


Guide for piece no. 14:

«Splish, Splish, Splash»

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).

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

- The distance between the staff lines has been reduced again.
- The notation system now uses ordinary note symbols:
 - The notes have received a stem.
 - The note heads are no longer round but oval.
 - The note heads of the half notes are no longer larger than the note heads of quarter notes.
 - The only things missing are the treble and the bass clefs plus the time signature.

Didactical information

- The left hand plays only C-grips (5th with C and G)

Note name reading:

- The selection of notes that the pupil can recognize by name, should be extended by one note:
 - right hand: **D** (space-note)
- The entire selection contains until now the following notes:
- right hand: middle C, D, E and G
 - left hand: small c and small g

Two exercises for note name reading:

1. The teacher points at a note in the music of the piece. The pupil tells first its name and then he strikes the corresponding key.
2. The teacher calls out notes, which the pupil writes down on a writing-notes-sheet which matches the current piece. After that the pupil strikes the corresponding key.

Repetition of learning content:

The following should be repeated with the pupil:

- 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

- Improvisation exercises should be performed where 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.").
- A solid link between the graphic distance of two notes on the staff and how the fingers relate to this distance should be established (Explanation see "The Bouncer Castle.").