

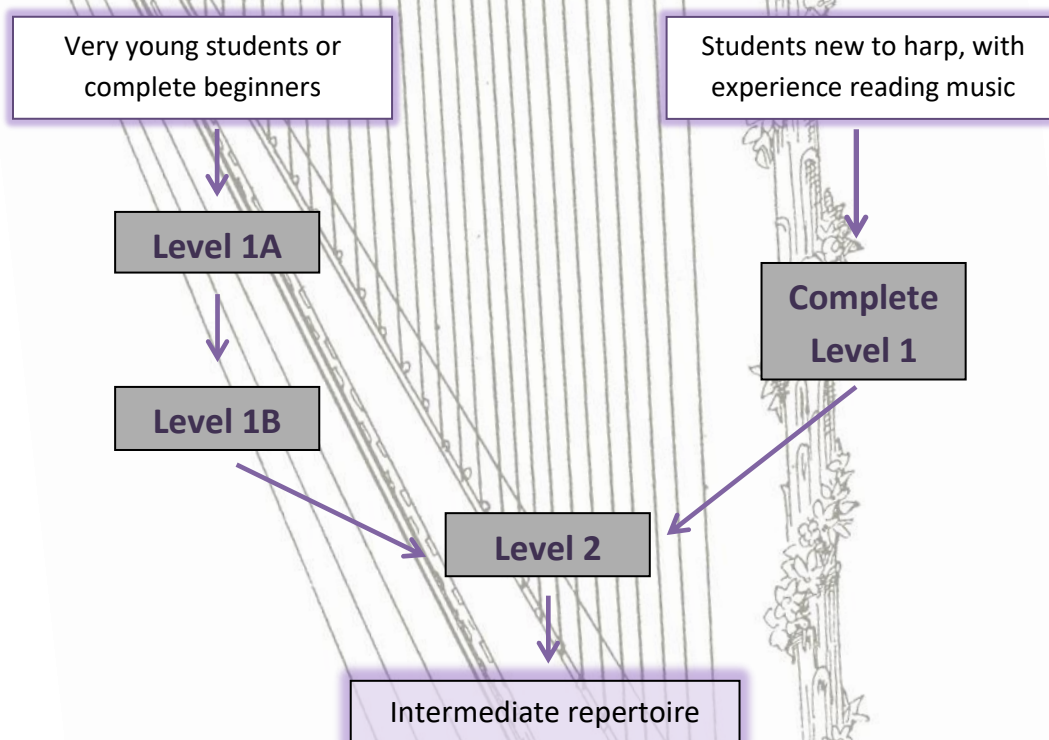
Happy Harps

level 2

by Zoe Coppola

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The Happy Harps curriculum is organized as follows:



More information about the author can be found at her website, www.zoecoppola.com

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Introduction:

Welcome to the happy world of harp playing! This curriculum is designed to be a step-by-step approach that provides satisfying repertoire as well as a solid foundation in technique and theory/note reading. The basic pedagogical method is that taught by Ruth Inglefield at the Peabody Conservatory; the student begins by using two fingers in order to develop secure hand position, placing, and closing. In Level 1B (and in the latter half of Complete Level 1), the third finger is added. In this Level 2, we will be working with all four fingers, as well as more advanced technical and theoretical concepts including: tuning to accommodate B-flats, major and minor keys, chord inversions, harmonics, 16th note rhythms, cross-overs and cross-unders, some Western music history, and transposition.

This curriculum also encourages the student to work toward being a self-sufficient learner, not dependent on the teacher to teach by rote or to mark up the music. There are numerous piano methods that do a wonderful job with these aspects of beginning music instruction, and I believe that the harp – if studied with a similarly well-designed method – should be considered equally viable for young students and beginners.

After completing this series, the student will be playing at an early intermediate level.

This book is for:

Any student who has completed Level 1B **or** Complete Level 1.

Notes for teachers and parents:

This book is for use by a student and knowledgeable teacher, rather than for self-instruction. When adding the fourth finger, it's important to ensure that all fingers are placing appropriately, closing flat into the hand, and releasing with a gesture/raise.

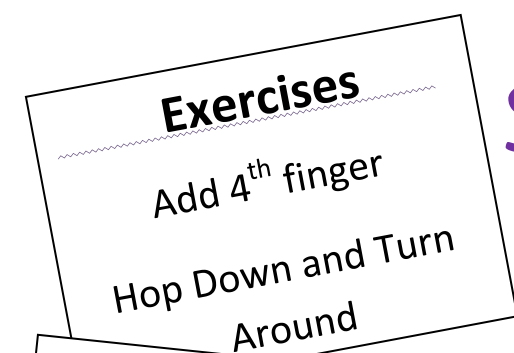
Theory information may be learned before looking at the first exercise/piece of each section, or as needed while working through the material. New information for the section will be highlighted in purple. Additional materials such as a staff paper notebook, a theory workbook, or flash cards may be beneficial. Each section contains a lot of information, and all skills and knowledge within a section are necessary for success during the next section. Therefore each section may take a few weeks to complete. One or more exercise and one or more piece may be assigned each week.

For this level, the student will need to have a mid-sized harp (like a 34-string harp) with full levers as we will be working with sharps and flats. When ready to begin section 2, help your student to tune the harp to accommodate B-flats. (If you are still working with a smaller harp – or perhaps a pedal harp - the pieces can be adapted appropriately.)

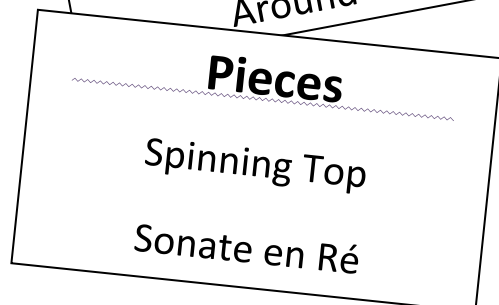
Happy harping!

Zoe Coppola





Section 1



A *major key* uses a collection of pitches with a certain arrangement of half steps and whole steps between them. A major key will have a certain key signature, a certain home note, and a corresponding major scale. Remember, the “home note” is the one that sounds most restful and stable. Major keys and scales have a “happy,” or “sunny” sound.

The *key of D major* uses F-sharp and C-sharp in the key signature, and D is the home note. Name the notes of a D major scale, ascending and descending.

*We will learn one way to play scales later in Section 6. If you want to try the scale now, you can use four fingers in each hand, or just finger 2 for each note.

A lot of classical music uses the Italian language for markings and directions (like dynamics “forte,” “piano,” etc.) Here are some common *tempo markings*:


Presto: very fast


Allegro: fast or lively

Moderato: moderately

Andante: at a “walking speed” (relaxed, or slow-ish)

Adagio: slowly

A *crescendo* tells you to play gradually louder. It can be written out, abbreviated *cresc.*, or shown with the symbol 

A *diminuendo* (sometimes also called *decrescendo*) tells you to play gradually quieter. 

Ritardando (or “rit.”) means to gradually slow down.