Piano Safari Book 2 Components
Colour Coding

- Technique
- Theory
- Rote
- Improvisation
- Reading
- Challenge

Piano Safari—Book 2

Unit 1

In Unit 1, our goals are:

- Review reading concepts learned in Piano Safari Repertoire Book 1. This unit focuses on reading Unisons, 2nds, and 3rds on the staff, beginning on the Landmark Notes of Treble G and Bass C.
- Learn the new Landmark Note of Middle C
- Review the Seven Animal Techniques learned in Piano Safari Level 1
- Learn how to count metrically.
- Review non-legato and legato articulations and learn staccato.
- Continue to learn increasingly complicated pieces by rote and to explore patterns at the piano and various styles and sounds
- Learn early level Classical pieces in the Challenge Pieces
- Work on Reading through Reading Pieces and the correlating Sight Reading & Rhythm Cards 2, and work on technical skills. All the components of Level 2 work together to help students become fluent in playing music with understanding, developing their ear and memory, reading music, becoming fluent in rhythm, and grow in technical development.

Techniques:

- Pentascales - Legato with arm bounce
- Staccato (clear sounds and good piano hand shape)
- Triads: non-legato
- Non-legato 3rds

Page	Title	Objectives and *Outcomes*
7	**Safari Friends**	Play a piece that reviews the Seven Animal Techniques he learned in Repertoire Book 1. • Remember the form of the piece • Increase concentration through playing a long piece *Students have:* • Correct technique for each section • Correct articulation • Form of the piece memorized • Ability to move from one section to the next in rhythm
10	**Land-mark Notes**	Review Landmark Notes from Piano Safari Level 1 • Learn the new Landmark Note, Middle C
T6	**Tree Frog**	Play legato with an arm bounce on each note. The arm bounce keeps the arm relaxed and involved in producing a good tone *Students have:* • Rich, consistent tone from note to note • Legato articulation, with an arm bounce on each note to keep the arm involved • Arm aligned behind each playing finger • Good hand shape • Placement on the keys that enables the student to reach the black keys comfortably • Control over the slow tempo required for half notes.
12	**Inter-vals: 2nds & 3rds**	Recognize and write 2nds and 3rds
T8	**Grass-hoppers**	Play clear, short, staccato sounds. *Students have:* • Bouncy arms on each note for arm staccato • Good piano hand shape • Thumb playing on its corner, with a tall bridge • Relaxed arms and shoulders • Clear sounds with even tone
13	**Metric Counting**	Learn to count metrically
14	**A Prairie Dog Compan-ion**	Read a piece with 2nds and 3rds in the treble clef • Play a staccato piece • Play a Perpetual Motion Etude *Students have:* • Firm fingertips • Bouncy arm • Short staccato sound • Continuous rhythm
15	**Animal Menag-erie**	Read a piece with 2nds and 3rds in the bass clef • Play a ferocious and loud piece *Students have:* • Loud sound • Rotation on the melodic 3rds • Lion Paw Technique on the harmonic 3rds • Singing legato sound • Correct rhythm

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Unit 1 cont...		
Page	Title	**Objectives and *Outcomes***
T9	Tall Giraffe 2	Experience triads in broken form with non legato articulation *Students have:* • Down motion into each note • Non legato articulation • Finger 1 and 5 playing on their corners Consistent tone on each note • Strong fingertips
16	Shadow sat Dusk	Coordinate melody with shifting 5ths in the LH • Shape phrases beautifully • Balance RH melody with LH accompaniment *Students have:* • Balance between quiet LH and finely shaped RH • Mysterious and gentle tempo and mood • Slight rotation in RH between intervals combined with strong fingertips.
18	Spring Showers	Read a piece with 2nds and 3rds in the treble clef • Play a legato piece • Practice lifting between phrases and slurs *Students have:* • Singing tone • Lifts between phrases • Well-shaped phrases • Clear eighth notes
19	Kettle Corn	Read a piece with harmonic 2nds and 3rds • Play a staccato piece • Learn the term Allegretto • Play a Perpetual Motion Etude *Students have:* • Continuous rhythmic energy • Full value in rests • Short staccato • Firm fingertips • Relaxed non-playing fingers
T10	Moon Walk	Drop with a flexible wrist into each successive 3rd *Students have:* • Down-up motion of the arm and wrist with rich tone • Graceful floating motion in the air • Notes of each 3rd sounding exactly together • Fluency in finding the 3rds pattern on the piano
20	Dancing with the Fireflies	Read a piece with 2nds and 3rds in the bass clef • Play a legato piece hands together in parallel motion *Students have:* • Firm fingertips • Tree Frog legato (slight arm bounce on each note) • Even eighth notes • Beautiful phrase shapes • Graceful lift before each phrase • Well-paced ritardando
22	Minuet, Op, No. 2	Play a classical piece • Coordinate simple two-voice counterpoint • Learn a piece by a combination of reading notes and finger numbers • Learn the crescendo and diminuendo symbols, and practice shaping phrases *Students have:* • Minuet tempo, not too fast • Slight separation between all LH notes • Non legato RH notes, except where slurred • Tapered phrase endings • Clear eighth notes with Tree Frog Technique • Well-shaped crescendo and diminuendo
24	Dawn on Emerald Lake	Improvise beautiful sounds on black keys *Students have:* • Feel for the flowing, beautiful nature of the accompaniment

