

**TEACHER**  
**MANUAL**

Color-Coded Piano Method  
For  
Kids Who  
Learn Differently

The **Dauffenbach**  
Universal Method For  
**PIANO**



*This method uses colors as a tool...*

by Frédéric Michot  
Dedicated to Josiane Dauffenbach



**NEVER put colors on the KEYBOARD**

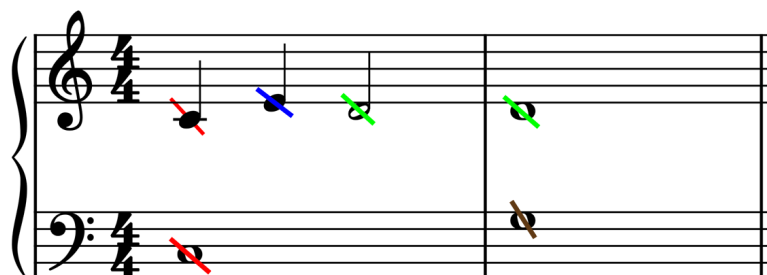
### IMPORTANT:

The aim of The Dauffenbach Method is to teach a color-coding system in which color is associated with a musical note.

After completing at least book Level 1, and fully mastering the color code, you will be able to **USE ANY METHOD or repertoire available on the market**

(adapted to your student level) and apply this code. simply by using colored pencils and drawing a small diagonal line across each note (see below).

The ultimate goal is, little by little, to stop using the colors. As progress is made, only the notes that still cause reading difficulties should be colored. In this way, your student will be able to play pieces with much greater ease.





# Color code and Note names

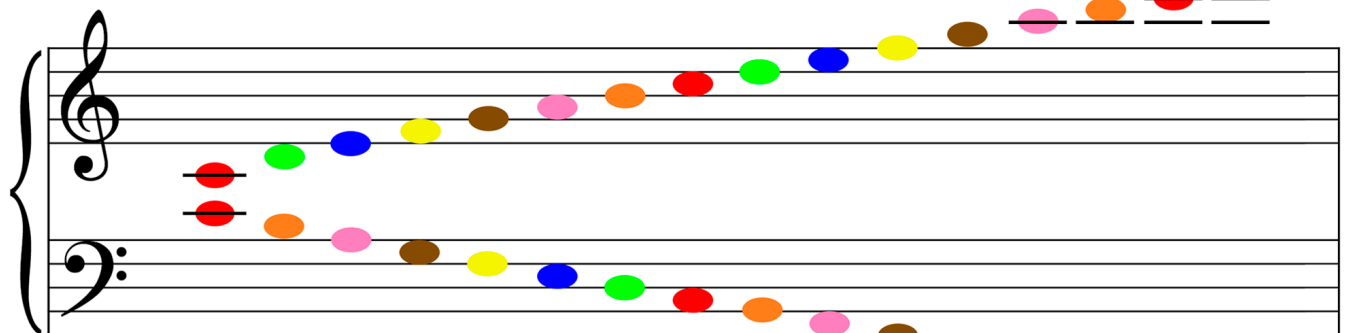
There are 7 music notes:

<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>A</b>	<b>B</b>
Red	Green	Blue	Yellow	Brown	Pink	Orange

On the piano keyboard, there are several Cs, several Ds, several Es, etc.

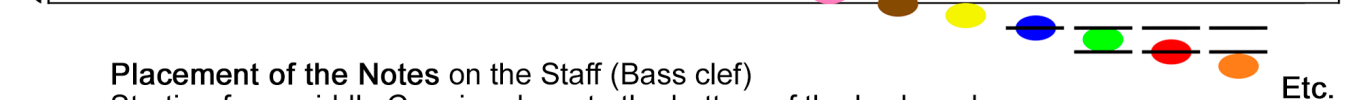
**Placement of the Notes on the Staff (Treble clef)**

Starting from middle C, going up to the top of the keyboard.



**Placement of the Notes on the Staff (Bass clef)**

Starting from middle C, going down to the bottom of the keyboard.



