing the Keyboard**
- **Stage Two: Playing the Keyboard For the First Time**
- **Stage Three: Playing the Keyboard as a Group**
- **Stage Four: Reading Music**

Once the class has moved through these four stages, there is a rich variety of material from which to choose, much of it in the public domain. The appendix at the end includes suggestions.

## On “PRACTICE”

### *First, a joke:*

A young violinist arrives in Manhattan, eager to attend her first concert at New York’s famed Carnegie Hall. It is before the days of smart phones, so when she gets lost walking from the subway, wearing her backpack and carrying her violin, she decides to ask for directions.

Seeing a kindly looking older woman, she bets on her being safe and knowledgeable. The young violinist walks up and says, “Excuse me, Ma’am. Can you tell me how to how to get to Carnegie Hall?” The older woman looks back at her, then down at her violin case, then looks her straight in the eyes and says, “**Practice, baby-girl, practice.**”

### *Second, some important Jazz slang: “Woodshed” or “Shed” for short.*

Here, the origin is that someone is practicing a horn, and their beginning efforts are so offensive that they are told that they should be outside, back in the woodshed. At a later stage, some say that practicing is so repetitious that it needs to be “**shed-ed.**” For instance, the great Jazz pianist Marcus Robert’s second release was entitled “Deep In The Shed.”

This image of Sonny Rollins practicing on the Brooklyn Bridge, one of the most iconic images in Jazz, is an example of “urban shedding.”



For some, the woodshed is more like a chrysalis from which a musician emerges transformed. For example, the [story](#) of the young Charlie Parker is one that every student of American music should know.

The book *This Is Your Brain On Music* has popularized studies showing that **it takes approximately 10,000 hours of PRACTICE to master playing an instrument**, the same time to become a chess master (3 hours/day for 10 years).

## Curriculum Overview

### Part I. The Two Basic Skills:

- 1) Using all five fingers
- 2) Vocally matching pitch to the keyboard

The two basic skills are acquired through the concrete task of learning simple melodies and a group of two-bar patterns. Primed with this basic vocabulary, students are well prepared to learn from notated music in all its various forms. As students spend practice time singing along to what they are playing, they are also improving their skill of singing on pitch.

### **Repertoire Covered:** (all in video format with staff notation versions introduced later)

- [36 two-bar patterns](#)
- The first set based on the right hand covering, Middle C, D, E, F, G.
  - Patterns are vocalized using the solfege syllables, Do, Re, Mi, Fa, Sol, but are introduced gradually.
  - Five patterns using just Do and Re;
  - Five with Do, Re, Mi;
  - Five with Do, Re, Mi, Fa, and,
  - 11 using all five, Do, Re, Mi, Fa, Sol.
- The second set is based on the pentatonic scale played with the left hand on G, A, and the right hand on Middle C, D, E. Those patterns are also presented using all the black keys - that is in the key of Gb.
- First five songs:
  - *The Easiest Song in the World* (composed for this curriculum),
  - *Mary Had a Little Lamb*,
  - *Boundless Mercy* (an old American Hymn Tune),
  - *When the Saints Go Marching In*,
  - *Ode to Joy* (Beethoven).
- Nine additional songs included:
  - *Theme from Piano Sonata* (Mozart)
  - *Oh Freedom*,
  - *Mo' Better Blues* (Branford Marsalis)
  - *Twinkle, Twinkle Little Star*,
  - *Michael Row the Boat Ashore*
  - *The Lion Sleeps Tonight*
  - *Frère Jacques*
  - *Peace Like a River*
  - *Don't Worry Be Happy* (Bobby McFerrin)

### **Basic Benefits**

- Students are all given a chance to perform music. The technology of audio-recorded music is just 100 years old. Before that, for all of human history, people live performed all of the music that was ever heard. We know that [instrumental music goes back at least 40,000 years](#), which suggests that **performing music has deep cognitive roots**. Rigorously teaching musical performance **connects our students with that tradition**.

- Learning to use all five fingers on the keyboard helps complete a child's fine motor (small muscle) development, [a key predictor of later academic achievement](#).
- Students who are interested in becoming musicians receive a solid foundation from which they can explore, either on their own or in a band.

