

SUCCEEDING AT THE PIANO®

Dr. Helen Marlais

The SATP Method:

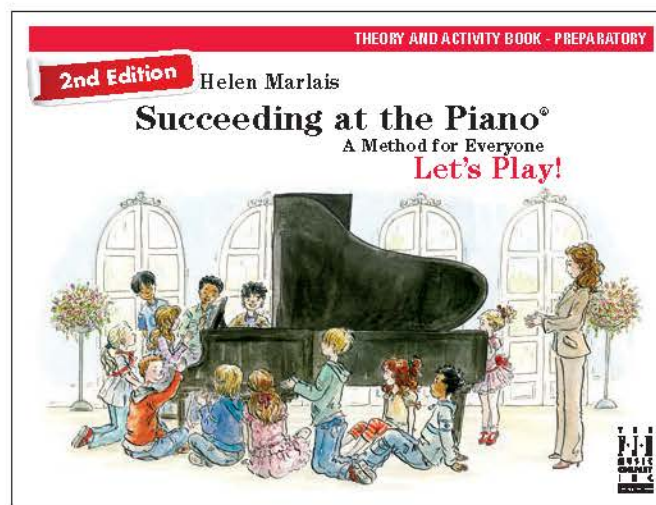
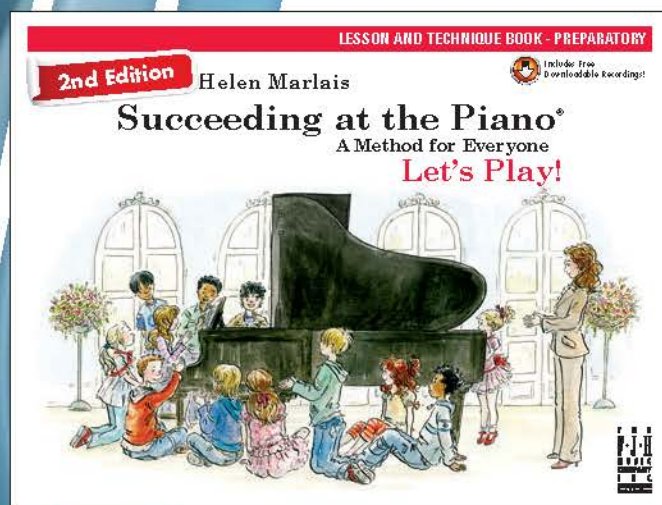
2nd Edition – Preparatory, 1A, 1B, 2A, 2B, 3, 4, 5

Lesson and Technique, Theory and Activity, and Recital Books

All-In-One Approach:

Preparatory A and B, 1A, 1B, 2A, 2B

Transitioning Easily into Grade 3 of the Core Method



There is a **Merry Christmas!** book for every level as well!

Sitting at the Piano



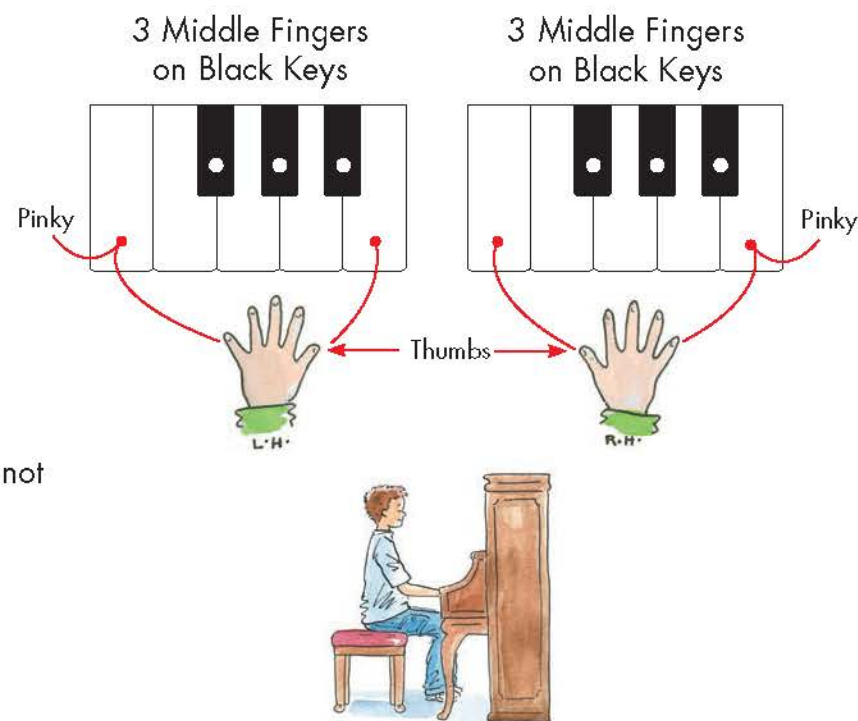
1. ON THE BENCH

- With your hands in your lap, sit comfortably on the bench in the middle of the piano.
- Imagine a daisy growing through your spine and out the top of your head. Sit tall.
- Relax your shoulders and breathe easily.
- Use a stool under your feet if you can't reach the floor.