**NEVER put colors on the KEYBOARD**

# Level 2

**The Goal** of Level 2 is to learn little by little:

Time signature, Bar Lines and Measures, Note Values, Note Names.

**FOR EACH SONG**  
**WITH NO Time Signature. Bar Lines. Notes Stems**

Explain and help your student to:

1. Write the time signature
2. Draw the Bar Lines
3. Draw the note stems
4. Write the note names (not all of them)



See Music Theory & Tips  
SECTION

Your student:

5. Plays the song(s) in the lesson, as many times as s/he wants
6. Completes the “My Song” Activity (If the page is available)
7. Plays the song in “My Song” Activity section as many times as s/he wants
8. Completes “My Drawing” Activity (If the page is available)
9. Chooses a song from Level 1 and memorizes and plays at least the 1st line  
(This activity could be done during the lesson or as an assignment due at the next lesson.)



**See “Music Theory & Tips” section**

# Level 2

Music Theory  
&  
Tips

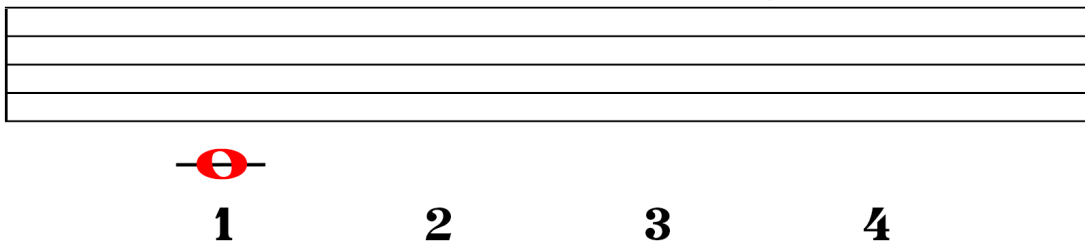


# Note Values

Drawing the Bar-lines of the piece according to the Time Signature.  
To do this you need to know the **rhythmic value of the notes**.  
For simplicity, in level 2 we will only use 3 of the 7 existing note values:  
The **Whole note**, the **Half note** and the **Quarter note**.

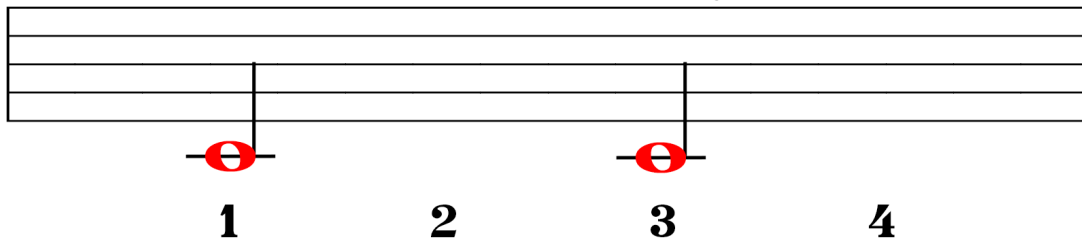
The first note value is the **Whole note**, a round note that is empty inside (not colored in), without a stem and is worth **4 beats** (4 counts)

**Whole Note.** Worth 4 beats. Hold down the key for 4 beats



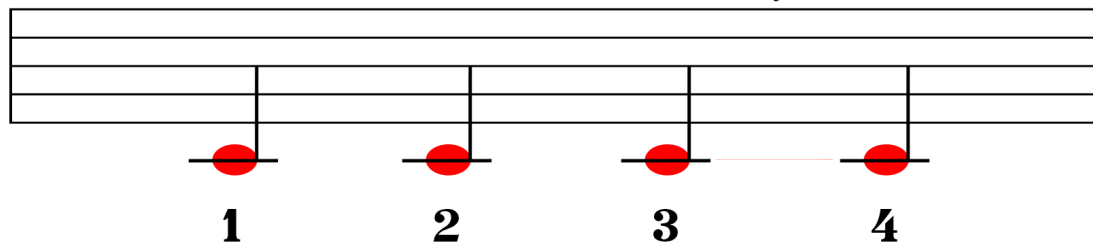
The second note value is the **Half note**, which is empty inside (not colored in), with a stem and is worth **2 beats** (2 counts)

