




Guide for piece no. 8:

«F, E, D Song»

Functions

- The whole score with ordinary notes (pupil's and teacher's parts) can be displayed by tapping the -button (piano 2).
- The accompanying part of the piece can be played back by tapping the -button (play).
- 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

When the pupil's part is accompanied by the teacher's part, it has to be played one octave higher than written, otherwise there will be collisions between the parts.

Playing position:

- The hands should be set up in the C position (C, D, E, F, G). The piece is played with **fingers 2-3-4 (mouse hand) and 4-3-2 (bear hand)**, in this way the C-position is to be further established.

New key names: D and E

- Exercises should be conducted to memorize the two new keys D and E and the key C, F and G from the previous pieces. (See examples in the guide of the piece "The Thumb Song")
- The pupil can find the new keys in the following way:
 - D is located between the C-sharp (bear-twin-key) and D-sharp (mouse-twin-key).
(About renaming the keys C-sharp and D-sharp to bear-twin-key and mouse-twin-key see also guide for the piece no. 1: "Hello!".)
 - E is the mouse neighbor (= right neighbor) of a black twin group.
- Now the pupil knows the names of all keys from C to G.

Intervals on the staff, part 1:

Now the terms "step" and "skip" will also be linked to the note symbols and their distance to each other:

- In terms of the pitch parameter of note symbols there are basically only two different types of note symbols. In reference to that the following two terms should be introduced:
 1. **"Line-note"**: Note symbols with a staff line right through the center of the notehead.
 2. **"Space-note"**: Notes with the notehead between two staff lines (and definitely not with a line through the center of the notehead)
- A step between two notes on the staff consists of one line-note and one space-note where line and space are neighboring each other (teacher shows some examples in the music).
- A skip between two notes on the staff consists of either two lines-notes or two space-notes, whereby between the notes no line respectively no space must be skipped (teacher shows some examples in the music).
- Briefly: **step = 2** notes of **different** types (overlapping each other)
skip = 2 notes of the **same** type (adjacent)

Exercise with intervals (in the music):

- First, the writing-notes-sheet inserted after the piece "C and G Song" has to be printed.
- The pupil writes a random note onto the writing-notes-sheet. Then the teacher says to the pupil: "Now write another note on the staff that is in a bear-step distance to the note that you have written previously." The pupil then writes a note on the writing-notes-sheet, which is a second lower than the first note. The new note is taken as starting point for the next round. The teacher announces again an interval i.g. bear-skip or mouse-skip or bear-step and the pupil writes the corresponding note etc.
- At the end of this exercise (or in the next lesson) the pupil should play the just edited paper (writing-notes-sheet) note by note, reading the intervals between the notes. To start the exercise, the teacher has to show the pupil which key corresponds to the first note which was written down. Furthermore, the names of the notes should not be referred to because the aim of this exercise is to read and play intervals, **not** note names (intervallic music reading).

Improvisation exercises:

- The teacher's part can be used to make improvisation exercises with the pupil. The teacher plays the teacher's part of the piece and the pupil improvises to it with the following selection of keys:
 1. Step: The pupil uses the keys D, E and F.
 2. Step: The pupil uses the keys C, D, E and F.
 3. Step: The pupil uses the keys C, D, E, F and G.
- The key of the piece is D minor, but the final chord is a D major chord. If the pupil plays an F on the last chord and perceives this as too dissonant, then the teacher may suggest playing an F-sharp, D or A instead.

Reminder

- Exercises for the **C-position** (fingers on C, D, E, F and G):
 1. The pupil looks away from the keys, plays for example finger number 3 and tells the name of the corresponding key.
 2. The pupil looks away from the keys, playing a key and tells the number of the corresponding finger.
 3. The pupil plays the finger progression: 1-2-3-4-5-4-3-2-1 or vice versa; first while looking at the keys and eventually without looking at the keys.

The pupil should play all the exercises with only one hand first and then with both hands.

Important !! The above described exercises must later on be done in other playing positions. Otherwise there is a risk that individual fingers or their finger numbers are associated firmly with specific keys. First, however, the ability for haptic orientation (touch) in the C-position has to be solidified.

- An exercise with intervals (on the white keys):

- The pupil plays a C. Then the teacher says: "Move from this key a mouse-step." The pupil should then strike the white key, which is a second higher than the previously stroken key. Starting from the new key it could then be continued with a bear-skip or a mouse-step-skip or a bear-double-skip etc.
- No references to the notes on the staff should be made. Recognizing intervals between note symbols is to be trained with a separate exercise (see exercise above).