

Piano Student Guide for _____

General Checklist for Parents to Monitor	Tick for YES by teacher
The student is able to sit at the piano in a well-balanced and comfortable position, with shoulders and arms relaxed.	
Legs are still when playing and the feet rest flat on the floor or box when playing.	
Hands and fingers are in the appropriate piano-playing position for technical work and pieces. The hands do not rest or touch the wooden part of the piano at any time.	
Fingernails are short, and hands are always clean before playing.	
Notes are played with the finger-pads so that hands are in a rounded finger position. Fingers do not cave in at the first joint, and fingers are not flat.	
Finger numbers are known accurately and automatically for each hand. (Thumb is always 1.)	
The names of notes chosen at random at any part of the keyboard are known by name without hesitation	
Technical work begins each practice session, and exercises should be played evenly and in a well-controlled manner.	
A practice schedule should be set for each day of the week. Quality of practice is the aim, with full focus given to completing each task in a methodical way. Parental guidance, encouragement, real listening and sitting with the student is a great advantage, esp. in the early stages.	
Practice should be (ideally!) done willingly and without stress. The music should 'call' the student so that learning is a pleasurable challenge.	
Mistakes are accepted as a natural part of learning. Knowing how to fix the mistakes is the part that enhances musical intelligence and teaches perseverance.	
When a mistake is made, the student needs to learn how to pick up from that spot without having to go back to the beginning of the piece.	
Note recognition, dynamics, phrasing, staccato/legato are accurate and automatic.	
The correct rhythm of each piece is understood, and note types known.	

Theory - Stages of Progress	Teacher's tick for YES
Can draw a treble and bass clef accurately on the staff.	
Knows the names of the treble clef notes Middle C to high F on the top line without hesitation.	
Knows the names of the bass clef notes Middle C to low G on the lowest line without hesitation.	
Can recognise and draw correctly a semibreve, minim, crotchet, single quaver and quavers with a beam on any nominated line or space on the staff.	
Can recognise and draw correctly the rests for a semibreve, minim, crotchet and quaver.	
Can write the Note Chart of Values from memory and with a full understanding of each note's values in relation to the semibreve.	
Knows the names and can write without hesitation the leger line notes above and below the staff for the treble and bass.	
Knows the Italian pronunciation, meaning and translation of Italian musical terms	
Understands the 2/4, 3/4, and 4/4 time signatures and their function in music.	
Can write the musical alphabet forwards or backwards from any letter.	
Can put in missing barlines according to the time signature.	
Can write one octave of the C major scale in semibreves, minims or crotchets with the stems correctly placed in the treble or bass.	
Can write a second or third above or below any given note in the treble or bass, and be able to name both.	

Preliminary Aural - Stages of Progress	Teacher's tick and date for YES
Can clap the beat in two, three and four time and maintain the correct tempo – Allegro, Moderato or Lento.	
Can identify the high or low note in a two-note pattern.	
Can sing the individual notes D, E, F sharp G and A of the treble clef in pitch.	
Can echo a sung or played phrase using the notes D, E, F sharp, G and A in any order.	
Can sing doh to doh' accurately in pitch ascending and descending in solfa.	
Can echo sing each note of a short phrase of five and six notes with accuracy and confidence.	

Preliminary Sight reading - Stages of Progress	Teacher's tick for YES
Can find the correct starting note of the first treble or bass note on the piano.	
Looks at, understands and can clap the beat of various time signatures.	
Can play an exercise in the right octave and with the correct hand/s.	
Can clap the rhythm of a simple phrase comprising crotchets and quavers.	
Is able to identify and clap a rhythmic pattern using French Time Names.	
Is able to clap rhythmic patterns accurately at the first attempt comprising crotchets (taa), quavers (ti-ti), minims (taa-aa) , semibreves (taa-aa-aa-aa) and their equivalent rests.	
Always starts with the correct finger as indicated in the exercise.	
Is able to play using the correct dynamics.	
Is able to look through the exercise with understanding of all elements involved so that the first playing is accurate and confident.	
Can read and play an exercise fluently left to right in a continuous line without going back, repeating, correcting or starting again.	
Is able to play alternate hands as the piece dictates (left and right together or alternately).	
Can play 4-bar pieces in C major at sight.	