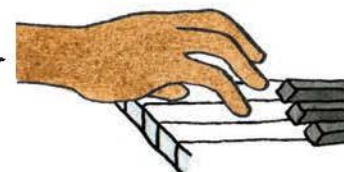
2. DISTANCE AND HEIGHT

- Place your hands over the white and black keys.
- The tip of your elbow should be at the same level as the TOP of the WHITE keys.
- Place a book on the bench to raise you up if you need it.
- Can you swing your arms gently from side to side? Notice your elbows will be slightly in **front** of your sides—not by your sides.
- Your forearms should be parallel with the floor.



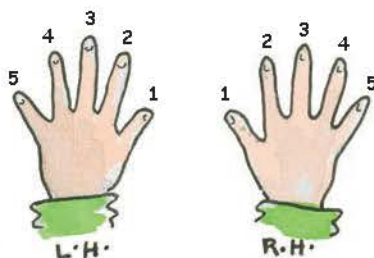
3. PERFECT PIANO HANDS

- Place your L.H. (left hand) on your right elbow. Notice the round shape. Notice the space between your fingers.
- Keeping the same shape, place your L.H. over the white keys. Then place your R.H. (right hand) on the white keys.
- Notice your 8 knuckles. They look like 8 small hills.
- Notice the letter "C" in your L.H. Then notice the letter "C" in your R.H. This is a natural hand position.
- Do your 5th fingers look like this? →
- Close the fallboard. Tap your "Perfect Piano Hands" solidly 5 times.



4. FINGER NUMBERS

Every finger has a number.



Tap your fingertips together lightly 3 times:

- finger 1's together
- finger 2's together
- finger 3's together
- finger 4's together
- finger 5's together

With your R.H. wiggle:

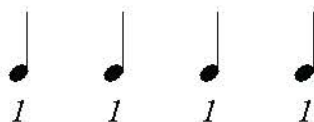
- finger 1
- finger 4
- finger 5
- fingers 2 and 3 together

Now do the same with your L.H.

The Steady Beat



All music has a beat.



With your teacher,

Clap once for every note:

1. Count and clap aloud:



2. Walk around the room and swing your arms back and forth with every beat.



3. Sit on the piano bench and sway to the beat.



Teacher plays:

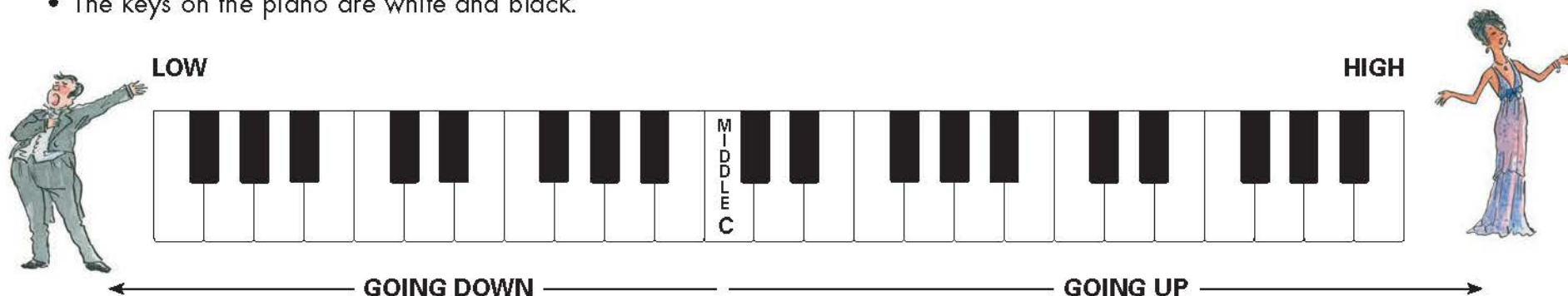
The Piano March

March tempo ($\text{♩} = \text{ca. } 96$)

Note to Teachers: Play *The Piano March* for the student and have them do the 3 activities above.

