






Dwarfs of the Mist, Carroll

Piano 2017 & 2018: Grade 3, B:2

	LEARNING OBJECTIVES	TEACHING ACTIVITIES
 <p>PITCH Accuracy, clarity and definition of notes and/or intonation</p>	<ul style="list-style-type: none"> Play and learn the scales of A and E natural minor and spot the five-note patterns on the score 	<ul style="list-style-type: none"> Play the first five notes of the A natural minor scale up and first five notes down and spot where these appear in the piece. Do the same using E natural minor.
 <p>TIME Suitability of tempo, stability of pulse, sense of rhythm</p>	<ul style="list-style-type: none"> Internalise the rhythm of the chords (tied notes) in bars 17 and 18, etc. 	<ul style="list-style-type: none"> Use words such as 'Through the mist, the dwarfs appear' in time with the rhythm. Explore different dynamics and tempos with the words. Clap the rhythm then clap as a duet with the teacher starting a bar later, spot what happens. Sing these words to the tune of the upper notes. Play the rhythm on one note.
 <p>TONE Control and projection of the sound, sensitivity and awareness in use of tonal qualities</p>	<ul style="list-style-type: none"> Play with a light, short <i>staccato</i> 	<ul style="list-style-type: none"> Experience a delicate <i>staccato</i> by placing tiny bits of paper on some keys and gently flick them off with the finger. Make up a free composition called 'gentle rain drops' using any white notes around the keyboard and experiment with the sound. Bounce the finger on the key and from the wrist and then try a delicate finger <i>staccato</i>. Which is a more appropriate sound here? What happens if you use a combination of touches.
 <p>SHAPE Effectiveness and clarity of musical shaping and detailing</p>	<ul style="list-style-type: none"> <i>Crescendo</i> evenly and dramatically through the five-finger scales 	<ul style="list-style-type: none"> Using the words 'feeling very scared', say them starting very quietly and make 'scared' scarily loud. Match this when you play. Try playing one of the five-finger scales on the piano lid. Make it sound rhythmic and louder as it gets to the top. Experiment with different amounts of arm weight and on the different scales in the piece.
 <p>PERFORMANCE Overall command, involvement with the music, musical communication</p>	<ul style="list-style-type: none"> To bring the piece to life with a narrative and contrast 	<ul style="list-style-type: none"> Make up a story for the piece; what is going on in each phrase? Practise 'shadow jumping' to the next note where the hands have to move quickly. Decide how loud <i>fortissimo</i> is, then demonstrate the different degrees of dynamic using a phrase within the piece. Experiment with different speeds for different sections. What speed works best? Find out how to conduct four in a bar and conduct your teacher playing the piece using the other hand to tell them how loud or soft to play. Ask them to play a section again if it's not loud or soft enough.