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Nota di contenuto	Instrumental 0 Music for Dyslexics : A Teaching Handbook; Contents; Foreword to the First Edition; Acknowledgements; Notes; Preface to the second edition; Preface (to the first edition); Chapter 1 Recognizing dyslexia - the way forward; Dyslexia - preliminary thoughts; Dyslexia in greater detail; Primary symptoms; Secondary symptoms; The positive angle; Where to get help; Multisensory teaching; Teaching to strengths; Summary; Chapter 2 Communication - the pupil and the teacher; Music as communication; The diagnosed dyslexic child; The undiagnosed child; The teacher; Summary Chapter 3 Auditory considerationsAnomalies in auditory function; Auditory laterality; Silence ~ the framework for music; The concept of 'up' and 'down'; Singing; Rhythm; Preparation for aural examinations; Summary; Chapter 4 Visual challenges; Interpreting the printed page; Useful tools; The stave; Vertical and additional horizontal lines; Rests, dots, and accidentals; Fingering; Tracking; Summary; Chapter 5 Motor problems; Balance and posture; Gross motor control; Coordination for

pedalling; Fine motor control; Hand independence; Motor response to rhythmic symbols; Spatial aptitude
Fingering Scales; Broken chords and arpeggios; Summary; For consideration; Chapter 6 Memorizing and sight-reading; Memory; Kinaesthetic memory; Memorizing the architecture; Sight-reading; Playing duets; Summary; Chapter 7 Musical theory - coping with writing music; Materials for writing music; The reproduction of musical symbols; Method; Understanding rhythm; Keys; Performance indications; Practical musicianship; The notebook for practice; Summary; Chapter 8 The lesson and the wider world; Useful equipment; Planning a lesson; Evaluating the lesson
Relative values of other instruments beside the piano Examinations and performances; Dyslexic musicians and the future; Summary; Appendix: Repertoire for pianists; Glossary; Useful addresses; Bibliography; Suggested further reading; Index

Sommario/riassunto

Instrumental Music for Dyslexics is written mainly for music teachers. It describes dyslexia in layman's terms and explains how the various problems which a dyslexic may have can affect all aspects of learning to play a musical instrument. It alerts the music teacher with a problem pupil to the possibilities of that pupil's having some form of dyslexia. Although Sheila Oglethorpe is primarily a piano teacher the general principle behind most, if not all, the suggestions is such that they can be adapted for use by other instrumentalists. The book presents ways in which the music teacher