The Keyboard

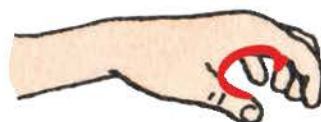
- The keys on the piano are white and black.



Taking a Walk



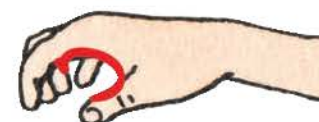
- Tap your L.H. fingers 1 and 2 lightly on your thigh 3 times.
- Notice the "C" shape between fingers 1 and 2.



- Wiggle fingers 1 and 2.
- Start in the **middle** of the keyboard and play one key at a time, going **lower** (to the left.) Use fingers 1 and 2 together, at the same time.



- Tap your R.H. fingers 1 and 2 lightly on your thigh 3 times.
- Notice the "C" shape between fingers 1 and 2.



- Wiggle fingers 1 and 2.
- Start in the **middle** of the keyboard and play one key at a time, going **higher** (to the right.) Do you see the "C" shape?

Note to Teachers: With eyes closed, can your student hear the difference between high and low? Up and down as you play several keys?

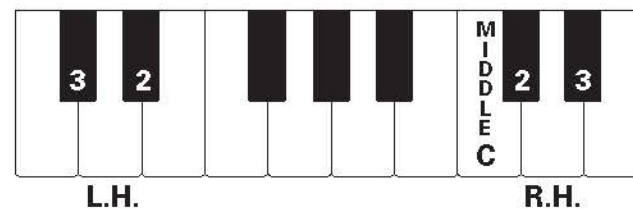
UNIT 2

The Quarter Note

● This is a **quarter note**. It gets 1 beat.

Practice steps:

- Clap and step to this rhythm with a steady beat: ● ● ● ●
Each clap is 1 beat.
- Now tap *Keeping the Beat* on your lap, counting "1" aloud for each beat.



TRACK 5

Keeping the Beat

Illustration of hands showing fingerings: R.H. 3, 2, 1; L.H. 2, 3, 1.

play together

R.H. 3 2 1 3 2 1 3 2 1

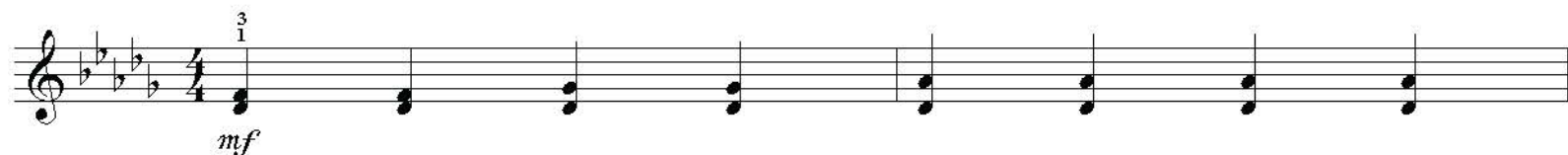
L.H. 2 3 1 2 3 1 2 3 1

Play the big drum, right, right, left, left!





- Did you play with a steady beat?
- Did you make a big sound?

DUET PART: (student plays 1 octave lower)

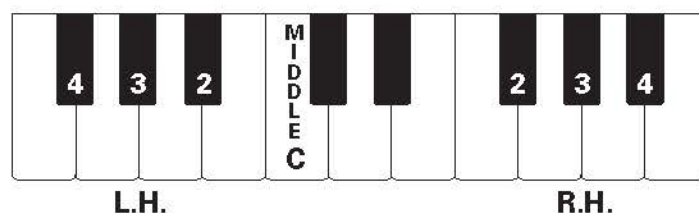




Practice steps:

- Tap the rhythm on the closed lid of the fallboard.
- Tap with your "Perfect Piano Hands." Notice your 
- Count aloud "1" for each 
- Tap and say the finger numbers.
- Tap and say the words.

Use these practice steps for every piece, every day!



Little Cottontails



R.H. 2 3 2 3 2 3 4 3

Lit - tle cot - ton - tails are hop - ping; once they start there is no stop - ping.