#### **Four Pathways Our Students May Take Upon Completion**

- 1. Singers/actors** -- Uses a keyboard one hand only to play vocal warm-ups and melodies; reads treble clef.
- 2. Instrumentalist** -- Uses a keyboard one hand only, experiments with sound settings to pick eventual Band/Orchestra instrument, reads music. May begin the second instrument in 4th or 5th grade.
- 3. Songwriter/arranger** -- Uses a keyboard one hand only, a little bit of both hands to play chord progressions, experiment with different drumbeat settings.
- 4. Keyboard player** -- Begin with one hand only, but transition to both hands within the first year of study.

#### **Implementation Outside of Music Class**

- 1) Morning keyboard mini-lessons, 8:15 - 8:44. As many as 12 students may get a mini-lesson per day. Done on a consistent basis, it mounts up to well over 1000 mini-lessons per year.
- 2) 20-minute group keyboard practice given as "pull-outs" to 2nd/3rd students.
- 3) Practice stations set up at various school locations.

## Part II. The Four Stages of Using Keyboards in Music Class

### STAGE ONE - INTRODUCING THE KEYBOARD

*Getting ready to play!*

**Scope:** This is a stage of pre-playing exercises. In K you might stay at this stage for the whole year, in 1st grade, maybe half the year, in 2nd or 3rd maybe just a month or a quarter, in 4/5 grade 2-4 weeks. At this stage the curriculum consists of short 5-7 minute activities to be incorporated into a larger class plan.

#### **Vocabulary:**

- Piano
- Keyboard
- White Keys
- Black Keys
- Wrist
- Finger names (Thumb, Index, Middle, Ring, Pinky)
- Pattern
- Pattern of the black keys
- Call & Response (C&R)
- White Key Letter Names (A, B, C, D, E, F, G)
- Solfege, Do, Re, Mi, Fa, Sol.

#### **Activities:**

- **Watch** [Introduction to the Keyboard video](#) (2:36). 6 essential Q&As. Learn the song part, *Two Things You Need To Know*, then rap along with the Q & A. You may need to pause it at first, but students should be able to answer in rhythm in a few sessions.
- **Watch and practice** [the pre-playing finger exercise video](#). After watching, students do this at lunch on the tables.
- **Sing-along** with the Right Hand, fingers 1st job video, aka [Do, Do, Do](#).
- **Sing-along and play** “[Air Piano](#)” using the [Five Solfege Songs](#) (2:49) video and the [Finding C C&R EZ Video](#) (2:47) Do each video 2 or 3 times in a row. [Encourage students to practice air piano outside of class](#).
- **Create** [Finger Jerseys](#) (Teachers may watch this if they want an Art project, otherwise they should watch it for the concept).
- **Complete** the [white key names project](#)



## STAGE TWO - PLAYING THE KEYBOARD --FINDING C WITH RIGHT THUMB

*Beginning to play for the first time.*

**Scope:** They are introduced to the keyboard! Classes should include some lessons just on basic respect for the keyboard. Students use their right hand on the keyboard for the first time. [This exemplar](#) is the best illustration of the C&R -- this video is six minutes long, but the basic idea is amply expressed in two minutes. The class should stay at this stage until all students have mastered using all the fingers of the right hand. Some students will push ahead by using their left hand, encourage this, but stick to this basic material until all students have mastered it. In the subsequent stages students who are having trouble can be limited to right hand melodic playing as other students branch out. If at all possible, students who are having trouble should receive additional one-on-one or small group attention outside class.

### Vocabulary:

- Measure/Bar
- Song
- Phrase
- Melody
- Beat
- Step/Skip
- Ascending/Descending

### Activities:

- [Longer sessions at the keyboard.](#) Either the whole class is playing at once (2 to a keyboard if needed) or half the class plays while the other plays “air keys.” Use the same videos as before, the unison C&R parts they’ve done, plus longer versions of the C&R and the first two melodies of the *Five Solfege Songs* video. [Teacher circulates and checks out each individual student.](#) You may pause the video and ask the [class to repeat a phrase](#), perhaps each child in turn solo, or half the class on keyboards set to a string sound versus the other half playing keyboards set to a Horn sound.
- [Intro to Keyboard Video](#) (2:36). 6 essential Q&As.
- [Five Solfege Songs](#) Just sing the 1st two songs (2:49)
- Practice individual songs 1) [The Easiest Song in the World](#) 2) [Mary Had a Little Lamb](#)
- [Keyboard Intro Call and Response with finding C.](#)
- [Call and Response EZ](#) (more patterns, without the finding C part).
- Students use keyboards to play simple parts as the class sings a song. Examples, the 2-note C to A part in *Hello Goodbye*, The 3-notes Mi, Re Do/ Ooo Ooo Ooo intro to [If I Had a Hammer](#), the 4-note group of [We Will Rock You](#).
- Use *The Easiest Song in the World* and *Mary Had a Little Lamb* to illustrate and discuss the meaning of step/skip and ascending/descending