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Unit 2

In Unit 2, our goals are:

- Learn all the note names on the staff. We present this as a whole system using the Skips Alphabet to give students an overview of how the staff functions and a strategy for finding any note.
- Intervallic reading and pattern detection need to be combined with instant note recognition.
- Students continue to focus on reading unisons, 2nds and 3rds, with the added skill of finding the name of the first note of the piece, which is no longer only the Landmark Notes. Students then read intervallically from this first note.
- Continue to learn increasingly complicated pieces by rote and to explore patterns at the piano and various styles and sounds
- Learn early level Classical pieces in the Challenge Pieces

Techniques

- Non-Legato 3rds (fast notes)
- Circular motion with clockwise and anticlockwise
- Building Triads - three notes in one hand simultaneously
- 2-note slurs (loud-quiet sound for a well-shaped slur)

Page	Title	Objectives
25	Notes on the Staff	Gain an overview of the staff and learn to identify any note on the staff using the Skips Alphabet • Discover how bass and treble clefs relate to each other
27	Sunken Treasure	Read a piece with 2nds and 3rds in parallel motion beginning on notes other than the Landmark Notes • Practice playing arpeggiated triads • Learn about the tie *Students have:* • Firm fingertips • Singing legato tone • Lifts between phrases • Lilting rhythm • Continuous rhythm and graceful arm motion in arpeggiated triads
28	Duke of York	Read a piece with 2nds and 3rds beginning on a note other than the Landmark Note • Play a piece with slurs • Play a piece with many eighth notes • Learn the terms anacrusis and upbeat *Students have:* • Correct rhythm • Steady marching tempo
T12	Kangaroo	Play bouncy repeated notes with firm fingertips *Students have:* • Bouncy arm on each note (up on "roo" of "Kangaroo" too!) • Good piano hand shape • Thumb playing on its corner, with a tall bridge • Relaxed arms and shoulders • Fast rhythm with fluent playing
30	The Cricket Takes a Wife	Read a piece with 2nds and 3rds that passes between the clefs, beginning on notes other than the Landmark Notes *Students have:* • Clear eighth notes • Rotation in m. 9-10 • Singing legato tone
T14	Spinning Galaxies	Learn circular motion with clockwise and counterclockwise circles *Students have:* • Clockwise motion in LH, counterclockwise circle in RH • A circle that is the right size for the student's hand. A circle that is too big will be awkward, while a circle that is too small will not involve the arm enough for free playing • Firm fingertips • Legato sound, with weight transfer from finger to finger
32	African Safari	Play a rhythmic piece that moves over the entire piano • Play with mixed articulations • Play with various dynamics *Students have:* • Rhythmic, energetic playing • Correct articulation • Dynamic contrasts • Dramatic ending
34	The Wind in My Ears	Read a piece with 2nds and 3rds that moves between clefs and hands • Carefully count a piece in 3/4 *Students have:* • Correct rhythm • Singing legato sound
T16	Peanut Butter Sandwiches	Build coordination to play three notes in one hand simultaneously *Students have:* Arm weight to play each 5th and triad • Supported hand bridge (not collapsed) • Relaxed arm • Strong fingertips
35	Glimmering Starlight	Improvise star sounds on the Music Alphabet in various octaves and then freely on other white notes • Prepare to play "Stormy Seas," a Rote Piece in Unit 6 *Students have:* • Arm drops on each note (Lion Paw Technique) • Singing tone • Rhythmic playing that matches the accompaniment
36	The Bear Went Over the Mountain	Read a piece with 2nds and 3rds that moves between clefs and hands • Learn about the fermata *Students have:* • Singing tone • Legato sound in shaped phrases • Well-paced fermata • Rhythmic playing
T18	Soaring Baby Birds	Coordinate the down-up motion with a loud-quiet sound for a well-shaped two-note slur *Students have:* • Drop and lift of the wrist and hand on each two-note slur • Louder sound on first note, quieter sound on second note • Relaxed hand in the air between two-note slurs • Relaxed thumb • Good hand shape

