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CORNERSTONES

1. Assume that the child knows nothing but is brilliant and can learn anything.
2. What the child discovers for himself is what he'll remember.
3. If the child seems confused, it's not because he's slow, it's because the teacher is presenting the materials incorrectly.
4. Move in many small steps rather than one big step.
5. If the child meets with success each step along the way, he'll enjoy learning and want to discover more.
6. Never embarrass a child. If a mistake occurs, help him to learn how to correct it himself.
7. See that the child learns the concept first and then commits it to memory through repetition.
8. Review old games often so children can enjoy their progress.
9. Create an enjoyable learning environment so that the child is eager to learn.
10. The true objective of teaching should be the long term retention of the information, not how quickly it can be taught and memorized.



A.M.



A.M.

13

Name That Note

When you're reasonably sure that the students know the names of the notes in the treble clef and the bass clef, it's time to give them some real memory practice. The goal is to learn the notes so well that both clefs are easy to name.

The reason is unique to keyboard instruments—the sight-reader needs to read from both clefs at once. His eyes are continuously moving around both clefs. Although much of the reading will be relating one note to another through space relations rather than note name, if the child doesn't know one clef as well as the other, he'll be apt to stumble and make needless errors.

The games in this chapter give the children practice in thinking of both clefs at once. Since each clef is already memorized, these games are like dessert. Many are comfortable variations of games they've already played before. Some have exciting new twists. Almost all of the games can be played using not only bass clef or treble clef staff cards, but the clefless staff card as well. Or all three kinds at once.