L.H. 3 2 3 2 3 2 3 4

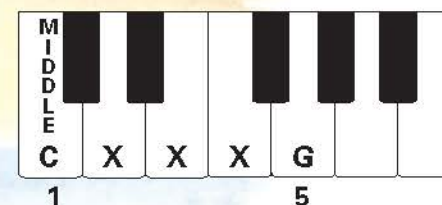
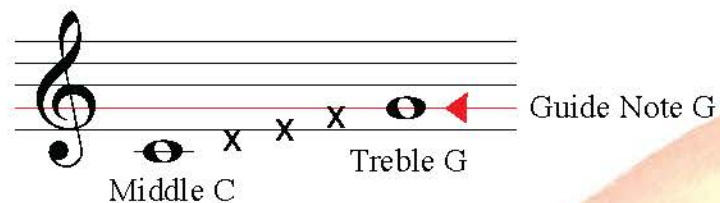
Note to Teachers: Have students play each note with their forearm and wrist parallel, moving as one unit. Have students do this for the pieces in the book for excellent technique.



- Did you play with "Perfect Piano Hands?"

Middle C and Treble G

Recital p. 13



The **Treble Clef** has another name – **G Clef**, because it shows where Treble G is on the staff.



A Rainbow

Brightly

1 5

f Look - ing out my win - dow, I can see a rain - bow,

5

Arch - ing oh so grace - ful - ly a - cross the sky.



- Did you play brightly?
- Can you sing this song?

DUET PART: (student plays 1 octave higher)

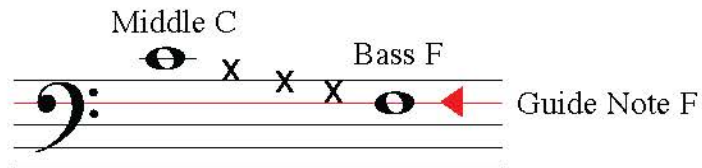
R.H.

L.H. *mf*

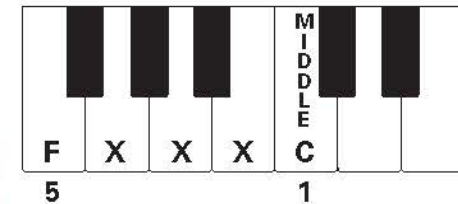
5 with pedal

Middle C and Bass F

Theory p. 20, 21 • Recital p. 14



The **Bass Clef** has another name — **F Clef**, because it shows where Bass F is on the staff.



Moonlight

Check!
Natural
"C" shape!



Peacefully

Look - ing out my win - dow, I can see the moon glow,

Gen - tly giv - ing light to all the world be - low.

p 1 5

DUET PART: (student plays 1 octave higher)

R.H.

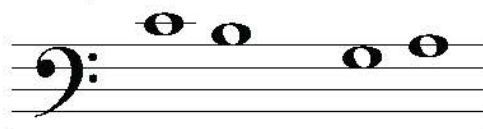
L.H. *pp* 5 with pedal

Steps in the Bass Staff

1. Remember to use your L.H. when you see this clef:



A step on the staff is from a line to a space,
or a space to a line:



a step
going down

a step
going up

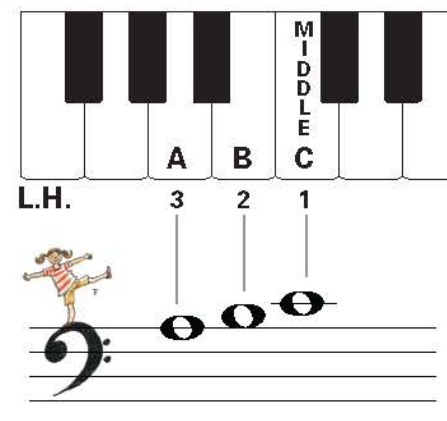
3. Mozart's practice steps:

- Point to each note and count aloud.
- Then point and say the words.
- Play and count aloud.
- Play and sing the words.



Mozart

2. Now find A—B—C.



Bass Clef Melody

f C B A C B A step - ping up to Mid - dle C.

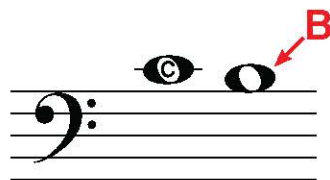
1 2 3

5 Step - ping down, step - ping up, learn - ing notes is eas - y.

Focus on B

Practice steps:

- Point to each note and count aloud.
- Then point and say the letter name of each note.
- Point to each note and say the direction of the notes, like "step up," "step down," or "repeat."



B is a step below MIDDLE C.
Find the B's in your music!