**Evidence of Mastery Performance:** Students can sing and play all the material from their Stage One “air piano” performance. [Students can play simple parts along with the class singing a song.](#)



## STAGE THREE - PLAYING THE KEYBOARD -- MORE SONGS, PLAYING A 4-BAR VAMP

*Playing together as a class.*

**Scope:** Students expand their repertoire, take direction. Students use their left and right hand. They can be at the keyboards for 25 minutes or longer. Ideally, at this point you will have achieved true “group practicing.” Students are able to do more C&R, more melodies, the ||: C /// |////| F /// |//// :|| vamp. At this stage you are broadening their repertoire, and, most crucially, drilling them on the complete [C&R video](#), all 26 two-bar patterns. Doing the C&R, some students may start to use the left hand instead of or in addition to the right hand. Students may use the LH to play in unison or they may develop other solutions such as putting the left thumb on Mi and having the LH mirror, that is play the same finger at the RH.

### Vocabulary:

- All Solfege syllables (Do, Re, Mi, Fa, Sol, La, Ti)
- Vamp
- Improvise

### Activities:

- Sing all [Five Solfege Songs](#) (2:49) Use the five melodies to discuss concepts of ascending/descending, motion by step versus skip, form.
- Practice individual songs:
  - [The Easiest Song in the World](#),
  - [Mary Had a Little Lamb](#),
  - [Boundless Mercy](#),
  - [When The Saints Go Marching In](#),
  - [Beethoven Ode to Joy Melody](#)
- Students create song/dance projects based on a simple [four-bar vamp](#) (just the first one). [Exemplar one, two.](#)
- Practice [Left hand bass line variations](#):
- ||: Do Ti | La Sol **1.** |Fa |Sol Do :|| **2.** Fa Fa **3.** Fa Sol **4.** Fa La ti
  - Use with ‘A’ phrase of Boundless Mercy 2 & 4. Use with the C to F Vamp 3. Use to vary the C to F vamp.

**Note:** At first students were learning the notes/rhythms of these patterns. Now as they repeat them/drill them, they are using the patterns to focus on exercising their fingers, to focus on technique, on rhythm. In other words, at first they focus on what the notes are, the rhythm, and which fingers to use. When all that is in place, the objective changes from simply *playing* the pattern, to *using* the pattern to perfect finger control and to learn to listen to others as they play in an ensemble.

**Evidence of Mastery Performance:** Students will sing and play along with the complete C&R video, play all *Five Solfege Songs* and improvise a class performance based on the vamp |I |I |IV |IV |

## STAGE FOUR - PLAYING THE KEYBOARD -- SHEET MUSIC- VARIATIONS, LEFT HAND PARTS

*Playing in parts, looking at music.*

**Scope:** The class has shown it is ready for this new stage by playing unison melodies and phrases as a tight ensemble. Students now play in some new positions and make connections to staff notation through previously learned material using the Rosetta stone concept. The class begins to [play in parts](#) more, namely, in addition to some students playing the melody, some play a bass line and eventually some play counter-melody parts. Using the projected sheet music helps coordinate the different parts.

### Vocabulary:

- Middle C
- Staff
- Treble Clef
- Bass Clef
- line note
- space note
- rhythm
- time signature (4/4)
- whole note, half note, quarter note, eighth note
- variation
- Half step, whole step, flat, sharp

### Activities:

- **Practice** new C&R phrases using two hands to play pentatonic patterns [in C](#) and [in Gb](#)
- **Play** the previously learned C&R phrases [from sheet music](#) (based on the concept of the [Rosetta Stone](#))
- **Analyze** staff notation from the perspective of [Middle C](#).
- **Practice** the [5 songs from sheet music, including variations and lefthand parts](#)
- **Learn** the black key names by singing along with the [chromatic video](#).
- **Play** new songs with an expanded range, including:
  - [Oh Freedom](#)
  - [Mo Better Blues](#)
  - [The Lion Sleeps](#)
  - [Twinkle, Twinkle, Little Star](#)
  - [Michael Row the Boat Ashore](#)
  - [Frère Jacques](#)
- **Create** song/dance projects based on the [second vamp](#) ||: C /// |G ///|Amin ///|F /// :|| Watch my clean version of the [Axis of Awesome](#) video for many examples of phrases sung over this chord progression.

