Ted Cooper and Amy Glennon entered the certificate program in piano and piano pedagogy at the New School for Music Study in 1989. Both had already completed master's degrees and were experienced and successful teachers. Both were searching for a still better way to teach music at the piano. Five years later, Ted is a valued member of the New School faculty and Amy is on the faculty of Mount Holyoke College. They have continued their collegial relationship, and *Side by Side* is their first published collaboration.

When they showed us this collection, we realized it was a way to provide still more expressive performance opportunities for students using *Time to Begin*. In addition, it allows beginning students in any method to experience new sounds while playing across a wide range of the keyboard with rhythmic control and physical freedom. The solos are musically appealing and pedagogically sound. With the imaginative accompaniments, they challenge beginners' ensemble skills and expressive abilities and satisfy their longing to make more and bigger piano sounds.

We are proud to present this especially musical addition to duet repertoire for beginners.

—Frances Clark and Louise Goss

Preface

There is nothing more exciting than a young child fully expressing a musical idea. This collection provides a variety of musical experiences that encourage expressive playing from the beginning. *Side by Side* is designed to coordinate with *Time to Begin*, the first book of the *Music Tree* series, but can be used with any interval-based reading method. The music in this volume uses three basic reading styles:

Off-Staff Notation (pages 4–9)	The student's position is found from a keyboard legend.
Partial-Staff Notation (pages 10–18)	The first note is named and then the student reads by interval.
Grand Staff (pages 19–24)	The student finds the position by reading landmarks Middle C, Treble G, and Bass F.

All the pieces in off-staff and partial-staff notation can be played as solos beginning in any octave. When played with the accompaniment, the correct starting position is shown with the teacher's part.

We express our deep appreciation to Frances Clark and Louise Goss, who have shaped our lives both in and out of the studio and whose tireless search for excellence continues to be an inspiration.

We also offer our sincere thanks to our students and colleagues at the New School for Music Study (Princeton, NJ) and Mount Holyoke College (South Hadley, MA) for their support and encouragement in the development of this project. We are especially grateful to Michelle Aalders, Marcy Castro, Noriko Schneiderman, and Allan Watt for their valuable input.

—Ted Cooper and Amy Glennon

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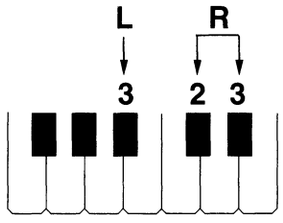
Jumbo



great big feet!