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Unit 2 cont...		
38	Snowy Owl, Op.101, No. 43	Review finger numbers • Play a piece in parallel motion • Play a piece by a Romantic composer • Practice phrasing beautifully and playing with good tone • Learn about ledger lines *Students have:* • Singing tone • Legato sound in well shaped phrases • Gentle lifts between phrases

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Unit 3

In Unit 3, our goals are:

- Learn the interval of a 5th. We pair 5ths with 3rds because these intervals "match" in that they go from a line to a line or a space to a space.
- Continue working on learning note names on the staff using the Skips Alphabet (for individual notes) and the Music Alphabet (when there are groups of 2nds together)
- Learn sharp, flat, and natural signs
- Learn syncopated pedal and practice it in several pieces
- Continue to learn increasingly complicated pieces by rote and to explore patterns at the piano and various styles and sounds
- Learn early level Classical pieces in the Challenge Pieces

Techniques

- Control legato and staccato articulations in succession
- Repeated 5ths with arm weight
- Cross Hand Arpeggios
- Leaping Intervals

Page	Title	Objectives and *Outcomes*
40	Intervals 3rds & 5ths	Distinguish between 3rds and 5ths on the staff • Write 3rds and 5ths
27	Notes on the Staff	Name notes using the Skips Alphabet and Music Alphabet
T20	Tree Frog and Grasshopper	Control legato and staccato articulations in succession *Students have:* • Singing, rich, consistent tone from note to note, with dynamic shaping • Clean legato sounds, with no overholding • Walking from finger to finger in legato with an arm bounce on each note • Clear, crisp staccato sounds • Arm staccato that bounces up from the keys • Control over playing legato and staccato in succession • Good hand shape and firm fingertips
43	Sharps and Flats	Learn to recognize, understand, and write sharp and flat signs
44	Traffic Jam	Play a piece that uses 5ths and 3rds • Play a duet with another student • Explore dissonant sounds through transposing bitonally *Students have:* • Crisp, energetic staccato notes • Strong fingertips • Play precisely together with duet partner
46	Flamingo Dancers	Play a flamingo flamenco! • Master the technique shifting blocked 5ths • Develop good aim in leaping octaves • Play a piece that uses 2nds, 3rds, 4ths, and 5ths in patterns *Students have*: • Energetic playing • Rhythmic accents • Graceful arm motion on RH octave leaps • Well-paced ritardando at the end
48	Trumpets Sound	Play a piece that uses 5ths and 3rds *Students have*: • Steady processional tempo • Finger 1 playing on its corner • Finger 5 playing on its corner • Flexible wrist in harmonic 5ths
49	Desert Caravan	Experience question and answer phrases *Students have*: • Understanding of the two bar phrase • Legato sound
T22	Lion Paw 5ths	Practice playing 5ths with arm weight *Students have:* Relaxed arm drops on the 5ths • Fingers 1 and 5 playing on their corners, not flat • Rhythmic playing • Raised bridge • Concentration through the entire exercise
50	Irish Jig	Read a piece that uses 5ths and 3rds • Play a Perpetual Motion Etude *Students have*: • Flowing arpeggiated triads • Clear finger action • Dancing rhythmic pulse in one large beat per measure • Dynamic contrasts
52	Syncopated Pedal	Learn to pedal with clear changes and connection between chords • Keep the heel on the floor when pedaling • Prepare for syncopated pedal changes in pieces to come such as "A Wistful Daydream" and "Metamorphosis" *Students have*: • Heel on the floor • Ball of the foot on the pedal • Correctly timed pedal changes • Pedal changes that clear the sound by coming to the top of the pedal • Connected sounds between pedal changes • Natural foot movements that are not too fast or too slow