**Half Note.** Worth 2 beats. Hold down the key for 2 beats, for each note.



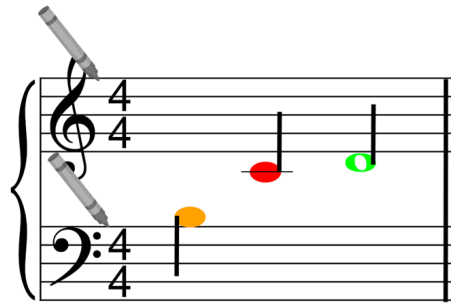
The third note value is the **Quarter note**, which is entirely colored in, with a stem and is worth **1 beat** (1 count)

**Quarter Note.** Worth 1 beat. Hold down the key for 1 beat, for each note

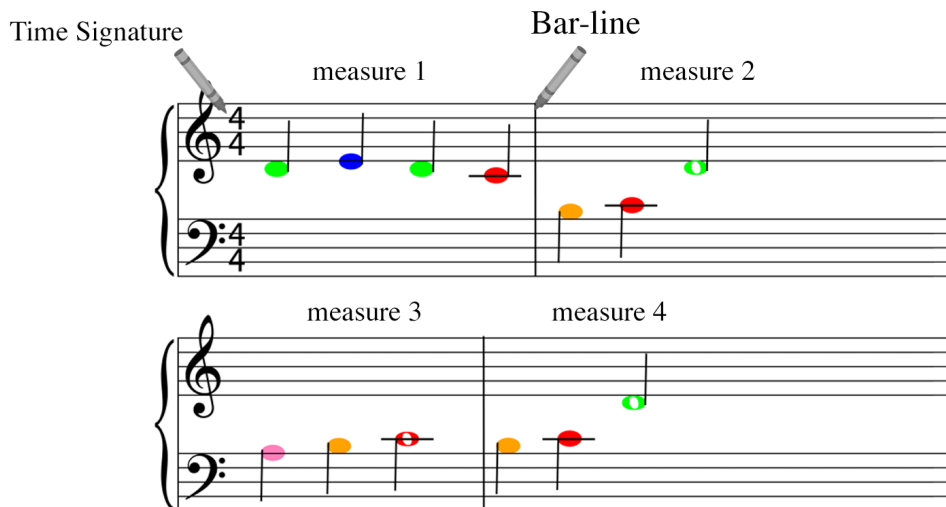


## Writing the Time Signature of the piece on the staff.

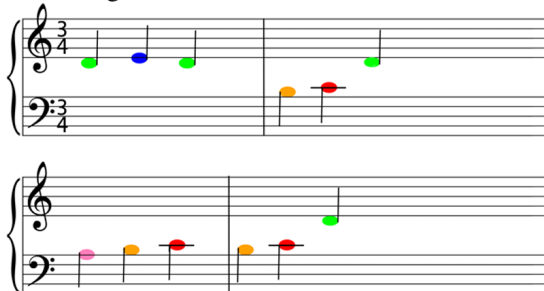
The time signature of each song is indicated in parentheses next to the title of each song. (e.g. Carousel **4/4**) It has 2 numbers, and is written on the staff as follows:



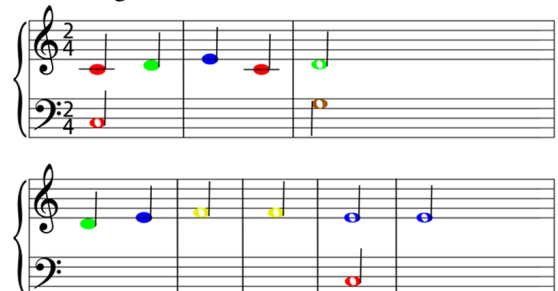
For example 4/4 means that the piece will be divided into equal parts, separated by a vertical bar called the “ Bar-line ” and that between 2 bar lines, each measure (also called a bar) will contain 4 beats (or 4 counts).  
A 3/4 measure means there will be 3 beats (3 counts) per measure.  
A 2/4 measure means there will be 2 beats 2 counts) per measure.