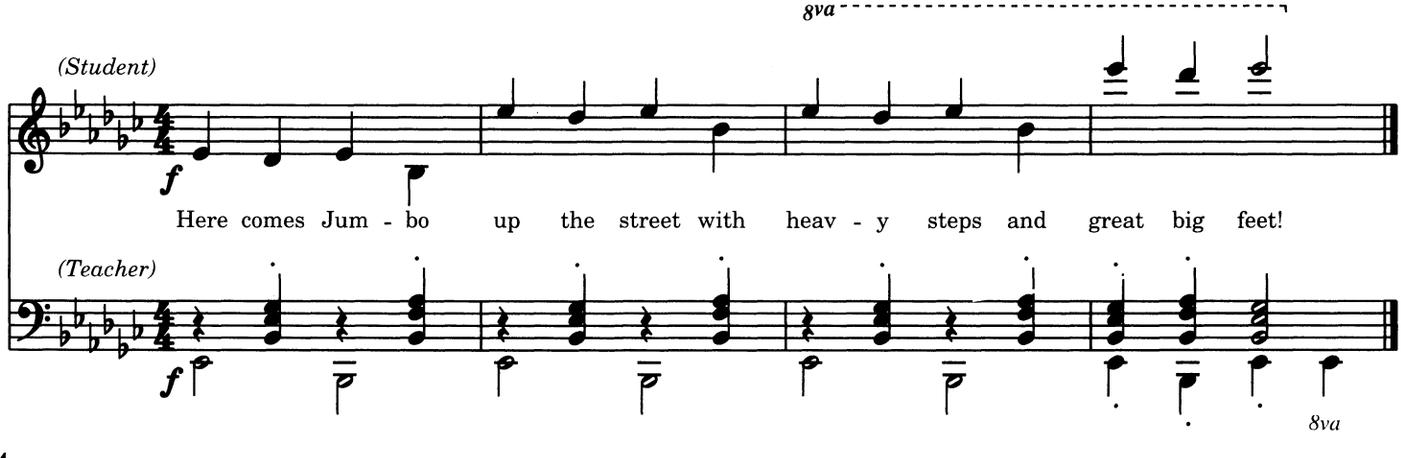
heav - y steps and

up the street with

3 2 3

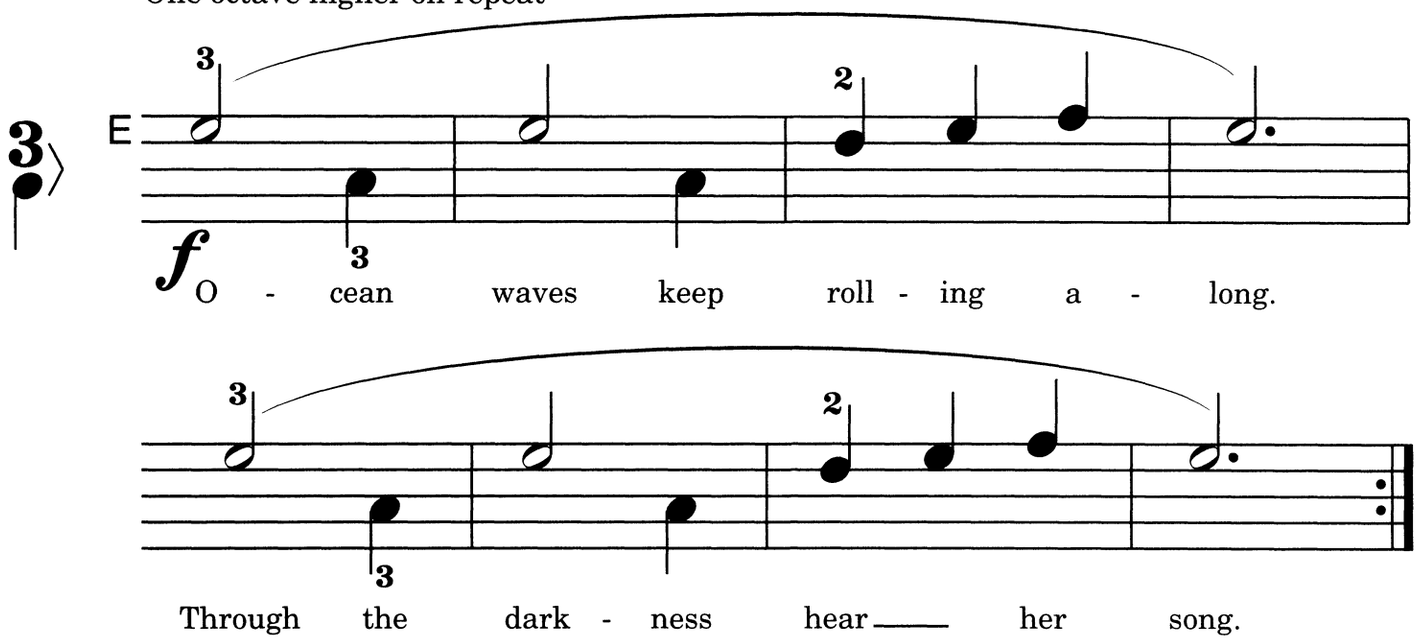
