






Taking a Naughty Dog for a Walk, Paul Harris

Piano Star: Grade 1

	LESSON ACTIVITIES
 <p>PITCH Accuracy, clarity and definition of notes and/or intonation</p>	<ul style="list-style-type: none"> • Play a one-octave F major scale with each hand separately. • Can you spot two bars that use an F major tonic triad shape? Play this shape. • What is similar about the left hand bars 6-11 and the right hand bars 15-20? • Play the two chords in bar 2. Which other bars do these chords occur? Are they always at the same pitch?
 <p>TIME Suitability of tempo, stability of pulse, sense of rhythm</p>	<ul style="list-style-type: none"> • What does 6/8 time mean? • The rhythmic pattern in bar 1 is the same as that in bar 4. How many different rhythmic patterns are there in this piece? • Tap a dotted crotchet pulse in one hand and the actual note values of each bar with the other hand. • There are a number of empty bars in this piece. How will you count those?
 <p>TONE Control and projection of the sound, sensitivity and awareness in use of tonal qualities</p>	<ul style="list-style-type: none"> • How many different dynamic markings can you find in this piece? Choose a note from the piece and play that note at each of those levels. • What do the dots beneath or above some notes signify (e.g. bar 4)? • Now play a one-octave scale using this feature. • Sometimes this dot occurs at the end of a phrase (e.g. bar 9, 1st beat) – how will this affect the sound?
 <p>SHAPE Effectiveness and clarity of musical shaping and detailing</p>	<ul style="list-style-type: none"> • <i>Crescendo</i> and <i>diminuendo</i> are very helpful for giving phrases shape. Find a phrase where you can use both <i>cresc.</i> and <i>dim.</i> • Do you think the first bar would be most effective a) all at one level, b) with a <i>crescendo</i> or c) with a <i>diminuendo</i>? • What about the final two bars? • What dynamic shape might you use in the 'tail wagging' bars (e.g. bar 4)?
 <p>PERFORMANCE Overall command, involvement with the music, musical communication</p>	<ul style="list-style-type: none"> • This piece tells a story – tell it in your own words. • At various points in the piece the dog is obedient, mischievous and naughty! How might you bring these different characters to life? • Make up your own little piece about a dog using ingredients from this piece. • Practise the final bar, moving your left hand over to play the last note with a real flourish!