

Guide for piece no. 4:

«The Mirror»




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 the left hand progress completely **mirrored** to each other.
4. The pupil should play the right hand part once or twice first and then the left hand 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 to the corresponding tone symbols using **two pencils**, one for each part.
5. The piece has no lyrics. Rhythmic words should therefore be introduced as a replacement.
 - Examples: "fast" (quarter note), "gentle" (half note), "very gentle" (whole note) or "go" (quarter note), "hold on" (half note), "hold on long time" (whole note)
 - 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 melodies move] inwards" <-> "[now] outwards"
 - "[now play the] inner / outer / middle keys [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.
- From this piece on there are no further demo videos. The teacher should therefore go through the changes in the notation system together with the pupil, demonstrating by playing along the way.
- 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 position.

Changes in the notation system and the way of playing compared to the previous piece "Waltz of the Bear"

- Until now the pupil has only played monophonic melody lines which were played with alternating hands, except for in the piece "Hello!". But there only the rhythm was notated and no concrete pitches had to be read. In the current piece both hands have to play **simultaneously**.
- The melodies of the right and the left hand progress entirely **mirrored** to each other.
- The illustrated keyboard now shows two twins and two triplet groups.
- The staff shows three lines for each hand. The lines indicate the bottom three lines of the treble clef and the top three lines of the bass clef. There is still a dashed line, which is now placed in the center of the page. This line already indicates the position of the middle C, although it does not yet occur in this piece.

Didactical information

- 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.
- First, the teacher should discuss together with the pupil the differences between the staves of the current piece and the "Triplet- and Twin-keys Song" in presentation mode 3. For this purpose, the two pieces should be placed right next to each other.
- It is a big challenge for a pupil, to read two melody lines simultaneously for the first time. The pupil should therefore initially play the the right hand's part once or twice and then once or twice the left hand's part (left-handed in the reverse order).
- 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 his orientation because of looking down onto the keyboard.
- It is very helpful for the pupil to be made aware of the fact that the melodies of the two hands run completely mirrored to each other (hence the title "The Mirror").
- The piece has no lyrics, which would contribute to understanding and memorizing the rhythm. Therefore rhythmical words should be introduced as a replacement. Examples:
 - 1.) "fast" (quarter note), "gentle" (half note), "very gentle" (whole note *)
 - 2.) "go" (quarter note), "hold on" (half note), "hold on long time" (whole note *)

*) whole notes do not occur in this pieces but are mentioned here for the sake of completeness.
- 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 melodies move] inwards" <-> "[now] outwards"
 - "[now play the] inner / outer / middle keys [in both hands]."