Theory p. 26 • Recital p. 17



A Big Snow Cone

Happily
1

f I want a real - ly big snow cone;
I like the the cal vors;

5 1

On a hot day blue it's re - fresh - ing and cool.
Red, green, and the the best, as a rule.

1
DUET PART: (student plays 1 octave higher)

R.H. 1 5 1 4 5 1 5 3

L.H. *mp* 5 with pedal

FJH2266

Note to Teachers: This piece is played in "Almost Middle C" position.

43

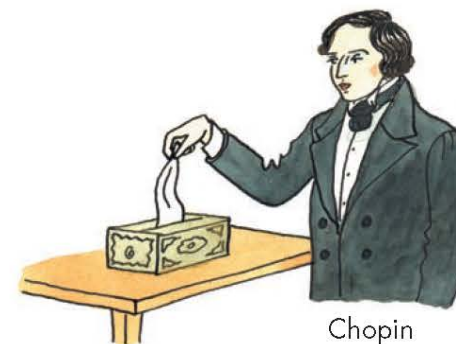


The Tissue Box

- When playing each note below, imagine pulling tissue from a tissue box when you lift off, out of the key.
- Your teacher will press the pedal while you play.
- Use this touch release for a special sound effect—when you want to play quietly and lightly.



Frédéric Chopin (1810-1849) is one of the most famous composers of all time. He grew up in Poland, but spent most of his life in Paris, France. He wrote mostly piano music and was a pianist and teacher as well.



Chopin



<i>p</i>	listen!		listen!

	listen!		listen!

- Can you tell your teacher about the sound you make?

UNIT 9

Focus on G



TRACK 35



G is a step above Guide Note F.

Practice steps:

- Which finger in your L.H. plays the G's? _____
- Draw a ☐ around the dotted half notes.
- Circle the repeated notes.
- Tap and count aloud.

Big Clocks in the House

Happily!

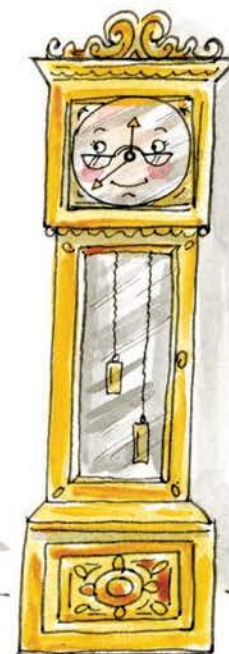
1



f 1st time Grand - fa - ther clock be - gins to chime;
p 2nd time Grand - moth - er clock's a - cross the way;

5

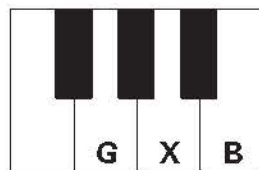
It nev - er fails to tell the time!
 Soft - ly she gongs through - out the the day!



DUET PART: (student plays as written)

R.H. *15ma*
 L.H. *mf (pp 2nd time)*

Skips



Skips are always:

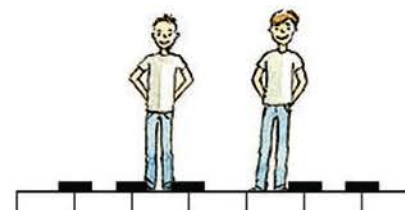
line to line with a space skipped

or

space to space with a line skipped



Just skip one key—it's easy!



Skip a finger and a key when you play a skip.



Papa Haydn

Be sure to look at the music and not at your hands!



Skips

Lift your hands off the keys, wrists first.

With energy!

A musical score in 4/4 time. The treble clef part has four measures: 'Skip - ping up, Skip to C!', 'skip - ping down, Skip to F!', 'skip - ping up, Skip to G!', and 'skip - ping down; Skip to C!'. The bass clef part has four measures with notes corresponding to the treble part. Fingerings are indicated: 1, 3, 5 for the treble and 5, 3, 1 for the bass.



- Did you play with energy?
- Did you play with 4 little hills on each hand?

The Tie



A tie is a curved line that connects two notes that are next to each other on the same line or space. Hold for the value of **both** notes. Do not replay the second note.



Theory p. 39 • Recital p. 29



Practice steps:

- Circle the tied notes. Play them.
- Plan the only skip. Plan the octaves.
- Tap and count aloud.

Vikings



Bravely

1

f Vi - kings lived so long a - go, trav - 'ling through the land of snow.

5

In their ships they rowed with force, oars and sails to stay on course.

