

Keys of Inspiration – Year Two Curriculum

September

Primary Objectives:

1. Establish classroom etiquette, rules, and procedures.
2. Assess students in the class to determine what has been retained from Year One and how much review will be required.
3. Review the basics of each of the four core pillars of study through class activities and small group, team/partner projects.
4. Re-ignite the spark of desire to learn about music, and to learn to play the piano.

NOTE: The degree of review required will depend on the make-up of the class (number of returning students VS new students) and how much the returning students have retained from Year One. Group activities to accommodate different skill levels will be useful in this process.

Learning Outcomes, and measures of success:

1. Students can find all the C's on the keyboard and identify surrounding notes using the musical alphabet.
2. Students can play five finger pattern (pentascale) starting on any C, ascending and descending, in steady quarter notes.
3. Students can tap a steady beat, and play and clap patterns based on quarter, half and whole notes and rests.
4. Students can play *Ode to Joy*, (Lang Lang Piano Method, Level 1) alone and in small ensembles.
5. Students can create short improvisations on the piano.

Physical Approach

- Review of basic posture, hand position
- Review of keyboard geography; black and white key patterns.
- Playing groups of two and three black keys (individual and blocked) in various registers, moving gracefully from position to position
- Five finger patterns (C Major pentascales) with right hand and left hand (separately)

Reading Skills

- Musical Alphabet
- Finding A-B-C-D-E-F-G on the keyboard
- Drawing notes on lines and spaces
- Recognizing and drawing notes that move by step and by skip

Listening Skills

- Matching pitches: *This is the sound of middle C.*
- Clapping and tapping steady beats and patterns that use quarter notes, half notes, and whole notes.
- Clapping back and playing back on single notes patterns involving quarter, half and whole notes and rests.
- Hearing patterns that move by step and by skip

Artistry/ Imagination

- Music as an expressive language, capable of communicating many different emotions
- Listening to musical compositions that tells a story
- Using the black keys to tell a story with sound.

Resources: *The Lang Lang Piano Method, Level 1*, pp. 1 - 9
Celebrate Theory, Prep Level, Unit 1, pp. 4 – 14; Unit 5, pp. 38 - 44
Pattern Play 1, pp. 5 – 6, “World Piece”

Sample Activities: Use these, or any others from YEAR ONE depending on needs of students.

1. Diagnostic Activities

a) Five Finger Challenge.

Objective - To determine the skill level of the class and individual students

Challenge: *Play the RH Five Finger Pattern (C-D-E-F-G-F-E-D-C) with a steady beat, three times in a row, without stopping.*

- Explain and demonstrate the pattern; Allow for individual preparation time
- After individual preparation time, assign partners to practice together
- Create tracking chart (right hand, left hand). Ask students to self-identify when they have mastered the skill, and then provide an opportunity to play for teacher or for class to demonstrate their proficiency and earn their “check mark” (or sticker) on the chart.
- Use this activity to determine which students are ready to move on to new skills, and which will require extra work on C major five finger patterns

b) Keyboard Geography Challenge 1.

Objective - To demonstrate understanding of patterns of black keys

Challenge – Find and play all the groups of two black keys, and all the groups of three black keys on the keyboard

- Explain and demonstrate the pattern of alternating groups of two and three black keys.
- Invite the students to practice finding and playing all the groups of two, followed by all the groups of three, from low to high
- Invite students to demonstrate individually; track results.

c) Keyboard Geography Challenge 2

Objective – To determine familiarity with keyboard geography

Challenge - Find all the C’s on the Keyboard

- Explain and demonstrate how to find C on the keyboard
- Create small groups (teams) to work together to find all the C’s
- Invite students who are ready to be “tested” to play all the C’s on the keyboard

NOTE: These activities will provide information on which students in the class have retained skills from Year One, and which students will require additional review and reinforcement.

2. Writing Activities

a) Draw the keyboard (patterns of two and three black keys) and identify letter names of white keys on the keyboard diagram.

b) Draw notes on lines and spaces of the staff, and notes that move by step and skip

c) Make lists of words that use only A-B-C-D-E-F-G. Spell them on the keyboard. (*Celebrate Theory* pp. 14 – 15)

3. Creative improvisation

a) Use the black keys to create different types of sounds, and to improvise melodies

b) Use Pattern Play 1 “*World Piece*” pp. 5 – 6.