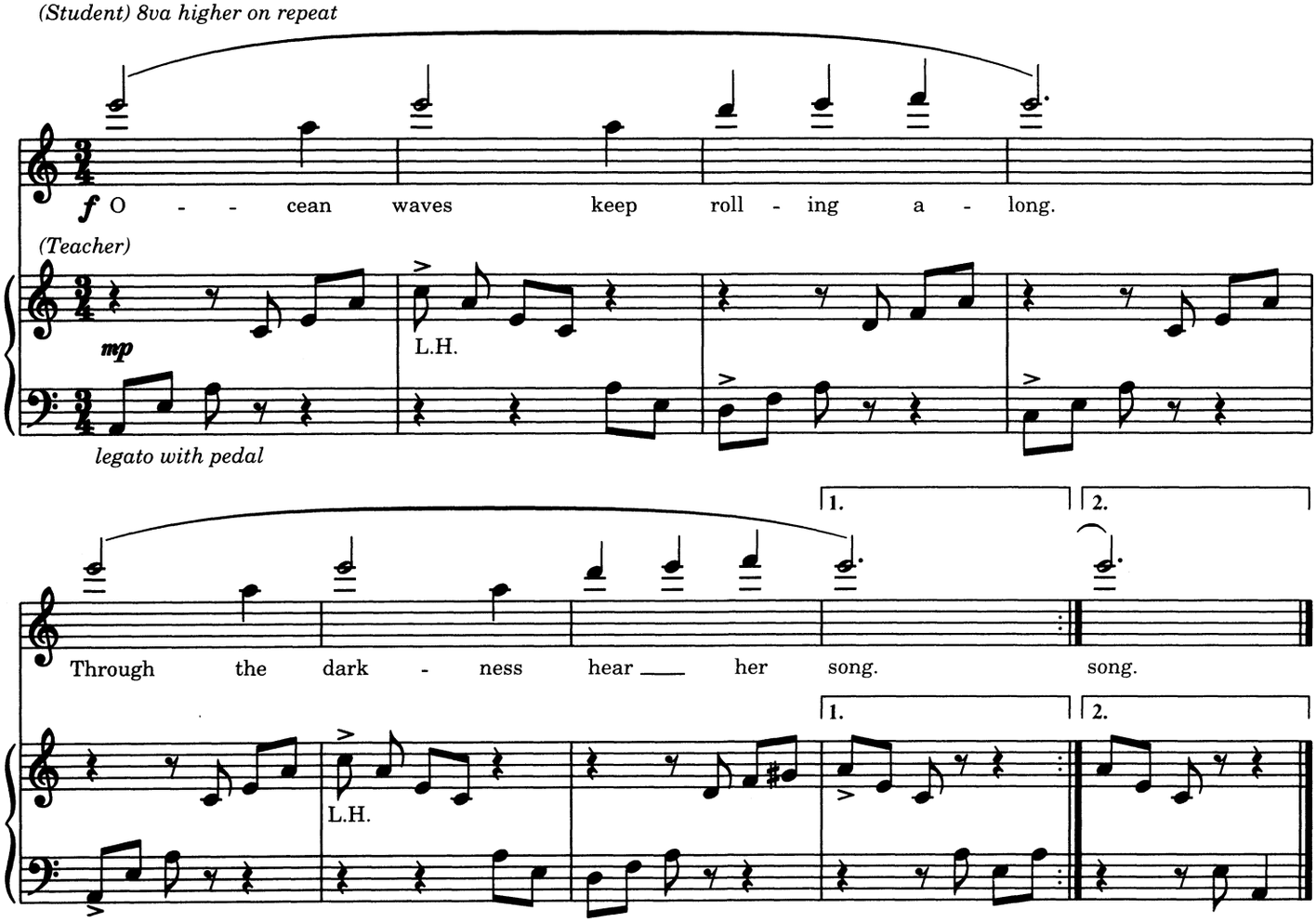
f

Here comes Jum - bo



Mermaid

One octave higher on repeat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