

# Beverly Burton School of Music Piano Syllabus

## Level 1

**Building a strong foundation.** Piano teachers will collaborate with students and parents to establish a strong foundation for piano progress. Consistency is key to developing discipline, so they may create a practice chart or set a phone alarm to ensure regular practice sessions.

*At the piano, ready to go, proud of myself for keeping my word. My feet are on the floor while sitting up straight, hands curved in the C position, and my attitude is great, taking it slow, so it'll be ok; now that that's said, I'm ready to play.*

Hand position	
Counting	Quarter, half, dotted half, whole notes
Major Scales	C, G
Minor Scale	A, E
Arpeggio	C,G
Degrees of the Scale	1-8 (1-4-5) / (1-5-1)
Sight Reading	Right C_D_E / C_B_A
Metronome beat	40-50 beats

### Posture and hand position

Sitting straight, about 3-6 inches away from the piano (depending on the size of the child). Elbows in a 90-degree angle, wrist curved, shoulders relaxed, and fingertips dropping to meet the note.

## Level 2

**Supporting independence.** The piano teacher will collaborate with both students and parents to ensure that they take ownership of the learning process. Students will be responsible for comprehending the assignments, practicing regularly, maintaining proper posture, and hand position while playing. As they become more independent in their learning, they will develop a passion for playing the piano. Practice days will be scheduled on a weekly basis.(4-5 days)

*At the piano ready to go, fixing every mistake so that my song would flow. I will Repeat each measure, every phrase, every line until the hiccups are gone and it's smooth and fine. People will know I never gave up because they will feel happy when I play cause it was played with love..*

Hand position	C position, and any other
Counting	Quarter, half, dotted half, eighth, whole notes
Major Scales	C, G, D (hands together)
Minor Scale	A, E, B (hands together)
Arpeggio	C,G, D (hands together)
Degrees of the Scale	1-8 (1-4-5) / (1-5-1) (hands together)
Sight Reading	Right C_D_E_F_G / C_B_A_G_F
Metronome beat	50-60 beats

### **Posture and hand position**

Sitting straight, about 3-6 inches away from the piano (depending on the size of the child), Elbows at a 90-degree angle, wrist curved, and fingertips dropping to meet the note.

### Level 3

**Tracking progress in practice.** The piano teacher will collaborate with students and parents to take ownership of their learning process. Students will be responsible for monitoring their practice sessions, as well as their posture and hand position. Tracking their progress in practice will make it easily visible. The students are expected to practice on a weekly basis. (4-5 days)

*At the piano, ready to go, keeping track of where I've started from and seeing how I've grown. I started with one note, one finger, and one line, and With every effort I make, it keeps growing with time. And the more time I put in, the more I will see that I get so much better because of me.*

Finger exercises	
Hand position	C position, and any other
Counting	Quarter, half, dotted half, eighth, sixteenth, whole notes
Major Scales	C, G, D, A, E (hands together)
Minor Scale	A, E, B, F#, C# (hands together)
Arpeggio	C,G, D, A, E (hands together)
Degrees of the Scale	1-8 (1-4-5) / (1-5-1) (hands together) Inversions
Sight Reading	Right Treble and Bass staff
Metronome beat	70 & up beats

### Posture and hand position

Sitting straight, about 3-6 inches away from the piano (depending on the size), Elbows at a 90-degree angle, wrist curved, and fingertips meeting note.

## Level 4

**Sticking to the process makes the “hard” easy.** (The piano teacher will work with students and parents to perfect the process of getting better. Students will be responsible for practicing, sticking to the principles of practice (breaking the song down and repeating each section) Weekly practice days (5 days).

*At the piano ready to go, Looking to accomplish what I started and being the best at it. Sticking to the plan to repeat each measure and count, Taking it piece by piece until Ive worked it all out. Could this be the day I finish the song or maybe get a little closer and finally move on?*

Finger exercises	Hannon 1-5
Hand position	As song indicates
Counting	Quarter, half, dotted half, eighth, sixteenth, whole notes
Major Scales	C, G, D, A, E, B, F (hands together)
Minor Scale	A, E, B, F#, C# (hands together)
Arpeggio	C,G, D, A, E,B, F (hands together)
Degrees of the Scale	1-8 (1-4-5) / (1-5-1) (hands together) Inversions 7th chods
Sight Reading	Right Treble and Bass staff
Metronome beat	70 & up beats

### Posture and hand position

Sitting straight, about 3-6 inches away from the piano (depending on the size), Elbows at a 90-degree angle, wrist curved, and fingertips meeting note.

## Level 5

**Sharing the process with others.** (The piano teacher will work with students to understand how to share their knowledge with others. Weekly practice days (5-6 days)

At the piano ready to go, about to work hard to prepare for my show. Refining each sound and each touch as I play, making it great so someone can say, “can you show me how you did that one day”? I will work to share my knowledge, I will work because I care for someone else's future and help them to get there.

Finger exercises	Hannon 1-10
Hand position	As song indicates
Counting	Quarter, half, dotted half, eighth, sixteenth, whole notes
Major Scales	All Sharps and Flats (hands together)
Minor Scale	All Sharps and Flats (hands together)
Arpeggio	All Sharps and Flats(hands together)
Degrees of the Scale	1-8 (1-4-5) / (1-5-1) (hands together) Inversions 9th chods
Sight Reading	Right Treble and Bass staff
Metronome beat	90 & up beats

### **Posture and hand position**

Sitting straight, about 3-6 inches away from the piano, shoulders relaxed (depending on the size of the pianist), elbows at a 90-degree angle, wrist curved, and fingertips dropping to meet the note.