- Teacher plays “pattern” and “vacation” figures while students improvise on black keys, first in groups of two or three, and then individually

4. Rhythm Drills

- Teacher claps patterns using quarter, half and whole notes. Full class, or small groups clap back.

- This activity can take the form of a team game, with points for each correct clap-back.

5. Ode to Joy Activities

- Review *Ode to Joy* ((Lang Lang Piano Method, Level 1, p. 9). Sing first, then play.

- Create small ensembles, with those who are able to play the melody, and others providing rhythmic accompaniment using half notes on Tonic (1) and Dominant (5) notes, or other embellishments as appropriate.

October

Primary Objectives:

1. Continue to develop classroom routines, including opportunities for full group, small group, and individual playing.
2. Continue review of Year One concepts, including note reading on the treble and bass staff; 2nds, 3rds, 4ths, and 5ths; C major triad; legato and staccato touch; and pieces in *Lang Lang* Level 1, pp. 10 - 15.
3. Expand on five finger exercises, including review of C major and A minor patterns, and broken tonic triad of C major and A minor
4. Teach familiar tunes by rote and by ear

Learning Outcomes:

1. Students can play C major and A minor pentascales with right and left hands (separately), using quarter notes and half notes.
2. Students can draw and identify notes on the treble staff and bass staff.
3. Students can play *Gym Display* (Lang Lang, p. 13), individually and in small groups
4. Students can play “*Twinkle, Twinkle Little Star*” by ear in C major.

Physical Approach	Reading	Listening Skills	Artistry/ Imagination
<ul style="list-style-type: none"> - C major and A minor pentascales – RH and LH in various registers, played legato and staccato; piano and forte - C major and A minor broken triads 	<ul style="list-style-type: none"> - Staff notation; drawing and naming lines and spaces, on the treble staff and bass staff. - 2nds, 3rds, 4ths and 5ths 	<ul style="list-style-type: none"> - Matching individual pitches (voice to keyboard) - Clapping back rhythms involving whole, half, and quarter notes and rests. - Playing back short melodies - Singing and identifying 2nds, 3rds, 4ths, and 5ths. 	<ul style="list-style-type: none"> - Creating variety at the keyboard: Soft/loud, legato/staccato, high/low sounds. - Listening to great performances; Guided Listening of selections from Lang Lang’s “<i>Piano Book</i>.”

Resources: *The Lang Lang Piano Method, Level 1*, pp. 1 – 15

Celebrate Theory, Prep Level, Unit 2, pp. 16 – 23 and Unit 3, pp. 24 - 31

Four Star Sight Reading and Ear Tests, Prep A, pp. 6 - 11

Activities:

1. Five Finger Challenge:

- Play the C major and A minor pentascales hands separately, three times in a row with a steady tempo; legato – staccato – legato
- Use tracking chart to log progress

2. Listening Activities

- Play single notes in comfortable singing range.
- Ask students to hum or sing the same note, matching the pitches played with their voices

3. Group/ Partner Project: Twinkle Twinkle

- Sing *Twinkle Twinkle Little Star* as a class, taking note of where the notes go up, where they go down, and where they repeat.
- Work with partners to find the notes on the keyboard.
- Take turns playing melody and creating an accompaniment, using Tonic (1) and Dominant (5) notes to support the melody

November

Primary Objectives:

1. Continue review of Year One concepts, including Grand Staff, G major position, time signatures, eighth notes, and pieces in *Lang Lang* Level 1, pp. 16 – 25.
2. Master five finger exercises and tonic triad exercises in G major position.
3. Perform a short piece by memory
4. Improvise melodies using question and answer structure.
5. Transpose individual notes and simple patterns up or down by an octave.

Learning Outcomes:

1. Students can play G major pentascales with right and left hands (separately), using quarter notes and half notes.
2. Students can draw and identify notes on the Grand Staff
3. Students can play Dragon Dance (Lang Lang, p. 21), by memory for the class.
4. Students can play “*Twinkle, Twinkle Little Star*” by ear in G major.