DUET PART: (student plays as written)

5

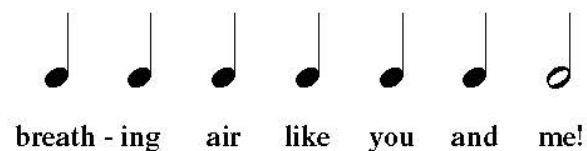
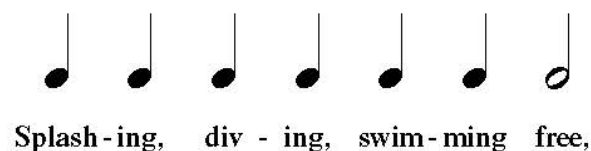
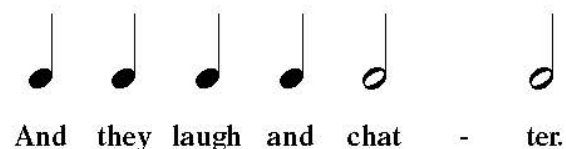
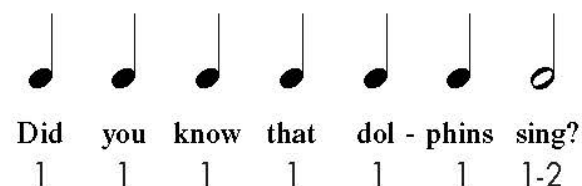
mf 5¹ 8^{va}

C D E

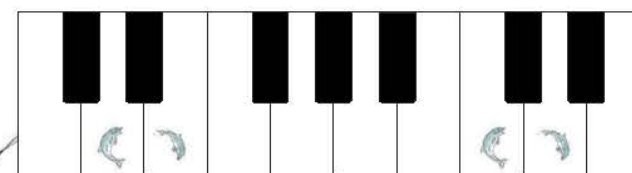
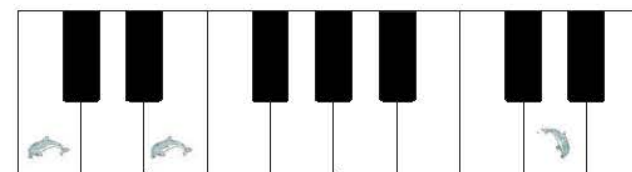
Lesson p. 19

- Write "1" under the words that get 1 beat, (♩) and write "1-2" under the words that get 2 beats (♩♩).
The first line has been done for you.
- Then tap and say the words.

Dolphin Fun



- What keys are the dolphins on?



Time to Compose:



- Can you make *Dolphin Fun* into a song?
- With your R.H., use the CDE keys and the exact rhythm of the words.
- Be sure to end on C!

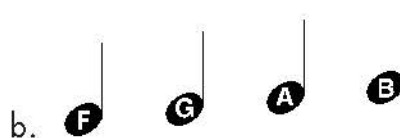
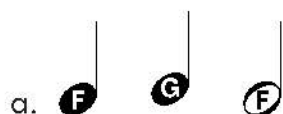
1. Write the name of the key where each turtle is walking.



2. Ear Training:



- Listen to your teacher play a pattern.
- Which one do you hear? Circle it.



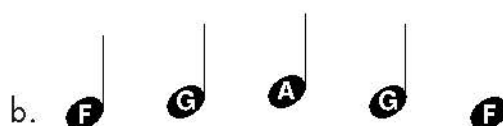
4.

Time to Compose:



- Make up a piece using FGAB and ♩ and ♪ notes.
- Write a piece about a marching turtle.
- Will it be high on the piano, or low, or in the middle?

3. Parrot Play:



- Circle the number of beats in each measure: 1 2 3 4
- Add the bar lines in the 2nd verse.
- Which 2 lines have EXACTLY THE SAME rhythm in both verses?
Circle them.
- Then tap and say the words.



Little Jack Pumpkin Face

Traditional Mother Goose Rhyme

Verse 1

Lit - tle Jack Pump - kin Face

lived on a vine;

Lit - tle Jack Pump - kin Face,

thought it was fine.