3/4 Time Signature



2/4 Time Signature



# The Grand Staff

**5 Lines**                      **4 Spaces**

This diagram illustrates the structure of the Grand Staff. It consists of two staves, one for the Treble Clef (Right Hand) and one for the Bass Clef (Left Hand). Each staff is composed of five horizontal lines and four spaces between them. Fingering numbers 1 through 5 are placed below the first five lines of each staff to indicate the corresponding fingers. For the Treble Clef, the numbers 1, 2, 3, 4, and 5 are placed below the first, second, third, fourth, and fifth lines respectively. For the Bass Clef, the numbers 1, 2, 3, 4, and 5 are placed below the first, second, third, fourth, and fifth lines respectively.

**Treble Clef (Right Hand)**

**Bass Clef (Left Hand)**

This diagram shows the Treble Clef (Right Hand) and the Bass Clef (Left Hand) on their respective staves. The Treble Clef is positioned on the top staff, and the Bass Clef is positioned on the bottom staff. Both staves are empty, showing only the five lines and four spaces.

The Stem goes UP from the Right side of the note until the 2nd Space

Starting on the 3rd line the Stem goes DOWN from the Left side of the note etc.

The Stem goes DOWN from the left side of the note until the 3rd Line

Starting on the 2nd Space the Stem goes UP from the Right side of the note

This diagram illustrates the correct placement of note stems on the Grand Staff. It shows two staves, Treble and Bass, with various notes and stems. The notes are placed on the lines and spaces of the staves. The stems are drawn from the notes, and their direction is indicated by the annotations. For notes on the Treble staff, the stems go up from the right side of the note. For notes on the Bass staff, the stems go down from the left side of the note. The annotations specify the target line or space for the stem: 'The Stem goes UP from the Right side of the note until the 2nd Space' for notes on the Treble staff, 'Starting on the 3rd line the Stem goes DOWN from the Left side of the note etc.' for notes on the Bass staff, 'The Stem goes DOWN from the left side of the note until the 3rd Line' for notes on the Treble staff, and 'Starting on the 2nd Space the Stem goes UP from the Right side of the note' for notes on the Bass staff.

## For each lesson (Except when not included):

In the "My Song" area. Create a song with your student using the colored notes s/he already knows.

Have the student name the song.

### To Create a Song:

**Ask** your student what colors s/he wants to use.

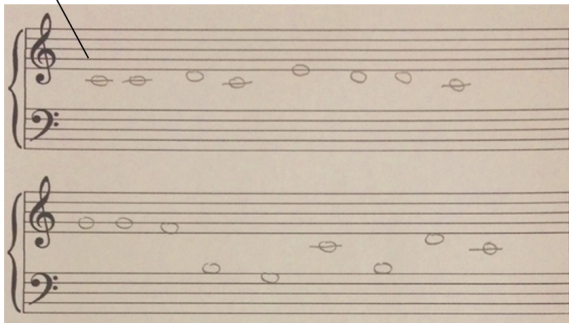
For ex: red, red, green, blue, blue, red, etc (between 7 and 10 per line)

During this process, using a pencil, you will write the Music Notes

as an empty circle on the "My Song" area and your student will have to fill them in with the right colors, with your help.

**You** can also ask, which note value s/he wants for each note:

Whole note, Half note or Quarter note.



**TIP: Sometimes**, instead of creating a song, when the student knows how to play enough notes, the teacher can write down in the "My Song" area some of the student's favorite melodies. A Super Hero theme, TV show, Movie and Musical Theater, Video games, Famous artists' songs, etc.



