



Level Two Assessment (piano)

To complete this level, students must demonstrate fluency in the following areas:

Technique

***Please use the Scales and Chords Set 2 to prepare for this assessment**

Student must demonstrate:

- Any technique taught at an earlier level
- Playing with good sustain pedal technique

Must be able to quickly find:

- **All** Major and minor 5-finger positions and triads from Level 1
- B, F#/Gb, C#/Db Major and minor 5-finger positions
- Intervals: Unisons, octaves, major 3rd, minor 3rd

Music be able to play the following **5-finger patterns** with metronome @80 bpm (quarter notes):

- Any 5-finger patterns from Level 1
- B Major and minor patterns
- F#/Gb Major and minor patterns
- C#/Db Major and minor patterns

Student must be able to play the following **one-octave scales** (quarter notes) and **triad inversions** (half notes) with metronome at 72 bpm. (quarter notes):

- Any from Level 1
- F Major
- B Major
- F#/Gb Major
- C#/Db
- A minor (one octave scale and triad inversions)

Sight Reading

Rhythmic Reading: The student must be able to sight read one 4-8 bar rhythmic example in 3/4 or 4/4 time while maintaining a steady beat (student chooses tempo). The student will have 30 seconds to mentally practice before performing. Note values may include:

- Quarter notes and/or quarter rests
- Half notes/half rests
- Dotted half notes/half rests
- Whole notes and/or whole rests
- Eighth notes and/or eighth rests (not always barred together on a beat)

Chord Symbol Accompaniment: The student must be able to accompany the adjudicator by reading any of the following chord symbols: F, C, G, D, A, Amin, D min and E min. Use of good voice leading and creative accompanying is encouraged.

Grand Staff Sight Reading: The student must perform two contrasting 8-bar grand staff reading examples in 4/4 or 3/4 time while maintaining a steady beat (student chooses tempo). The student will have 60 seconds to mentally practice each before performing. Examples will follow the following parameters:

- The example will begin in one of the 5-finger positions required in the technique section above.
- Examples will include stepwise motion, triad patterns and possible octave skips.
- Accents and dynamic markings will be included
- May include additional elements introduced at this level

Ear Training

The Student must be able to identify the following by ear:

- Intervals: half steps, whole steps, unisons, octaves, minor 3rds, Major 3rds, P4 and P5
- If a chord and/or musical excerpt is major or minor (not always played in root position)
- If the excerpt is in 3/4 or 4/4 time
- Student must be able to pick out the melody in a musical example.
- If the music is played largo, andante, moderato allegro or vivace
- Identify by ear which musical excerpt is being played.

They will have the opportunity to hear each example 2 times.

Performance

The student must perform two contrasting (16 plus measure songs). Memorization is required for one. The songs must reinforce the requirements above and should include the following:

- Use of the Grand Staff and include various elements studied at this level.
- Hands together most of the time.
- Songs must be in 2 different keys.
- One piece must include scales and chords (played melodically or harmonically)

Improvisation: The student must improvise a simple pop melody (adjudicator accompanies) using the scale the adjudicator assigns. The scale could be any Major or minor one-octave or five-finger scale introduced at this or any previous level.

Music Theory

*Suggested Text: Basics of Keyboard Theory **Level 2** by Julie McIntosh Johnson

The student must be able to identify and define the following:

- Signs, symbols and vocabulary: all from previous levels, interval, cadence, tonic, dominant, subdominant, primary triads, order of sharps, order of flats, octave symbol, navigation symbols (1st/2nd endings, D.C., fine, Coda, etc.)
- Note Identification: Must be able to recite the following notes on each staff jointly in under 70 seconds:
 - All notes on Treble and Bass clef staff including the first ledger line above and below each staff
- Circle of 5ths: Should be able to label the first 8 clockwise keys (C, G, D, A, E and B and F Major)
- Key Signatures: All from level one plus E Major, B major, F#/Gb Major, C#/Db Major and A minor.
- Time signatures: The student must be able to explain what the top and bottom numbers do, and are expected to understand how to count and read in 4/4, 2/2, 3/4, 2/4, common time, cut time and 6/8
- Tempos: largo, andante, moderato allegro and vivace
- Intervals: The student must be able to identify unisons, octaves (P8), half steps (m2), whole steps (M2), minor 3rds (m3), Major 3rds (M3), Perfect 4ths (P4) and Perfect 5s (P5).
- The student must be able to identify all of the above in musical examples provided plus:

- Anything introduced in previous levels
- Any 5-finger pattern introduced at this level
- Identify chord qualities (Major and minor) and common cadences by sight (V-I, IV-I, I-V)
- Notes that are affected by accidentals and/or key signatures
- Song form (AB, AABA or ABA)
- Phrases that use imitation and repetition
- Students may be asked to write in beats and accents within the excerpt

Signs, Symbols and Terms

- Articulations: accent, tenuto, staccato, slur
- Octave (8va)
- All Navigation: ending numbers, fine, D.C., D.S, and Coda
- Dynamics: crescendo, diminuendo, ppp-fff
- Tempo alterations: ritardando, a tempo, accelerando
- Tempos: largo, lento, andante, moderato, andante, allegro, vivace, presto