




# Guide for piece no. 9:

## «The Bouncer Castle»

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

### Didactical information

#### **The piece is designed as a consolidation exercise:**

- to improve the haptic orientation skills within the C-position,
- to become acquainted with further finger progressions in the basic position,
- to get to know the complete set of possible finger combinations between the left and the right hand, when parallel melodies are being played with both hands in basic position,
- for playing repeating notes,
- for reading and recognizing intervals in between notes in the music and keys on the keyboard.

#### **Intervals on the staff, part 2:**

Since the current piece comprises 4th and 5th skips, the terms "step-skip" and "double-skip" will also be linked to note symbols and their distance to each other:

- A step-skip between two notes on the staff extends from a space to the next but one line or from a line to the next but one space (teacher shows some examples in the music).
- A double-skip between two notes on the staff extends from a space to the next but one space or from a line to the next but one line (teacher shows some examples in the music).
- Briefly: **step-skip = 2** notes of **different** types with some distance in between  
**double jump = 2** notes of the **same** type with a little more distance between

#### **Exercise with intervals (in the music):**

The exercise is done in the same way as in the previous piece but now the two intervals "step-skip" and "double-skip" are included.

#### **Important! The pupil should be made aware of the following regularly:**

If the hand is placed in the basic position on the keys, then you play a:

- step with two adjacent fingers,
- skip by omitting a finger,
- step-skip by omitting two fingers (only two finger combinations are possible: either 1st + 4th or 2nd + 5th fingers),
- double jump by omitting three fingers (only one finger combination is possible: 1st + 5th fingers).

**For the intervallic note reading and later the prima vista** playing, it is crucial to establish a solid link between the graphic distance of two notes on the staff and how the fingers relate to this distance.

A pianist hand **must be able to feel in advance** how to form the distance of i.e. a fourth with different fingerings. Only if the fingers can be adjusted to different distances without visual control will there be enough free capacity for the eyes to be able to read the music while playing.

### **Composition:**

- The pupil should write a continuation for the piece.
- The parts of the left and the right hand may continue just as in the first part of the piece, progressing parallel to each other.
- The teacher may help the pupil to get started.

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

The following should be repeated with the pupil:

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

### **Reminder**

- **It is important to build a repertoire of 4-8 pieces. The pupil should be able to play those pieces in the following ways:**
  - a) Without looking at the keys on the piano, but instead actively reading along in the music. (haptic orientation)
  - b) Without reading the music but looking at the keys. (playing by ear)
  - c) Neither reading the music nor looking at the keys. (haptic orientation and playing by ear)
- When the repertoire begins to include too many pieces then some of the oldest ones can be dropped. The favorite pieces of the pupil should be kept in his repertoire for as long as possible.
- It is important that the teacher makes 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.