Physical Approach

- G major pentascales – RH and LH in various registers, played legato and staccato; piano and forte

Reading

- The Grand Staff
- Eighth notes, Time signatures (2/4 and 4/4)

Listening Skills

- Matching individual pitches (voice to keyboard)
- Clapping back rhythms
- Playing back short melodies

Artistry/ Imagination

- Listening to great performances; Guided Listening of selections from Lang Lang’s “*Piano Book.*”

- C major triad sequence, broken form (see Prep A Technical Requirements)			- Creative improvisation, based on transposition of patterns to different registers of keyboard
Resources: <i>The Lang Lang Piano Method, Level 1</i> , pp. 16 - 25 <i>Celebrate Theory, Prep Level</i> , Unit 4, pp. 32 – 37, Unit 5, pp. 38 -52 <i>Four Star Sight Reading and Ear Tests, Prep A: Set 1 - 2</i>			
Activities: <ol style="list-style-type: none"> <u>Five Finger Challenge:</u> Review C major, G major and A minor pentascale patterns. Vary touch and tone. with a steady beat, alternating legato and staccato. Gradually increase number of repetitions and tempo. <u>Listening Activities:</u> <ul style="list-style-type: none"> - Rhythm “echo games” (clapbacks) *Use examples from <i>Four Star, Set 1 -2</i> - Melody “echo games” (playbacks) *Use examples from <i>Four Star, Set 1- 2</i> <u>Reading and Writing Music:</u> Practice writing and naming notes on the Grand Staff. Practice writing rhythms using time signatures <u>Memory Mastery Challenge:</u> <ul style="list-style-type: none"> - Set a goal for all students to master <i>Floating Along</i>, and memorize by the end of the month. - Create a “Mastery Challenge” chart and post it in the classroom. List the names of all students who meet the challenge. <u>Transposition Challenge:</u> <ul style="list-style-type: none"> - Transpose <i>Floating Along</i> up one, two, and three octaves - Play in partners, with each player in a different octave - Play as group ensemble, in four different octaves 			
December			
Primary Objectives: <ol style="list-style-type: none"> Review and reinforce all concepts covered so far (Lang Lang Method, Level 1) Develop coordination in playing harmonic intervals (2nds, 3rds, 4ths and 5ths) and hands together passages Continue to learn melodies by rote, including one or more holiday tunes (i.e. <i>Jingle Bells</i>) 			
Learning Outcomes: <ol style="list-style-type: none"> Students can draw treble and bass clefs and write and name notes on the grand staff. Students can play pentascales, legato and staccato (C major, G major, A minor) Students can play “<i>Halloween Dance</i>” individually and as a group. Students can play “<i>Jingle Bells</i>” by rote. 			
Physical Approach - Review of all three pentascales, followed by triad, in various	Reading - Reading on grand staff, alternating right and left	Listening Skills - Hearing, singing, and playing melodies: <i>Jingle Bells</i>	Artistry/ Imagination - Listening to holiday themed music, as appropriate

rhythms involving quarter, half and whole notes - triad sequence, broken and blocked - thumb under exercises, as preparation for passing the thumb under in full octave scale - C major pentascale hands together	hands in C, G, and A positions - Understanding and observing rests, <i>8va</i> , <i>f</i> , <i>mf</i> , <i>mp</i> , and <i>p</i> indications	- Clapping back rhythms - Playing back short melodic fragments	- Relating music to visual arts and activities
Resources: <i>The Lang Lang Piano Method, Level 1</i> – pp. 26 - 31 <i>Celebrate Theory, Prep Level, Unit 6 - Scales</i> <i>Four Star Sight Reading and Ear Tests, Prep A: Sets 3 - 4</i>			
Activities: <ol style="list-style-type: none"> <u>Five Finger Challenge:</u> <ul style="list-style-type: none"> Play C major pentascale in contrary motion (both hands start on Middle C, play hands together in opposite directions) <u>Thumb under exercise:</u> <ul style="list-style-type: none"> With RH, play C- D- E- F- E- D- C, using 1 – 2- 3- 1- 3- 2-1 fingering. (passing thumb under for F) With LH, play C - B- A- G- A- B- C, using 1- 2- 3- 1- 3 -2- 1 fingering. <u>Listening Activities:</u> <ul style="list-style-type: none"> -Rhythm “echo games” (clapbacks) <i>*Use examples from Four Star, Sets 3 - 4</i> - Melody “echo games” (playbacks) <i>*Use examples from Four Star, Sets 3 - 4</i> <u>Tapping Exercises:</u> See Celebrate Theory, pp. 38-39 for ideas. <u>Exploring “Jingle Bells”</u> <ul style="list-style-type: none"> – Sing as a class; listen to various recordings/ arrangements in different styles; listen to teacher play different arrangements, with different styles and accompaniment patterns. - Map the melody on the board (repeated notes, steps, skips, etc..) - Find the melody by rote; create ensemble groups; bell accompaniment or other variants for full class performance. <u>Relating music to visual arts:</u> Lang Lang Method, p. 14. Apply this idea to other music, including movements from Tchaikovsky <i>Nutcracker Suite</i> 			

January

Primary Objectives:

1. Reinforce the classroom routine, and commitment to learning about music
2. Explore different hand positions, and movement from one position to another
3. Develop skills in playing hands together
4. Master C major full octave scale in contrary motion

Learning Outcomes:

1. Students can play the C major scale, one octave, in contrary motion with smooth and even tone and correct fingering.
2. Students can play “*Fireworks Display*” by memory.