Verse 2

First he was small and green,

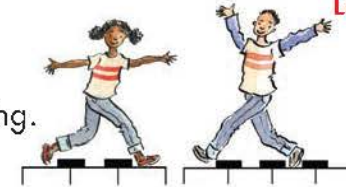
then big and yel - low;

Lit - tle Jack Pump - kin Face

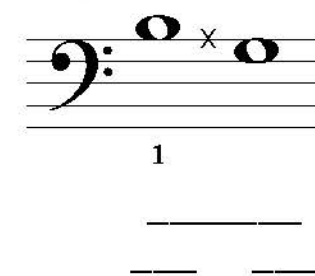
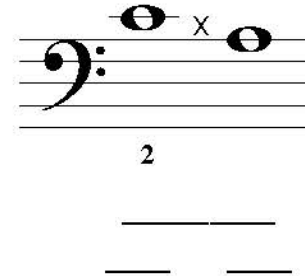
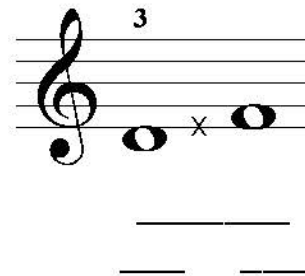
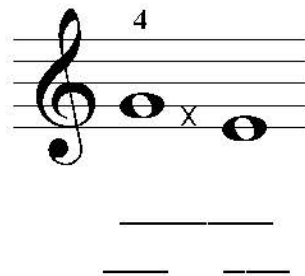
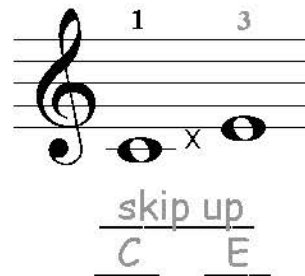
is a fine fel - low!

More Skips

Lesson p. 54



1. Fill in the missing answers below. The first one has been done for you. Finish the fingering. Then find and play the notes on the piano.



2. Time to Compose:



- Make up a piece using only skips and repeated notes. Call it *Skipping*, *Jumping*, or *Hopping*.



3. Clap the rhythm you hear your teacher clap. Then circle it.



4.

Skips are also called 3rds. Count each 3rd like this:

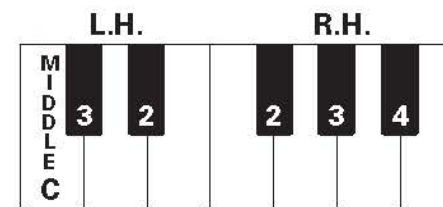
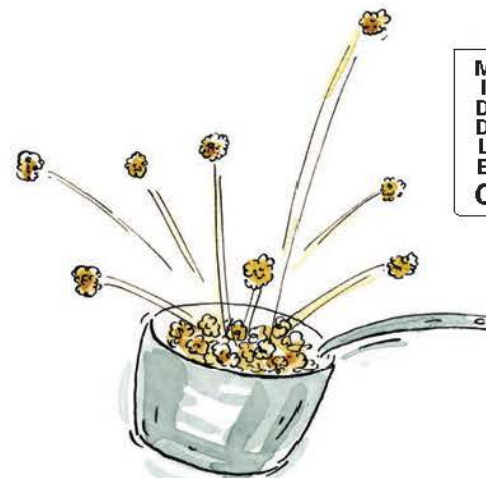


Note Challenge:

Play Middle C. Go down a skip. Then go up a step. Lastly, go down a 3rd. What's the letter name of the key you land on? _____

Practice steps:

- Each ♩ gets ____ beat.
- Tap and count aloud. Then tap and say the words.
- Look at the music and not at your hands.



TRACK 21, 22, 23

Popping Popcorn

Lift your hands off the keys, wrists *first*, and place them in your lap.

R.H. 2	3	2		2	3	2		2	3	2	3	4	3	2
Pop - ping	pop - corn,	hop - ping	pop - corn,	let's	all	have	some	snow - white	pop - corn!					
L.H. 3		3		3										

Time to Compose:



- Using the 2 or 3 black-key groups, make up a piece about squirrels. Some ideas: squirrels laughing and chattering, leaping, sleeping

★ Practice your piece as many times as it takes to remember it completely!



C D E

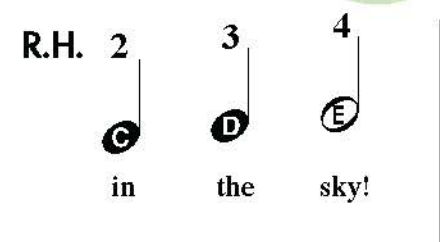
Practice steps:

- Play a group of 2 black keys. Then find the 3 white keys in front of the 2 black keys.
- On the keyboard below, circle all the groups of 2 black keys and then write in all of the C D E's.