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Unit 3 cont...		
53	A Wistful Daydream	Practice syncopated pedaling in a piece • Play a piece with 5ths and 3rds • Alter the melody • Play a gentle sounding piece *Students have*: • Heel on the floor • Clear pedal changes • Correct rhythm
T24	Harp Arpeggios	Cross hands while playing with flowing rhythm and even eighth notes *Students have:* • Graceful arm motions • Rhythmic playing • Flowing, legato sound • Coordination in passing the phrase from hand to hand
54	Invasion of the Ants	Read a piece that uses 5ths and 3rds • Practice reading sharps, flats, and naturals *Students have*: • Connected slur notes • Shifting from one position to the other in rhythm • Rotation in 5ths to keep arm aligned behind the playing finger
56	Metamorphosis	Play a piece that tells a story • Experience blocked and broken 5ths • Practice syncopated pedal • Explore sounds and dynamics over a wide range of the piano *Students have*: • Fluent motions and coordination between hands • Correct dynamics • Clear pedal changes
T26	Dolphin Leaps	Develop aim for various intervals on the keyboard while making arching leaps *Students have:* • Confident aim • Arching movement between notes • Fluid movements • Understanding of intervals • Good hand shape
58	Minuet, Op. 1, No. 1	Play a piece by a Classical composer • Practice playing a piece with simple two-voice counterpoint *Students have*: • Singing tone • Detached articulation except where slurs indicate legato • Clear finger action for eighth notes • Gently tapered phrase endings • Balance between RH and LH

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Unit 4

In Unit 4, our goals are:

- Review 2nds, 3rds, 5ths
- Continue working on learning note names on the staff
- Play several duets with another student to work on ensemble skills
- Be formally introduced to the dotted quarter eighth note rhythm, which the student learned by rote in Level 1 in Ode to Joy. In this unit, Ode to Joy returns, in a much more difficult version! Students encounter this rhythm in several pieces and consistently in their Sight Reading & Rhythm Cards in this unit.
- Continue to learn increasingly complicated pieces by rote and to explore patterns at the piano and various styles and sounds
- Learn early level Classical pieces in the Challenge Pieces

Techniques:

- Control over two articulations, legato and exaggerated non legato.
- Rotation – refined
- Coordinate playing triads while leaping by octave
- Scale Preparation (Fingers 1-2)

Page	Title	Objectives and *Outcomes*
60	Intervals 2nds, 3rds & 5ths	Review the intervals of 2nds, 3rds, and 5ths by identifying and writing intervals
61	Notes on the Staff	Practice using the Skips Alphabet and Music Alphabet to find the notes on the staff • Play the notes in the correct octave on the piano
T28	Spider Webs	Control over two articulations, legato and exaggerated non legato. *Students have:* • Control over legato in one hand and non legato with an exaggerated up motion in the other • Singing, legato tone • Correct fingerings
62	Rhythm	Learn to count the dotted quarter eighth note rhythm
63	The Gallant Giant	Read a melody using 2nds, 3rds, and the dotted quarter eighth rhythm *Students have*: • Energetic and rhythmic playing • Firm fingertips for even eighth notes
64	Sweet Acacia	Read a piece using 2nds, 3rds, and the dotted quarter eighth rhythm in the Primo and 5ths in the Secondo • Learn each part of the duet • Listen for good balance with your duet partner *Students have*: • Balance between Primo and Secondo • Singing tone • Well-shaped phrases • Slow, mysterious mood • Good ensemble in the ritardando at the end
T30	Monkey Swinging in a Tree	Refine rotation *Students have:* • Rotating motion of the forearm • Hand up over the keys • Arm aligned • Hands feel similar as they are playing in contrary motion • Legato transfer of arm weight from finger to finger
66	Ode to Joy	Read a piece using 2nds, 3rds, and 5ths on the grand staff • Play a piece that uses the dotted quarter eighth note rhythm • Play a piece with simple two-voice counterpoint • Review sharps by playing in the key of D Major • Practice balancing melody and accompaniment *Students have*: • Well-shaped phrases • Triumphant introduction and coda • Balance between RH and LH
68	Bear Dreams	Read a melody using 2nds and 3rds on the grand staff • Use the dotted quarter eighth note rhythm in a piece *Students have*: • Singing tone • Well-shaped phrases • Gentle mood
T32	The Leaping Gazelle	Coordinate playing triads while leaping by octave *Students have:* • Controlled arm weight for each triad • All three notes of the triad sounding and releasing simultaneously • Graceful arm motion in the air with a loose wrist • Understanding of the pattern
69	Holiday at the Beach	Read a piece in parallel motion using 2nds, 3rds, and 5ths on the grand staff • Review flats by playing in the key of F Major • Improvise between verses • Play the eighth notes in m. 1 and m. 3 with "Monkey Swinging" rotation *Students have*: • Rotation in m. 1 and 3 • Singing legato tone • Rhythmic improvisations that match the accompaniment style