**Evidence of Mastery Performance:** Students can sing and play all 5 songs from sheet music -- with variations and some LH parts. Students perform unison versions of other melodies and the ||: C /// |G ///|Amin ///|F /// :|| vamp.

## **Appendix: Videos and Texts**

### **Print Materials**

Accompanying Text <http://www.jameslevymusic.com/BeginningMusicBook.pdf>

Beginning Piano Book, alternate introduction, more advanced repertoire

<http://www.jameslevymusic.com/KeybdIntro.pdf>

Patterns in staff notation -- [http://jameslevymusic.com/CnR\\_2Bar.pdf](http://jameslevymusic.com/CnR_2Bar.pdf)

***These student exemplar videos show the beginning, middle and one possible fulfillment of the keyboard program.***

The milestone you need to reach by the end of 1st grade (:42) <https://youtu.be/GcPe1qb-By0>

A kindergartener, whose fingers are still finding their way. <https://youtu.be/830eOANfoEI> (:27)

3rd graders playing music on the playground (:45) <https://youtu.be/9b16vOwY5pg>

2nd Grade Air Piano (:13) <https://youtu.be/iKa2TRQ8mT4>

2nd Grade C&R <https://youtu.be/qhWQL3ap720> (1:57)

Keyboard Call & Response, 2-bar phrases from a 3rd grade class <https://youtu.be/vzBsAZKV5> (5:45)

2nd Grade class singing and playing *Swing Low, Sweet Chariot* <https://youtu.be/O6NITq61i4Q> (1:22)

3rd Grade C&R with teacher circulating <https://youtu.be/ACwG8SfcYIw>

3rd graders looping a phrase <https://youtu.be/Q2-NZn-GM4Y> (:21)

3rd graders, *I Only Have Eyes For You* Keys before school and in concert

<https://youtu.be/MLo5FeGEwQU> (1:58)

4th grade class, C&R w loop at end <https://youtu.be/VsfRd4ebhWQ>

4th grade class looping a phrase [https://youtu.be/Qo\\_9iINTV34](https://youtu.be/Qo_9iINTV34) (:19)

Duet with Improvisation <https://youtu.be/WqU1VxHHcnU> (2:14)

3rd graders playing a 16-bar melody (:45) <https://youtu.be/2mYgGLwOCXU>

Class Musical Improv, based on I to IV progression (2:50) <https://youtu.be/-EVLtCR7H38> 2nd version

<https://youtu.be/xzPc-cUqCk8>

Students playing parts <https://youtu.be/sx-O-tRWles>

One possible 5th grade outcome (:54) [https://youtu.be/Yo4p\\_tQgnZY](https://youtu.be/Yo4p_tQgnZY)

### **1) Intro Videos:**

Intro to the Keyboard video (2:36). 6 essential Q&As. <https://youtu.be/DuqE9DbxBno>

**Five Simple Songs** (solfege) <https://youtu.be/D1xXnzGTyQo> (2:49) Sing along until memorized.

Watch and practice the pre-playing finger exercise video.

<https://www.youtube.com/watch?v=IgNHoUfaQto>

Finger Jerseys <https://youtu.be/aIGHKSdiH9o>

Read the WaPo Article P. 6 of the Text. Draw a keyboard by making a rectangle with a length about twice the width. Divide in the long portion into halves, quarters, then eighths. Draw the 2-3 black key pattern and you have an 8ve, C to C.

Do Do Do <https://youtu.be/X5rEQHYfwtw>

### **2) Right Hand Two-bar Call & Response Patterns, Left Hand Bass Lines, Using Two Hands,**

Keyboard Intro Call and Response with finding C. Just use this one the first few times.

<https://youtu.be/7BdI-WnvTIU>

Keyboard Call and Response EZ Use this one until everyone is comfortable with it all.

<https://youtu.be/P9FQz8YaxOs>

Keyboard Call and Response. Use this one after they can do the EZ version.

<https://youtu.be/6QL3SDVAh2A>

Keyboard Call and Response Pt 1 Only use if students need to stick to 3 notes.

