

PREFACE

The Australian Keyboard Academy Book One, *Technique For Beginners* has been written to complement the Alfred Course Levels.

Technique For Beginners builds on students current skills and knowledge of middle C position and C, G, & F position techniques, making this text adaptable to student beginners of all ages. *Technique For Beginners* can be introduced as a supplement text to Alfred Courses within the first five to ten lessons. *Technique For Beginners* is arranged in three sections: 1) Technique; 2) Creativity; and, 3) Extra Works.

SECTION ONE - Technique

Section one is divided into four areas: scales, broken chords, Alberti bass, and primary triads. In completing section one, students will be prepared for technical exercises required for examinations up to grade two Australian Music Examination (AMEB). One octave scales are introduced, it is important at the early stages that control, balance, dynamics and correct hand positions are the key priority. No tempo markings have been given, it is recommended that all scales are performed slowly and to a metronome or 8 beat rhythm. It is encouraged that students master scales hands separately before attempting them hands together. Students can progress to two-four octave scales when ready.

Broken chords, Alberti bass and primary triads assist to develop students harmonic understanding of music composition. The broken chords, Alberti bass, and primary triads are the foundation of composition and improvisation. In studying these three keyboard techniques students are introduced to functional harmony, composition, and improvisation techniques. The Alberti bass and primary triads further prepare students for numerous piano-keyboard works found in the AMEB syllabus.

Further scales, arpeggios, studies, and chord technique exercises are available on the Australian Keyboard Academy website: <http://www.auskeyboardacademy.com.au>.

SECTION TWO - Creativity

Section two provides students with a practical approach to the study of music theory. Through the study of composition and arranging students are encouraged to compose new melodies to pre-existing works. The focus is primarily on crotchet, minim, semibreve, and dotted minim note values. Students are first encouraged to compose short four bar works in middle C position. Students then progress to C and G position and finally to composing up to 16 bar melodies to a pre-existing left hand accompaniment. The 16 bar works in section two have two versions. The first is the complete work and the second, the melody (RH) has been omitted. Students are to compose their own new melody to fit under the chord progression. Students are encouraged to experiment with sound. It is expected that through this process of music creativity students will become increasingly aware of the chord tones and non chord tones appropriate to each chord within the overall harmonic progression and reinforce reading music, music notation and develop students musical vocabulary.

SECTION THREE - Extra Works

Section three provides students with additional works to learn. In completing the various hand positions in the Alfred piano course students can extend their repertoire and reinforce treble and bass clef reading skills. Teachers may include sections of these works as sight reading exercises.

Happy keyboarding!

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April 2007