Physical Approach	Reading	Listening Skills	Artistry/ Imagination
<ul style="list-style-type: none"> - C major scale, in contrary motion - Moving gracefully from one position to another - Triad transposition exercise 	<ul style="list-style-type: none"> - Writing C major and A minor scales - Review and reinforcement of note reading on the grand staff 	<ul style="list-style-type: none"> - Singing and identifying 2nds, 3rds, 4ths, 5ths and 8ves - Clapping back rhythms - Playing back melodies 	<ul style="list-style-type: none"> - Creating variations on the C major triad sequence, using changes to register, tempo, dynamics, and touch. - Improvisations based on triads

Resources:

The Lang Lang Piano Method, Level 2, pp 4 - 5

Celebrate Theory, Prep Level, Unit 6, pp. 53 - 60

Technical Requirements for Piano, Preparatory Level

Four Star Sight Reading and Ear Tests, Prep A: Sets 5 - 6

Activities:

1. Technique Challenge: Play C major contrary motion scale in various registers, legato and staccato
2. Memory Mastery Challenge:
 - Set a goal for all students to master *Fireworks Display*, and memorize by the end of the month.
 - Create a “Mastery Challenge” chart, and post it in the classroom. List the names of all students who meet the challenge.
3. Listening Activities
 - Tapping Exercises: See *Celebrate Theory*, pp. 38-39
4. Creative Activities:
 - Create variations to the triad sequence, working individually or in small groups.
 - Create improvisations using C major, G major, and A minor triads
5. Note Reading Drills:
 - Incorporate a daily note reading drill, using flash cards, board work, or worksheets

February

Primary Objectives:

1. Develop fluency and ease in playing C major scale, hands separately
2. Introduce triple meter and dotted half note
3. Continue to develop coordination in playing hands together
4. Build awareness of musical signs and symbols, and the musical effects they create: fermata, slur, staccato, da capo, dynamic markings

Learning Outcomes:

1. Students can play the scale of C major, hands separately, one octave with smooth and even tone.
2. Students can clap rhythms and write patterns in triple meter
3. Students can play “*Dancing Tree Frogs*” (Lang Lang p. 9) demonstrating variety in touch and tone.

Physical Approach

- C major scale, one octave, hands separately
- Smooth and even legato touch in scales and repertoire
- Control of touch and tone – creating *p* and *f* levels with awareness of required gestures.

Reading

- Reinforcement of reading in treble and bass clefs, with a variety of melodic and harmonic intervals

Listening Skills

- Hearing the difference between 2nds, 3rds, 4ths and 5ths
- Listening to pieces in major and minor keys, and recognizing the difference

Artistry/ Imagination

- Improvise using 2nds, 3rds, 4ths and 5ths
- Explore the use of blocked fifths and triads as accompaniment patterns.

Resources:

The Lang Lang Piano Method, Level 2, pp 6 – 9

Celebrate Theory, Prep Level, Unit 7, pp. 61 – 70.

Four Star Sight Reading and Ear Tests, Prep A: Sets 7 – 8

Celebration Series, Prep A Repertoire

Activities:

1. Technique Challenge: Play C major scale hands separately (right hand and left hand) focussing on smooth legato
2. Memory Mastery Challenge:
 - Set a goal for all students to master *Dancing Tree Frogs*, and memorize by the end of the month.
 - List the names of all students who meet the challenge on the “Memory Mastery” Chart
3. Listening Activities
 - Identification of major and minor pentascales, triads, and pieces
4. Creative Activities:
 - Improvise melodies, using “question and answer” approach. Teacher plays two-measure question, students respond with two-measure answer.
 - Explore accompaniment patterns using broken triads, blocked triads, and open fifths

March

Primary Objectives:

1. Understand and perform patterns involving eighth notes.
2. Continue to develop control and coordination in playing hands together with variety in touch and tone
3. Further exploration of major and minor triads

Learning Outcomes:

1. Students can play pentascale patterns using quarter notes followed by eighth notes within a stable tempo
2. Students can play *Dragon Boat Racing* (Lang Lang, p. 11) by memory
3. Students can write, hear, and identify in repertoire major and minor triads.

