


Guide for piece no. 12:

«Rollercoaster»

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

- This piece is created with the same staff size as used in the previous piece.
- Playing position: C-position
 - As with the previous piece some further finger progressions in C-position will be trained.
 - Some new finger combinations between the left and the right hand should be practiced while playing mirrored melodies with both hands in basic position.
- This piece is a major challenge for most pupils, since the hands are playing two contrasting rhythms. Thereby the notation's graphic also becomes relatively difficult to decode.

Repetition of learning content:

The following should be repeated with the pupil:

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

Composition:

- The pupil should write a continuation for the piece. The teacher may help the pupil to get started.
- Because in the first part the melodies of the two hands are progressing mirrored to each other, i.e. in contrary motion, it is meaningful to suggest that this be continued in the second part, otherwise the piece may get too difficult in terms of playability for the pupil. Equal rhythms in both hands would simplify the second part even further.

Reminder

- Aural exercises with the pupil should be practiced (See guide for "Waltz of the Bear.").
- A good balance between the development of aural skills and the development of reading ability should be achieved.
- A repertoire of 4-8 pieces should be built. Those pieces should be mastered by the pupil in the following ways:
 - a) Without looking on the keys but actively(!) reading along in the music. (haptic orientation)
 - b) Without reading the music but looking on the keys. (playing by ear)
 - c) Neither reading the music nor looking at the keys. (haptic orientation and playing by ear)
- The favorite pieces of the pupil should be kept in his repertoire for as long as possible.