## For each lesson

(except when not included)

My Drawing / Mon dessin



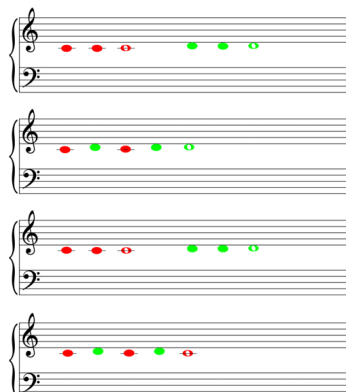
**Students** clear their mind by drawing, or by writing the little proverb of the day on which they can meditate, etc. It could be inspired by the new lesson song, but not necessarily. It could also be music symbols, like treble or bass clef, etc. **Younger students** can also put stickers in the "Drawing" area instead or in addition to the drawing.

**For each lesson:** Your student chooses a song from level 1 and has to memorize and play from memory at least the 1st line.

If your student likes a challenge, s/he can memorize the entire song.

This activity could be done during the lesson or as an assignment due at the next lesson.

A la plage  
At the Beach



## Lesson Lullaby

Locate:

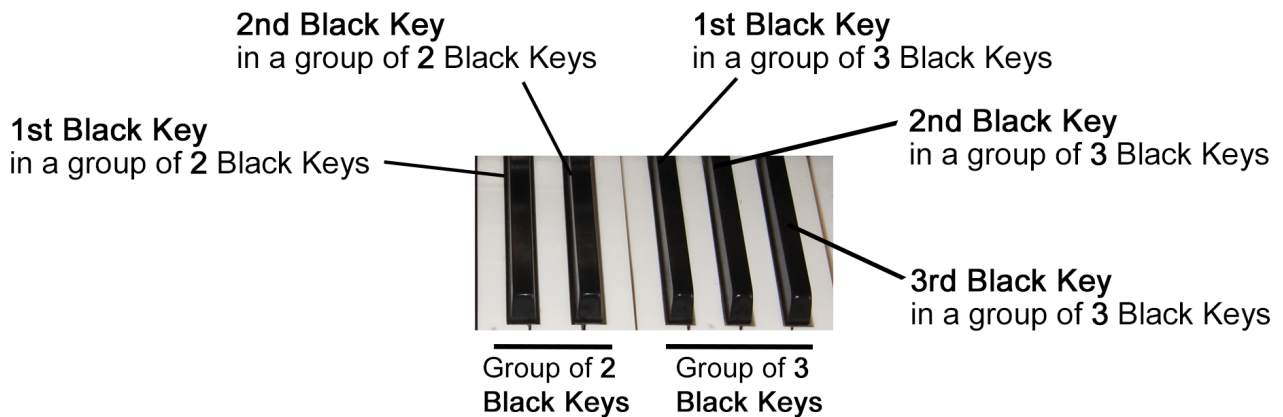
Cs

Ds

Es

Watch the Video if needed

The keyboard is made up of groups of  
2 black keys and groups of 3 black keys



## Locate Cs Ds Es

On the piano keyboard, there are **Cs** in several places.

Several **Ds** in different places. Several **Es** in different places, and so on.

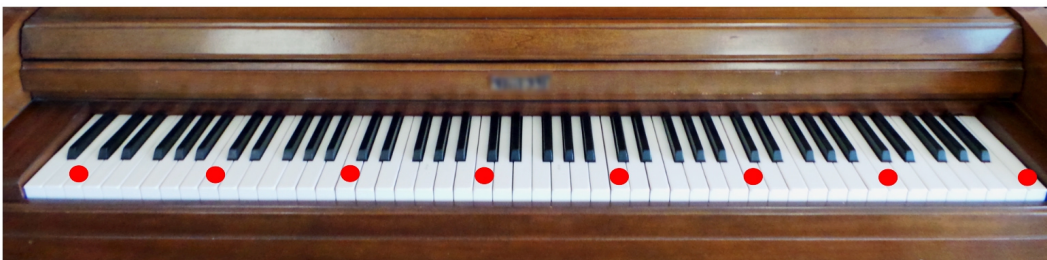
In this lesson, we will learn how to locate **C**, **D**, and **E**, all over the keyboard, always starting from the bottom of the keyboard. That is to say, on the left where the **low sounds** are, going up to the right, where the **high sounds** are.

### Locate the **Cs**:

Locate a Group of 2 black keys,

Locate the 1st black key in the group,

The white key just to the left = **C**.