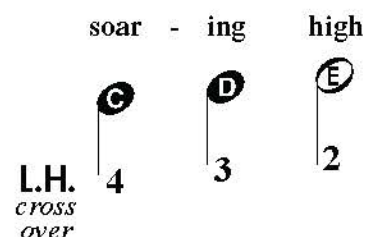
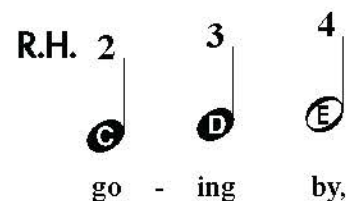
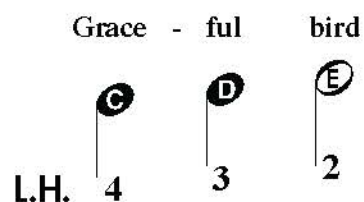


Graceful Bird

Lift your hands off, wrist first.



Notice that each group of notes moves up.



Time to Compose:



- Make up a piece using C D E.
- Will it go higher or lower?



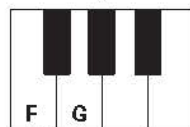
- Was Graceful Bird steady?
- Did you play with "Perfect Piano Hands?"

Steps

A **step** is the distance from 1 white key to the next white key.

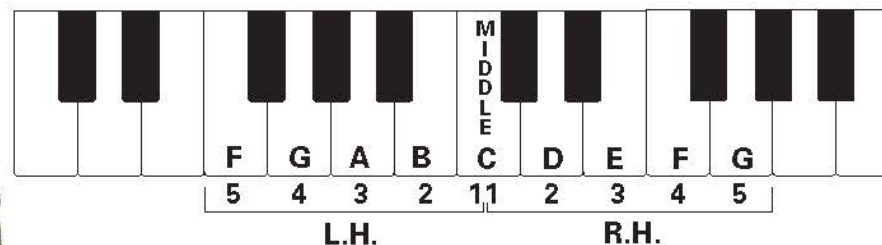


step up

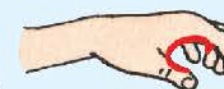


step down

A step is also called a **2nd**.



Check!
Natural
"C" shape!



The Ice Cream Truck



L.H. 1

I can hear the ice cream truck that comes in - to our neigh - bor - hood.

Notes: C, B, A, B, C, B, A, G, F, G, A, B, C, C, C

R.H. 1

Pop - si - cles and ice cream bars and ev - 'ry - thing that tastes so good!

Notes: C, D, E, D, C, D, E, F, G, F, E, D, C, C, C

DUET PART: (student plays 1 octave higher)

R.H.

L.H.

Notes: (R.H. plays 1 octave higher than L.H.)



- Is this piece cheerful or sad?
- Did you hear the steps?

Practice steps:

- Which two Guide Notes will you play? _____ and _____
- Point to the measures where your hands play together.
- Which finger plays Treble G? _____



Two-Note March



Lively ³

f I just love this song, right left march - ing all day long.

1

When the mu - sic nears the end, I just want to play a - gain!

DUET PART: (student plays 1 octave higher)

R.H. ⁴ ⁴ ⁴ ³ ⁵

L.H. ₁ ₂ ₅ ₂ ₁ ₂ ₅

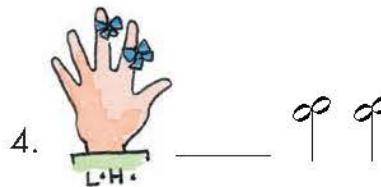
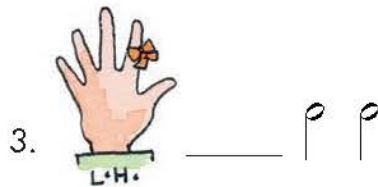
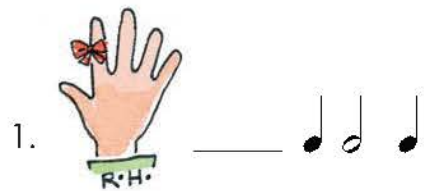
mf *mp*

Time Signature Review

- Fill in the missing bar lines.
- Then clap and count aloud.



- Place the correct finger number(s) on each line.
- Then tap the rhythm pattern with the correct finger(s).



- Your teacher will play some steps.
- Are the notes played together (blocked) or one after the other (broken)?
- Write "BL" for blocked, and "BR" for broken.

1. _____

2. _____

3. _____

4. _____