

# Tip-Toe Tango

With crisp, sharp staccato and strong, rhythmic slurs!

♩ = c. 112

Jocelyn E Kotchie

The first system of music is in 4/4 time and begins with a mezzo-piano (*mp*) dynamic. The right hand starts with a triplet of eighth notes (2, 3, 1) followed by another eighth note (2), then a quarter note (3). The left hand has a whole rest in the first measure, followed by a sequence of quarter notes: 5, 5, 5, 5, 1. The system concludes with a repeat sign and a final measure in the right hand containing a triplet of eighth notes (3, 4).

The second system continues the piece. The right hand features a triplet of eighth notes (3) followed by a quarter note (2), then a quarter note (2), and finally a quarter note (2). The left hand plays a sequence of quarter notes: 5, 5, 5, 5, 3, 5. The system ends with a quarter note (5) in the right hand and a quarter note (5) in the left hand.

The third system continues the piece. The right hand starts with a quarter note (6), followed by a quarter note (2), a quarter note (1), and a quarter note (3). The left hand plays a sequence of quarter notes: 2, 1, 3, 2, 1, 1, 2. The system concludes with a triplet of eighth notes (2, 3, 1) followed by another eighth note (2) in the right hand.

9

3 2

5 5 1 5

12

2 1 2

14

1.

*mf* *mp*

1 1 2 3 2

16

2.

*mf*

1 1 2 1 3 1

## Away with the Gypsies

I haven't met a child yet who doesn't love a tarantella! The wild, fast nature of this piece brings delight to all ages and encourages the extra practice needed to ensure the necessary dexterity of the fingers. Feel free to add pedal to enrich the texture.

Duration: Just over a minute

Grading: Approx. 2<sup>nd</sup> Grade

## Tip-Toe Tango

The mood of this piece is best conveyed through the use of extremely short, light staccatissimo and a strict, tight rhythm.

Duration: Just over a minute

Grading: Approx. 3<sup>rd</sup> - 4<sup>th</sup> Grade

## The Dark Phantom

This piece is very popular for recitals as it sounds so impressive but is actually quite easy to learn, mainly due to its repetitive patterns. The use of pedal will enhance the dark, mysterious mood of this piece and can be used fairly freely throughout. It lends itself to a variety of pedalling options so I've left it to the teacher's discretion to add pedal (or not) appropriate to the student's ability. The change of clef at bar 49 for the repeat of bars 13 – 16 provides a small challenge in reading familiar notes from a different perspective.

Duration: Just under a minute and a half

Grading: Approx. 1<sup>st</sup> – 2<sup>nd</sup> Grade

## Snakes and Ladders

A study in triads with a few glissandos thrown in for fun. Reading the high notes will inevitably bring dismay to the student but offers an opportunity for the teacher to create strategies for reading outside of the stave! I often use coloured pencils to 'colour code' difficult elements in music so that they become familiar and comfortable each time they are repeated. In performance, this piece is most fun when played with very fast, nimble fingers but take care not to rush over the glissandos or the final arpeggio run – again, aim to create a sense of mood.

Duration: Approx. 30 seconds

Grading: Approx. 1<sup>st</sup> – 2<sup>nd</sup> Grade

## The Sandwich Song

As well as fun words, this is a 'happy' song - partly due to the bright key of D Major. It fits quite comfortably under the fingers with a number of repetitive patterns which can assist in the learning. Obviously, this piece also offers the opportunity for the teacher to explore form in music. In the early stages of learning this song, I always encourage the student to double up on the 'filling' by repeating it each time so that it gets as much practice as the 'bread'.

Duration: Approx. 45 seconds

Grading: Approx. 2<sup>nd</sup> Grade

## Cagla's Belly Dance

Fingering for the first and third bars are only suggestions and will depend very much on what the student can manage - I've used all sorts of combinations for all sorts of students, but the aim should be to keep it as simple as possible – there will be enough challenges in the 2<sup>nd</sup> section ie: bars 8 – 11 and 12 – 14 need to be worked very thoroughly separate hands before attempting to put together and then it may be necessary to initially omit the e's in the right hand of bars 9 and 13 to maintain the flow. Also the left hand of bars 16 -19 and 34 – 39 will present challenges with maintaining evenness of the 4<sup>th</sup> and 5<sup>th</sup> fingers – it may be helpful to supplement with Hanon no 1 'as strong and fast as possible!!'

Duration: Approx. 1 minute and a quarter

Grading: Approx. 1<sup>st</sup> Grade

## Chasing Tornados

A study in finger dexterity, this piece needs to flow smoothly between the hands without pause or hesitation and will initially require slow steady practice to attain this smoothness. Its full impact is best delivered at high speed and so long as it is worked properly in the early stages, it will fit comfortably under the fingers and the speed will come easily.

Duration: Approx. 1 minute

Grading: Approx. 2<sup>nd</sup> – 3<sup>rd</sup> Grade

## Wind Through The Trees

I've reluctantly added dynamics to this piece – however it's preferable that the student be encouraged to embrace the mood of the piece and bring their own expression to it, with the overall tone somewhere around an *mp* with light and shade added subtly throughout. The use of pedal will also greatly enhance the colour - the teacher should add whatever the student can manage.

Duration: Approx. 1 minute, 20 seconds

Grading: Approx. 1<sup>st</sup> Grade