Low Sounds

High Sounds

## Locate the **Ds**

The **Ds** are located just after the **Cs** and are located right between the 2 black keys in the group of 2 black keys.



## Locate the **Es**

The **Es** are located just after the **Ds**, and are located to the right of the 2nd black key in the group of 2 black keys.



Now that your student knows how to locate **Cs**, **Ds**, and **Es**,  
Your student is going to play all the **Cs** that are on the keyboard  
with the number 2 finger of each hand, alternating the hands  
(see photos next page).  
Then all the **Ds**. Then all the **Es**.



Play the Lowest C with your LEFT HAND  
Then the Next C with your RIGHT HAND



Cross your LEFT HAND over your right hand



Then play the Middle C with your  
LEFT HAND



Pass your RIGHT HAND under your left hand



Then play the C above the Middle C  
with your RIGHT HAND



Cross your LEFT HAND over your right hand  
Then play the next C with your LEFT HAND



Pass your RIGHT HAND under your left hand



Then play the next C with your  
RIGHT HAND



Cross your LEFT HAND over your right hand  
Then play the LAST C with your LEFT HAND



1. Repeat the same pattern starting on the lowest **D** and play ALL **Ds** on the keyboard
2. Repeat the same pattern starting on the lowest **E** and play ALL **Es** on the keyboard
3. From **NOW ON**, your student should play this exercise at the beginning or at the end of each lesson.

# Lesson Hush Little Baby

## Learn or Review

Locate:

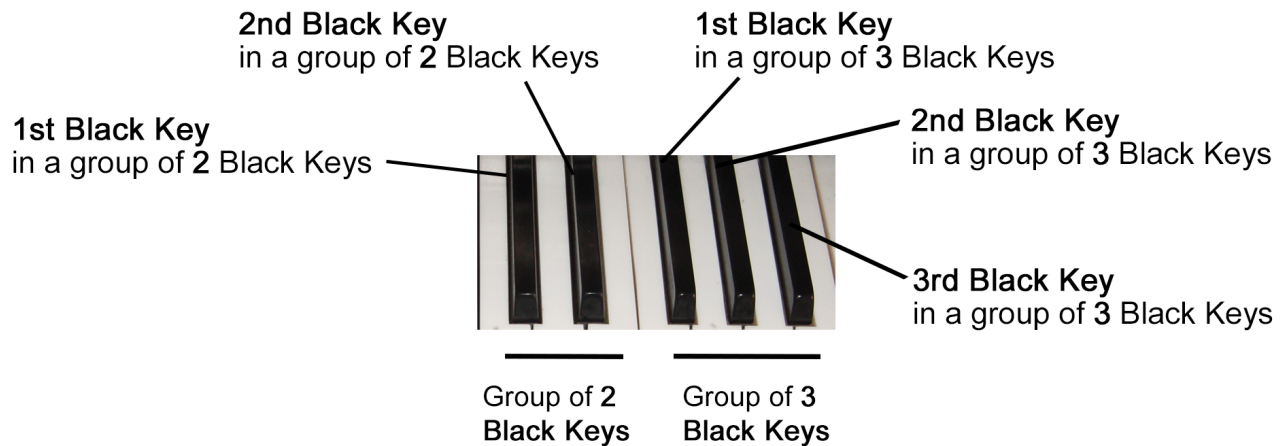
Fs

Gs

As

Bs

## Locate the **F**s **G**s



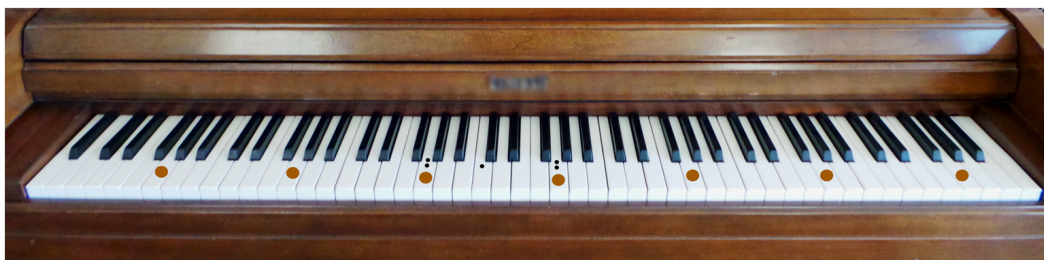
## Locate the **F**s

Locate a Group of 3 black keys,  
Locate the 1st black key in the group.  
The white key just to the left = **F**.