Physical Approach	Reading	Listening Skills	Artistry/ Imagination
<ul style="list-style-type: none"> - Play C major, G major and A minor pentascales and variants, hands separately with a steady beat, shifting from quarter notes to eighth notes. - Begin playing pentascale patterns hands together, slowly 	<ul style="list-style-type: none"> - Writing clapping and playing eighth notes - Reinforcement of reading in treble and bass clefs, with a variety of melodic and harmonic intervals 	<ul style="list-style-type: none"> - Recognizing major and minor pentascales and triads - Clap back rhythms including pairs of eighth notes. - Playing back melodies in major and minor modes 	<ul style="list-style-type: none"> - Relating music to visual arts and life experience - Listen to pieces with descriptive titles, and observe how the music reflects the title.

Resources:

The Lang Lang Piano Method, Level 2, pp. 10 - 15
Celebrate Theory, Prep Level, Unit 5, pp. 45 - 52
Four Star Sight Reading and Ear Tests, Prep A: Set 9

Activities:

1. Hands Together Challenge: Play the pentascale of C major hands together, in parallel motion.
2. Eighth Note Mastery: Play steady quarter notes (on C) with the left hand while playing the C major pentascale in eighth notes with the right hand. Once this is mastered, reverse roles (right hand plays steady quarter notes, while left hand plays eighth note)
3. Creative Activities: Improvise melodies, using “question and answer” approach. Teacher plays two-measure question, students respond with two-measure answer. Expand to G major and A minor positions.
4. Transposition activities: Practice playing notes, groups of notes, and patterns in different octaves. Explore *Curious Cat (Celebration Series, p. 9)*
5. Telling a Story through Music: Teacher plays *Shadows (Celebration Series p. 14)* and reads or sings the words. Explore and discuss how the mysterious mood is created (minor key, dynamic contrasts, staccato and legato)

April

Primary Objectives:

1. Introduce accidentals – F sharp and B flat
2. Introduce the D major pentascale and triad (including explanation of F#)
3. Review passing of thumb under in C and G positions, to prepare for “Thumb Acrobatics” in May
4. Introduce use of damper pedal, and application in repertoire
5. Continuing to build confidence and expression in performing.

Learning Outcomes:

1. Students can play *Village Chant* (p. 17) and *Lullaby* (p. 19) demonstrating contrasting dynamic levels and musical characters.
2. Students can demonstrate their ability to name notes on the staff in treble and bass clefs, and find them on the keyboard.
3. Students can find F sharp and B flat on the keyboard

Physical Approach

- D major pentascale and triad, hands separately
- Drills for passing thumb under in C, G, A, and D positions
- Drills to prepare for using pedal in repertoire

Reading

- Continue to reinforce note reading in treble and bass clefs

Listening Skills

- Major and minor triads
- Rhythm clapbacks
- Melody playbacks

Artistry/ Imagination

- Listening to sound and color, and experimenting with pedal effects
- Improvisation using broken chord patterns
- Question and Answer phrases

Resources:

The Lang Lang Piano Method, Level 2, pp. 16 - 19

Celebrate Theory, Prep Level, Unit 7 pp. 61- 68

Four Star Sight Reading and Ear Tests, Prep A: Set 10

Celebration Series, Piano Repertoire, Prep A

Activities:

1. Hands Together Challenge: Play the pentascale of A minor, hands together, in parallel motion
2. Creative Activities:
 - Improvise melodies, using broken chord accompaniment patterns in the left hand .
 - Play “question phrases” and invite students to respond with “answers”
3. Transposition activities: Practice playing notes, groups of notes, and patterns in different octaves.
4. Listening to Sound and Colour: Listen to “Clair de lune” on Lang Lang’s *Piano Album*

May

Primary Objectives:

1. Assign and work on Creative Project: Improvising music that tells a story
2. Preparation and planning for Year Two Assessment, including:
 - Performance of Repertoire: Selection of three pieces [level of difficulty can be tailored to each student]
 - Technical Tests: Review of pentascales and triad sequence
 - Reading Test: Short melodies in treble and bass clef.
 - Listening skills: Clapping back rhythms, playing back short melodies, identification of major and minor triads
 - Improvisation: Play a four-measure answer to a four-measure question. Improvise a short piece that tells a story or expresses an emotion.

