The purpose of this study was to provide a comprehensive study guide, addressing pedagogical elements to accompany Serge Prokofiev’s *Musiques d’Enfants: Twelve Easy Pieces, Op. 65* for solo piano. This study focused on how Prokofiev’s *Music for Children, Op. 65* prepares students for the composer’s more advanced repertoire using his self-described five compositional “lines” in his autobiography. The study also explored the pedagogical importance of each piece and the best way to prepare students for learning them. Various melodic, rhythmic, and technical exercises were suggested to offer teachers ways to teach fundamental performing principles and to offer students creative exercises and activities to achieve technical fluency. Dynamics, tempo, character, and other stylistic aspects were covered.

Chapter one explores the need for the study, definitions of terms, the three time periods of Prokofiev’s compositional output, and the characteristics of his compositional style. Chapter two contains a review of related literature and Prokofiev’s editions. Chapter three includes the method of investigation and discusses Prokofiev’s *Music for Children, Op. 65*, with teaching and learning suggestions for technical and musical
concerns. Chapter four offers a conclusion, implementation of the study, and recommendations for further study.

By providing detailed insights into the musical, technical, and interpretive challenges found in *Music for Children*, Op. 65, the author hopes to provide students and teachers with the background knowledge and practice suggestions needed to understand Prokofiev’s unique musical language and to prepare them for further piano study.