## Locate the **G**s

The **G**s are located just after the **F**s  
They are right between the first two black keys  
in the group of 3 black keys.





## Locate the As

The **As** are located just after the **Gs**  
They are between the 2nd and 3rd black keys  
in the group of 3 black keys.



## Locate the Bs

The **Bs** are located just after the **As**  
They are just to the right of the 3rd black key  
in the group of 3 black keys.



Now that your student knows how to locate

**Cs Ds Es Fs Gs As Bs**

S/He is going to play all the **Cs** that are on your keyboard  
with the number 2 finger of each hand, alternating the hands

Then all the **Ds, Es, Fs, Gs, As, Bs.**





From **NOW ON**, your student should play this exercise at the beginning or at the end of each lesson.

# Lesson Twinkle Twinkle Little Star

## Repeat Sign

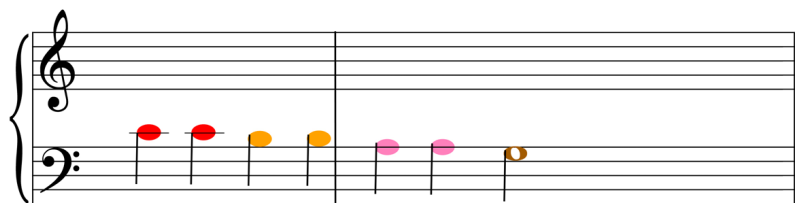
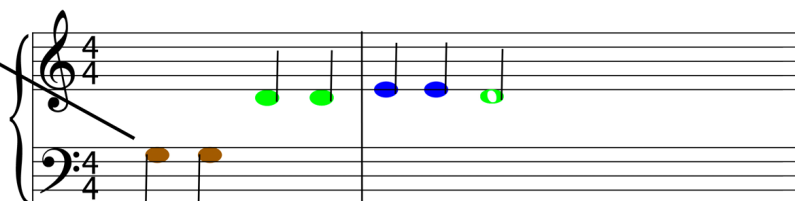
This sign, the two dots followed by a thin line and a thicker line, is called the repeat sign.



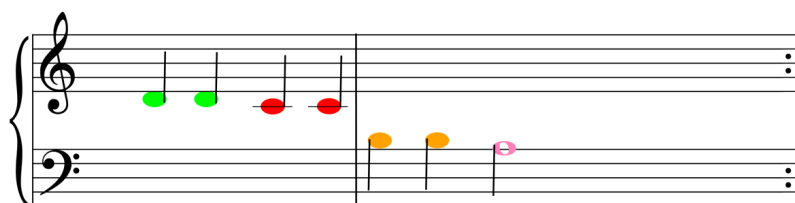
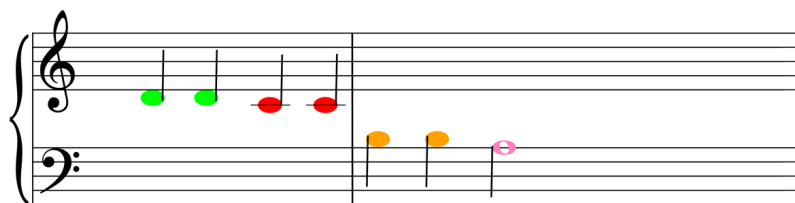
When you play this song (Twinkle...) and come to the **Repeat sign**, you will have to **Go back to the beginning** of the song, then play until the **Thick (Double) Bar-line** which marks the end of the song.

Beginning  
of the Song

Twinkle Twinkle Little Star



End of the  
Song



Repeat  
Sign  
(Go back to  
the beginnig)