

Guide for piece no. 5:

«Slalom»




Quickstart:

1. This piece is available in only one presentation mode.
2. The music sheet has to be **set up in portrait orientation** so that the illustrated keyboard appears at the top edge of the page.
3. The melodies of the right and left hand progress completely **parallel** to each other.
4. The pupil should first play the right hand's part once or twice and then the left hand's part once or twice (left-handed in the reverse order). When the pupil begins to play the piece with both hands the teacher has to point on the corresponding tone symbols using **two pencils**, one for each part.
5. The piece has no lyrics. Therefore the same rhythmic words as introduced in the previous piece should be applied ("fast" + "gentle" or "go" + "hold on").
 - Rhythm counting with numbers is not recommended as a beginner often mixes up rhythm numbers and fingering numbers subconsciously.
6. Hints that help the pupils to coordinate the right and the left hand:
 - "Now [the melody moves] in bear direction." <-> "Now in mouse direction."
 - "[Now play the] bear / cat / mouse triplet [key in both hands]."

Detailed guide:

(with explanations, teaching ideas and background information)

Functions

- There is no teacher's part for this piece, therefore the -button and the -button are hidden.
- This guide can be opened and closed again with the «?»-button in the upper right corner of the menu. The guide can also be closed by tapping the «X».
- The foremost content displayed on the screen (guide text or pupil's part) can be printed by tapping the -button (printer).

Preparatory Information

- This piece is available in only one presentation mode.
- Both hands have a fixed playing position and do not need to move from that position.
- The melodies of the right and the left hand progress entirely parallel to each other.

Didactical information

- It is useful first to point out that the current piece is created in the same notation manner as the previous piece. Then the teacher should point out the differences in the melodic texture of the two pieces:
Mirrored (as opposed to) <-> parallel
- The music sheet has to be **set up in portrait orientation** so that the illustrated keyboard appears at the top edge of the page. The reading direction is from top to bottom. As the pupil masters the piece, the sheet can also be rotated to landscape orientation and read from left to right. This is recommended only for pupils, who take the reading with ease.
- The pupil should practice the piece first with separate hands because also this piece consists of two melodies, one for each hand (see also guide of the piece "The Mirror").
- When the pupil is ready to play the piece with both hands, the teacher should point to each of the two tone symbols which have to be played simultaneously. This can be done by using **two pencils**, so that both melody lines can be followed at the same time. In this way it is easier for the pupil to resume the reading flow, in case he has lost the orientation on the score, because he has, for example, looked down onto the keyboard.
- It is very helpful for the pupil to make him aware of the fact that the melodies of the two hands run completely parallel to each other (hence the title "Slalom").
- Continue as in "Quickstart," Pts 3, 4 and 5.
- The piece has no lyrics, which would contribute to understanding and memorizing the rhythm.
→ Therefore the same rhythmic words as introduced in the previous piece should be applied ("fast" + "gentle" or "go" + "hold on"; see also guide of the piece "The Mirror").
- Rhythm counting with numbers is not recommended as a beginner often mixes up subconsciously rhythm numbers and fingering numbers.
- Hints that help the pupils to coordinate the right and left hand:
 - "Now [the melody moves] in bear direction." <-> "Now in mouse direction." (instead of "up" and "down")
 - "[Now play the] bear / cat / mouse triplet [key in both hands]." (instead of "F-sharp", "G-sharp" and "B-flat")

Reminder

- It is important that the teacher practice ear training exercises with the pupil (see guide for "Waltz of the Bear")
- It is important to find a good balance between the development of aural skills and the development of reading skills.