

## FOREWORD

These Teaching Procedures are born out of our desire to share the effective techniques and procedures we have accumulated over many years. We have drawn from our own teaching experiences with traditional and Suzuki methods as well as from our colleagues who have so generously shared their ideas with us. We hope they will be helpful, but also hope that they will be used as a guide rather than as a directive.

The procedures are intended to be used with the *Mastering the Piano* Repertoire scores and the accompanying recordings.

The format was chosen to make the procedures straightforward and easy to use. We want essential information to be easily available without the need to read lengthy instructions or to search for it, especially if teaching these pieces for the first time. The **Scramble Sections** provide an organized way of dividing a piece of music into smaller, more accessible segments and for playing *Scramble*, a highly motivating game that also makes learning fun. The **Technical Facilitators** isolate the more challenging aspects of each piece, and the **Interpretative Suggestions** offer some ideas that promote appropriate and expressive playing. Each of these sections will be explained in detail in the instructions on how to interpret the procedures. We have also inserted music examples to provide a quick reference without having to refer to the score.

### ***How to Use the Teaching Procedures***

- **Scramble Sections**
  1. Write the Scramble Section numbers on the score. Use the measure numbers printed in square boxes at the beginning of each line for counting the measures. Write the Scramble numbers above the treble staff and draw a circle around the number. It is also helpful to draw a vertical line from the Scramble number through both staves to see the beginning of each section more readily. Then play *Scramble*.
  2. Instructions for *Scramble* are found on P. 51.
- **Technical Facilitators:**
  1. *Preview*: For some pieces, *Preview* is used in the first instruction. It is a technique commonly used by Suzuki method teachers. A preview is generally the most challenging part of the piece, but it can also be a technical preparation for playing.

Previews are taught first so that the challenging parts are learned correctly from the beginning and remedial work is avoided.

2. *Stop-Prepare*: This is a teaching technique also commonly used by Suzuki method teachers. It designates a two-step procedure: a physical STOP followed by a mental (“What must I do next?”) or physical (moving the hands to a new position or for a specific technical application) PREPARATION. This prevents playing the next notes incorrectly.

Stop-Prepare is a powerful tool for correct learning. It is an excellent technique for preventing mistakes instead of ‘fixing’ them after they occur. It takes less time and effort to learn something correctly the first time than it does to go back and try to eliminate a mistake that has been learned. The gap or silence created by Stop-Prepare is easy to eliminate because listening to the recording has already programmed the correct rhythm into the brain.

- **Interpretative Suggestions:**

1. These suggestions along with the recording offer appropriate guidelines for creating individual interpretations.
2. These interpretative suggestions are also offered as a way to help discover the implied mood or spirit of the music. Some of them relate to life experiences or images. The ability to make such connections promotes a more natural feeling for the nuances that contribute to expressive playing. This allows a performer to go beyond a simple response to the dynamic markings in the score and communicate through an authentic musical experience.

**Abbreviations:**

|       |   |   |
|-------|---|---|
| RH    | - | Right Hand                                      |
| LH    | - | Left Hand                                       |
| HS    | - | Hands Separately                                |
| HT    | - | Hands Together                                  |
| Meas. | - | Measure   |
| N.B.  | - | Note well (from Latin <i>note bene</i> )        |
| e.g.  | - | For Example (from Latin <i>exempli gratia</i> ) |