<https://youtu.be/NHUK0xDuKKE>

Keyboard Call and Response Pt 2 The Do thru Fa and Do thru Sol patterns.

[<https://youtu.be/3WIDGCSkafQ>]

Keyboard Pentatonic Call and Response in C <https://youtu.be/GIRIPOabYFc>

In Gb <https://youtu.be/HwcuqQNZmI>

LH Part descending bass line with four endings [https://youtu.be/Gq1\\_8ex1ygI](https://youtu.be/Gq1_8ex1ygI)

Get both hands on the keyboard and practice the exercise <https://youtu.be/14IIq4edSuk>

### **3) Videos to help you learn how to play the Five Simple Songs on the keyboard using your right hand.**

The Easiest Song in the World <https://www.youtube.com/watch?v=4DH9OAbqgcU>

Mary Had a Little Lamb <https://www.youtube.com/watch?v=TEobNn-NJBc>

Sheet Music for Mary [https://youtu.be/1nmDPBK\\_vPA](https://youtu.be/1nmDPBK_vPA)

Boundless Mercy [https://youtu.be/N\\_Dp59oP2FI](https://youtu.be/N_Dp59oP2FI) other versions <https://youtu.be/5hGBa0lIBxk>

<https://youtu.be/U8COcz3Bn3M>

When The Saints Go Marching In <https://youtu.be/2uGrJ1BbUcQ> alt version

[https://youtu.be/oXpV\\_TXA0m0](https://youtu.be/oXpV_TXA0m0)

Saints 2 hands [https://youtu.be/9\\_lmp134DEQ](https://youtu.be/9_lmp134DEQ)

Beethoven Ode to Joy Melody [https://www.youtube.com/edit?o=U&video\\_id=3DLaJ1tBbjQ](https://www.youtube.com/edit?o=U&video_id=3DLaJ1tBbjQ)

Beethoven Ode to Joy <https://youtu.be/hOLUISz84E0> Ode with Left Hand

[https://youtu.be/4Q\\_U8BqvM2w](https://youtu.be/4Q_U8BqvM2w)

Mozart Piano Theme <https://youtu.be/FCBcTY27gyo> old <https://youtu.be/b0mr6QZPoV4>

### **4) Sample keyboard parts to accompany class songs.**

If I Had a Hammer <https://youtu.be/6Ya6YgqmAYU>

Oh' What a Beautiful Morning, <https://youtu.be/C15ACW8sSg4>

Swing Low Sweet Chariot [https://youtu.be/tqw\\_pM6eIUI](https://youtu.be/tqw_pM6eIUI)

Ain't No Mountain High Enough (Chorus in D and Eb) [https://youtu.be/bRAzKCI\\_nQM](https://youtu.be/bRAzKCI_nQM)

I Only Have Eyes For You, Ensemble Chorus, Frank Sinatra version <https://youtu.be/Dx2uM40kgag>

\*\*\*\*\*rough draft below\*\*\*\*\*

### **5) Songs in a new position Pages 8-11 Finger Jerseys 2** <https://youtu.be/bCEGQ6683Xw>

Oh Freedom <https://youtu.be/myIoeN5FHZg>

old: <https://www.youtube.com/watch?v=YAzCt8ZZ9gA&feature=youtu.be>

Peace Like a River <https://www.youtube.com/watch?v=80tZnsCBbKo&feature=youtu.be>

Mo Better Blues <https://youtu.be/lZ5uI2Ret-o>

old: <https://www.youtube.com/watch?v=R9seazwkVOo&feature=youtu.be>

Keyboard Part <https://www.youtube.com/watch?v=aofnlfMHnzU&feature=youtu.be>

Black Key Cascade [https://youtu.be/\\_8Gr853jCuI](https://youtu.be/_8Gr853jCuI)

The Lion Sleeps <https://www.youtube.com/watch?v=SNvZr8e7I3Q&feature=youtu.be>

Twinkle <https://www.youtube.com/watch?v=rhQeyPHRCaA&feature=youtu.be>

Michael Row the Boat Ashore [https://www.youtube.com/watch?v=Hh\\_Tk90D5A&feature=youtu.be](https://www.youtube.com/watch?v=Hh_Tk90D5A&feature=youtu.be)

Don't Worry Be Happy [https://www.youtube.com/watch?v=O33E\\_u62MRw&feature=youtu.be](https://www.youtube.com/watch?v=O33E_u62MRw&feature=youtu.be)

Frere Jacques <https://www.youtube.com/watch?v=eJbPLUDPfvU&feature=youtu.be>

### **6. Theory and Improvisation**

Sheet Music Gallery <https://youtu.be/ST5YNYOh8HE>

C&R Set 1 Sheet Music <https://youtu.be/G58We3IoTaI>

Chromatics <https://youtu.be/w9Wx8xhUkYk>

The Grand Staff <https://www.youtube.com/watch?v=Bt41doopYa8> and naming notes!

