


# Guide for piece no. 15:

## «The Frog Prince»

### Functions

- 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, pupil part or score) can be printed by tapping the -button (printer).

### Didactical information

#### **Note name reading:**

- The selection of notes that the pupil can recognize by the name should be extended by the following:
    - right hand: **F** (space-note)
    - left hand: **small d and small f** (line-notes)
- The entire selection contains until now the following notes:
- right hand: middle C, D, e, F and g (all C-position)
  - left hand: small c, d, f and g

The two exercises for reading music by recognizing note names, which has been described in the guide of the previous pieces, should be carried out here as well.

#### **Technique:**

Special attention should be paid to the progression in the bear hand between the 4th beat in the 1st measure and the 1st beat in the 2nd measure, where the D with the 4th finger and then the 5th with C and G with the 5th finger is played. For many pupils it is difficult to play this progression without the hand being tense. The problem can usually be solved by playing non legato in both hands.

#### **Repetition of learning content:**

- All key names: C to C ascending and descending.
- All previously learned note names
- Finger numbering
- C-position
- step, skip, step-skip, double-skip on the keys and in the music

### Reminder

- The following exercise should be repeated: Creating an accompaniment by ear using 5th-grips (see "The Sun and the Sea"):
  - Worldwide renown pieces in 5-pitch range:
    - Merrily We Roll Along
    - Oh When the Saints
    - Jingle Bells

- Improvisation exercises should be conducted wherein the teacher plays a simple chord progression (i.e. C-G-Am-F) and the pupil improvises with the keys of different basic positions (See also guide of "Take Two.").
- The playing repertoire should be maintained and the pieces should be mastered in the three ways described before.