Introduction

Why?

One of the main reasons why so many young pianists can't sight-read is simply because they don't spend enough time actually looking at and processing notation. It's not uncommon to spend many weeks (perhaps even longer) learning just one or two pieces. The pieces are really learnt by ear and tactile memory – the notation becomes more of an aide-memoire, symbols that nudge kinaesthetic memory.

So we need to encourage pupils to spend more time literally looking at notation! That's the purpose of this book. It's a one-a-week or, at most, one-every-two weeks collection of pieces that will be especially useful when a pupil is moving towards a grade exam.

Not actually sight-reading

These pieces are not to be sight-read: the idea is to learn one piece each week so that pupils are constantly having to process new notation in a comfortable time frame. They will have to actually LOOK at new music more often and so will become less nervous and more able to deal with it. It will begin to take the fear and panic out of reading notation.

Standard

Each piece is significantly easier than an equivalent grade piece. Each is built on a different (and interesting) pianistic idea, sits comfortably under the hands and has lots of repetition.

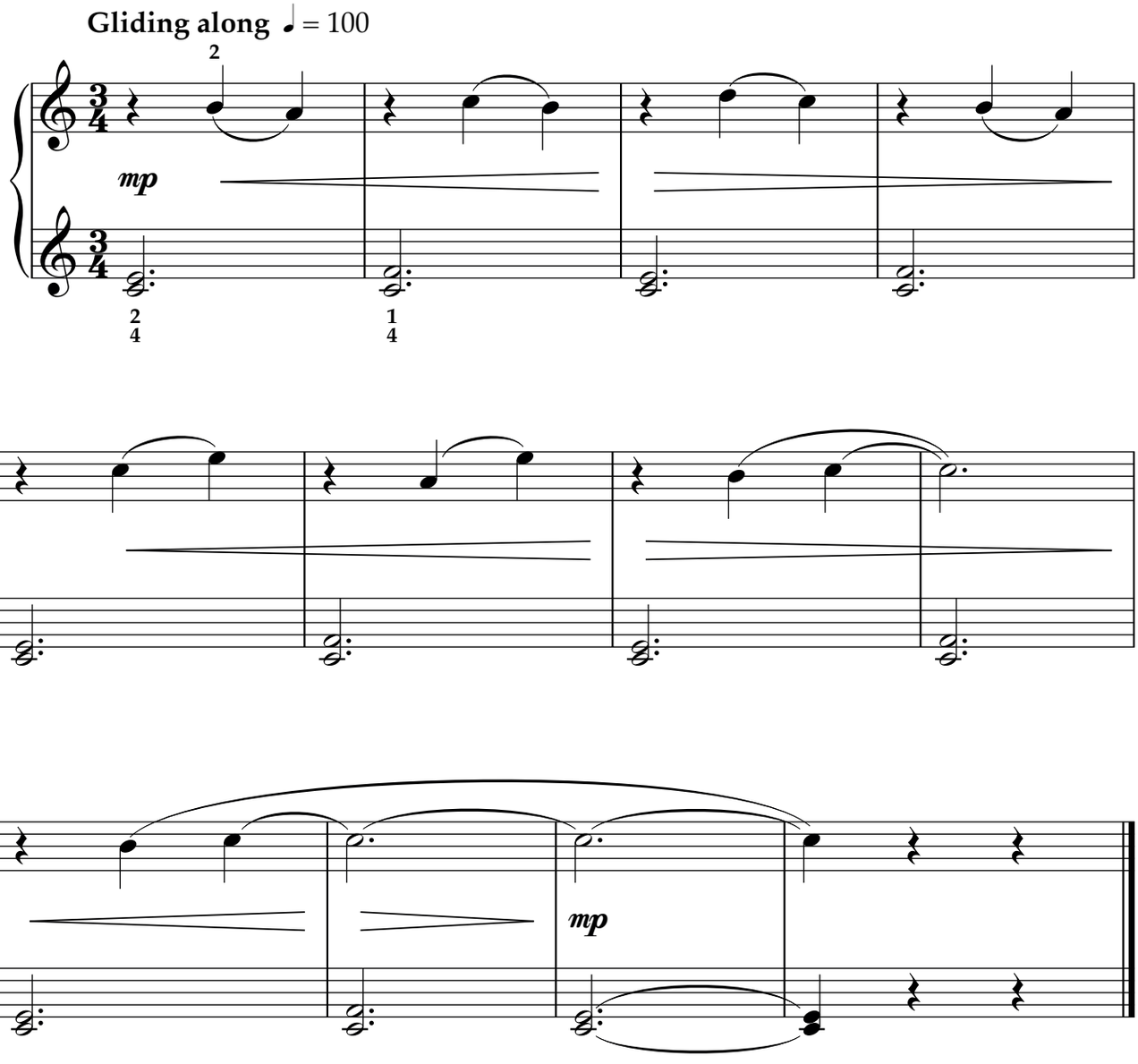
Practice

It's important that pupils practise these pieces regularly – every day, ideally – so that they are regularly reading notation. A new piece each week for 26 weeks before an exam will make a huge difference.