Learning Outcomes:

1. Students will perform one piece by memory for the class [Tumbling Acrobats or The Magic Unicorn]
2. Students will have chosen a title for their improvised composition project
3. Students will be aware of expectations for the Year Two Assessment, and will be motivated to prepare to the best of their ability.

Physical Approach

- Review pentascales, staccato and legato
- Review triad sequence, broken and blocked

Reading

- Note reading in treble and bass clefs

Listening Skills

- Major and minor triads
- Rhythm clappings
- Melody playbacks

Artistry/ Imagination

- Telling a story through music
- Creative Project: Improvising music that tells a story

Resources:

The Lang Lang Piano Method, Level 2, pp. 20 - 23

Celebrate Theory, Prep Level (as required for review)

Four Star Sight Reading and Ear Tests, Prep A, Set 9 – 10 pp. 36 -41.

Celebration Series, Piano Repertoire, Prep A, p. 7 (The Haunted Harp)

Activities:

1. Music that Tells a Story or Creates a Mood: *The Haunted Harp* (from Celebration Series Prep A Repertoire)
 - Teacher performs the piece, and asks students to make up a story to go with the music.
 - Discussion of how the music is describing the title. Explanation of how the line is created with unusual sounds, demonstration of how the black and white keys are combined, and how crescendo and diminuendo effects are used to create a mysterious “haunted” mood.
 - Invitation to improvise using similar patterns
2. Music that Tells a story or Creates a Mood: *Persia* (From Pattern Play 1)
 - Teacher creates accompaniment using “pattern” and “vacation” on p. 16

- Students improvise the melody, using the pattern shown on p. 17
- Improvisation can be done in small groups or individually
- 3. Creative Project: Improvising Music that Tells a Story.
 - Each student chooses a descriptive title and thinks about what kind of sounds would best describe the image or story, drawing on the concepts that have been explored during the year.
 - Use individual practice time to create ideas. Teacher can circulate to assist and guide.
 - Students can share their improvisations with a partner, and later for the class
- 4. Self-Evaluation of Performance.
 - Students can be invited to record themselves performing in the classroom
 - Provide a checklist for self-evaluation

June

Primary Objectives:

1. Prepare for an End-of-Year Assessment and Class Concert
2. Complete individual Creative Projects
3. Celebrate the achievements of each student in the class!

Learning Outcomes:

1. Students will complete the year with basic keyboard skills, including:
 - Basic reading skills in C major, G major, and A minor positions
 - Ability to clap back basic rhythmic patterns involving whole, half, quarter, dotted half and eighth notes and rests.
 - Ability to play back short melodic patterns, moving by step or skip, using five finger positions in the C major, G major and A minor positions.
 - Ability to play three or more pieces by memory, incorporating legato and staccato touch, and varying dynamic levels
 - Ability to improvise simple melodies, and use black and white keys to create sounds that tell a story
2. Students will complete *The Lang Lang Method*, Level 2, and requirements for RCM Preparatory A Level.

Physical Approach	Reading	Listening Skills	Artistry/ Imagination
Year Two Assessment: <ul style="list-style-type: none"> - Pentascales of C major, G major, D major and A minor (legato and staccato) - C major Triad Sequence, broken and blocked 	Year Two Assessment: <ul style="list-style-type: none"> - Clapping rhythmic patterns involving whole, half, quarter, and eighth notes, while keeping a steady beat. - Reading short melodies in treble or bass clefs 	Year Two Assessment: <ul style="list-style-type: none"> - Clapping back the rhythm of a short melody after it is played twice - Playing back a short melody in C major or G major after it is played twice 	Year Two Assessment: <ul style="list-style-type: none"> - Play a four-measure answer to a four-measure question - Create an original improvisation, with a descriptive title - Perform three prepared pieces by memory.

		- Identifying the quality of major and minor triads	
Resources: <i>The Lang Lang Piano Method, Level 2, pp. 26 – 31</i> <i>Four Star Sight Reading and Ear Tests, Prep A, pp. 42 - 48</i>			
Activities: <ol style="list-style-type: none"> 1. Completion of Creative Composition Project 2. Class Concert 3. Keys of Inspiration – Year Two Assessment 			