Putting Notes together [https://www.youtube.com/watch?v=lj\\_wOZpygng](https://www.youtube.com/watch?v=lj_wOZpygng)

The Rosetta Stone <https://youtu.be/0NkEOxEz97Q>

Axis of Awesome (clean) <https://youtu.be/9VFcXnsYpyM>  
Two 4-Bar Vamps [https://www.youtube.com/edit?o=U&video\\_id=8tyNb9sOhms](https://www.youtube.com/edit?o=U&video_id=8tyNb9sOhms)  
Just the 2nd Vamp <https://youtu.be/ROW4g9wjer4>  
The Circle of 4ths <https://youtu.be/kLeIbDawfq4>  
A Blues Scale <https://www.youtube.com/watch?v=doXaXqIDJeI&feature=youtu.be>  
Amin Jam <https://www.youtube.com/watch?v=ZBp5Qzc19fg&feature=youtu.be>

### **Background stories cited in overview.**

- The story of the young Charlie Parker.  
<http://www.npr.org/2013/10/19/237040499/the-birth-of-bird-young-charlie-parker-found-focus-faith-in-music>
- Wynton Marsalis on practicing. [http://www.openculture.com/2017/04/wynton-marsalis-gives-12-tips-on-how-to-practice-for-musicians-athletes-or-anyone-who-wants-to-learn-something-new.html?utm\\_source=ArtMatters+May+2017&utm\\_campaign=May+2017+ARTmatters&utm\\_medium=email](http://www.openculture.com/2017/04/wynton-marsalis-gives-12-tips-on-how-to-practice-for-musicians-athletes-or-anyone-who-wants-to-learn-something-new.html?utm_source=ArtMatters+May+2017&utm_campaign=May+2017+ARTmatters&utm_medium=email)
- Instrumental music goes back at least 40,000 years ([http://www.nytimes.com/2012/05/29/science/oldest-musical-instruments-are-even-older-than-first-thought.html?\\_r=0](http://www.nytimes.com/2012/05/29/science/oldest-musical-instruments-are-even-older-than-first-thought.html?_r=0))
- Fine motor coordination and later academic success.  
<https://www.psychologytoday.com/blog/psyched/201402/fine-motor-skills-and-academic-achievement>

### **Some Next Steps**

[The Petrucci Music Library](http://www.imslp.org/) an amazing collection of public domain Classical music you can download for free. <http://www.imslp.org/>

Tchaikovsky, Album for the Young

[http://www.imslp.org/wiki/Children's\\_Album%2C\\_Op.39\\_\(Tchaikovsky%2C\\_Pyotr\)](http://www.imslp.org/wiki/Children's_Album%2C_Op.39_(Tchaikovsky%2C_Pyotr))

Czerny, 40 Leichte Tonstucke

[http://www.imslp.org/wiki/40\\_Leichte\\_Tonst%3BCcke%2C\\_Op.803\\_\(Czerny%2C\\_Carl\)](http://www.imslp.org/wiki/40_Leichte_Tonst%3BCcke%2C_Op.803_(Czerny%2C_Carl))

While you're in Canada, be sure to download Bartok, Mikrokosmos Vol. 1, perhaps the best next step for a class to take.

[http://www.imslp.org/wiki/Mikrokosmos%2C\\_Sz.107\\_\(Bart%3CB3k%2C\\_B%3CA9la\)](http://www.imslp.org/wiki/Mikrokosmos%2C_Sz.107_(Bart%3CB3k%2C_B%3CA9la))

While not free, <http://www.jazzbooks.com/> is a great resource. Every music teacher should own Jamey Aebersold's, A New Approach, Vol. 1

[http://www.jazzbooks.com/mm5/merchant.mvc?Screen=PROD&Store\\_Code=JAJAZZ&Product\\_Code=V01DS](http://www.jazzbooks.com/mm5/merchant.mvc?Screen=PROD&Store_Code=JAJAZZ&Product_Code=V01DS)