Ingredients

Each piece is based on a small number of ideas – simple rhythms and note patterns – but have quite a number of dynamics and other markings: these are very important. Pupils very rarely manage to include dynamics and other markings in exams. This takes practice and these pieces will give them that opportunity!

Ice skating



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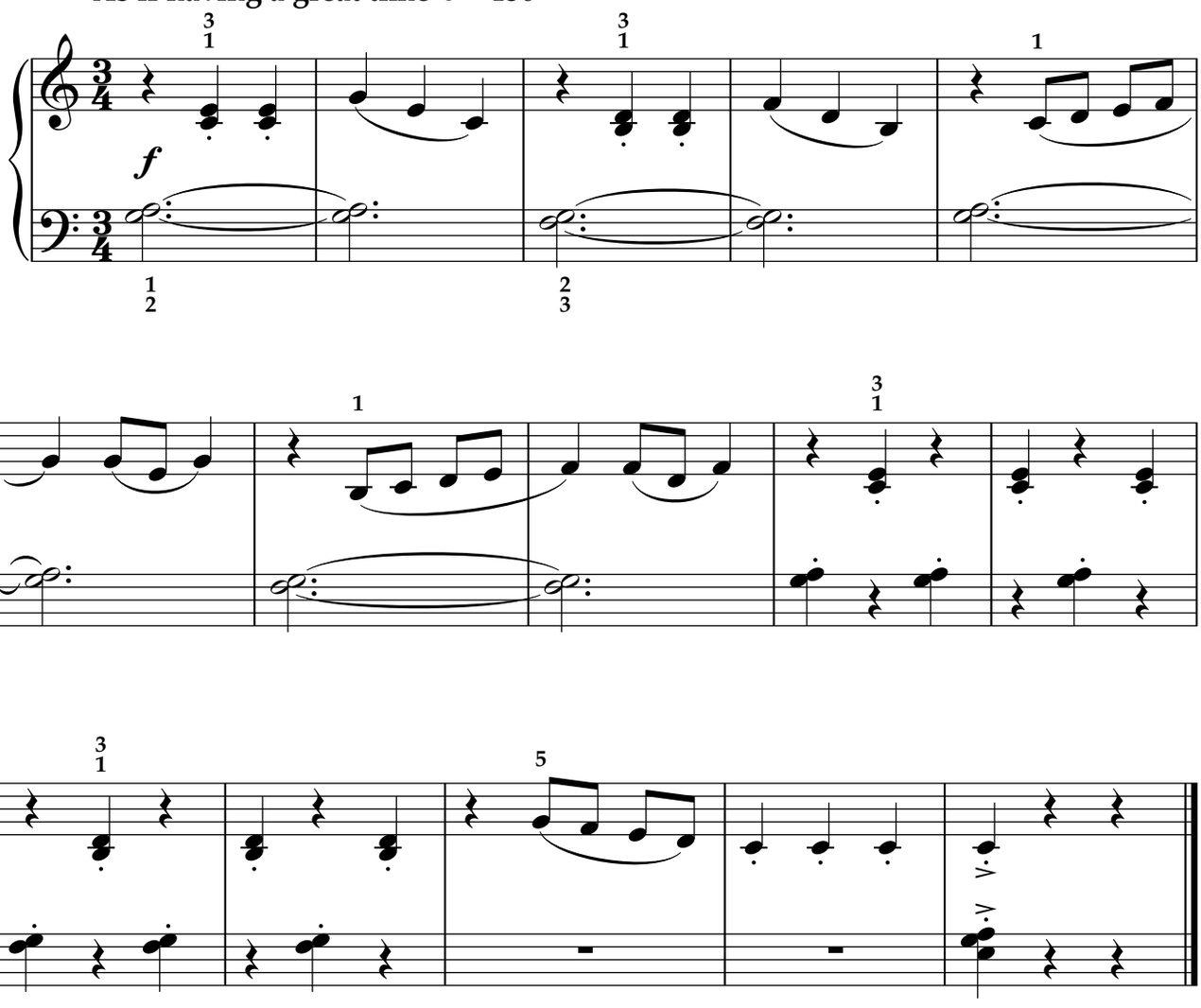
At the funfair

As if having a great time ♩ = 130



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