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Unit 4 cont...		
70	Monsters onthe Run	Develop concentration, confidence, and endurance through playing this Perpetual Motion Etude • Play an etude with a loose arm and clear staccato articulation • Master the quick changes in position without pausing • Keep the eighth notes steady • Play with extreme dynamic contrasts *Students have*: • Crisp staccato • Difference between staccato and tenuto articulations • Energetic and rhythmic playing • Dynamic contrasts
72	Solar Eclipse	Read a piece using 2nds & 3rds in the Primo and 3rds & 5ths in the Secondo • Use syncopated pedal in the Secondo part • Identify how the Variations relate to the Theme • Increase concentration by playing a long piece • Play a duet with another student • Listen for good ensemble and balance with your duet partner *Students have*: • Clear pedal changes in Secondo • Singing tone in Primo • Good ensemble and balance between Primo and Secondo
T33	Scale Snake 1 2	Learn thumb and hand crossing in preparation for playing scales *Students have:* • Level hand and aligned arm and hand without twisting the wrist or elbow • Playing on the corner of the thumb and with a firm fingertip on Finger 2 • Raised hand bridge • Consistent legato tone
76	March	Play a piece by a Classical composer • Play a piece with simple twovoice counterpoint • Practice playing clear and even eighth notes *Students have*: • Articulation as indicated • Clear finger action on the eighth notes • Dynamics as indicated • Balance between RH and LH • Tapered phrase endings

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Unit 5

In Unit 5, our goals are:

- Learn the interval of a 4th, and understand how it relates to 2nds, in that both intervals move from a line to a space or a space to a line.
- Continue working on learning note names on the staff
- Play several duets with another student to work on ensemble skills
- Continue to learn increasingly complicated pieces by rote and to explore patterns at the piano and various styles and sounds
- Learn early level Classical pieces in the Challenge Pieces

Techniques:

- Major-Minor Shift
- Repeated 5ths and Finger Action
- Broken and blocked staccato triads
- Scale preparation (Fingers 1-3)

Page	Title	Objectives and *Outcomes*
78	Intervals 2nds & 4ths	Learn the interval of a 4th and compare with the interval of a 2nd. • Identify and write intervals
79	Notes on the Staff	Practice using the Skips Alphabet and Music Alphabet to find the notes on the staff • Play the notes in the correct octave on the piano
80	Hey, Ho, Nobody Home	Read a melody that uses 2nds and 4ths in the Primo part • Play an ostinato Secondo • Play a round • Balance the parts • Play a piece with the dotted quarter eighth note rhythm *Students have*: • Correct rhythm in Primo in the dotted quarter eighth section • Balance with duet partner • Confidence when playing in a round
T34	Chameleon	Finger action in changing quickly between major and minor modes *Students have*: • Clear finger action • Energetic fingers • Legato sounds • Fluency in all major and minor patterns • Understanding of the pattern
82	Jubilation	Practice playing the two fingerings for 4ths, Fingers 1 4 and 2 5. • Play with rotation • Play a Perpetual Motion Etude *Students have*: • Rotation in the 4ths • Exuberant playing
84	Matthew Monkey and His Shoe	Objectives • Practice the fingerings for 4ths: 1 4 and 2 5 • Read a pattern similar to one already learned by rote (m. 9 - 10) *Students have*: • Lifts between phrases • Energetic playing
T36	Pouncing Tigers	Repeated 5ths and finger action *Students have*: • Rhythmic, energetic playing • Clear eighth notes in the pentascale patterns • Up release on staccato notes at the end of the pentascale patterns
85	She'll be Coming 'Round the Mountain	Read a melody that passes from hand to hand • Play a favorite folk song *Students have*: • Rhythmic playing • Strong fingertips
86	The Dromedary Dance	Read a melody that uses 2nds, 4ths, and 5ths • Increase concentration through playing a long piece • Phrase a pentascale pattern beautifully • Balance the hands *Students have*: • Beautifully shaped melody • Circular motion in melody to transfer arm weight from finger to finger • Balanced dynamics between hands • Understanding of the form of the piec
T38	Triad Cha Cha Cha	Play broken and blocked triads *Students have*: • Notes of the triad sounding simultaneously • Bouncy arm on staccato notes • Relaxed arm and wrist
88	Rainbow Colours	Practice syncopated pedal • Play a flowing, beautiful piece • Play 5ths with hand crossing • Explore dynamic colors *Students have*: • Graceful arm motions and hand crossings • Connected, clear pedal changes • Dynamic contrasts that show the rainbow colors
90	The Blue Bells of Scotland	Play a piece that uses 2nds, 3rds, and 4ths. • Play a beautiful folk song *Students have*: • Singing tone • Well-shaped phrases

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Unit 4 cont...		
T39	Scale Snake 1 2 3	Learn thumb and hand crossing in preparation for playing scales *Students have*: • Level hand and aligned arm and hand without twisting the wrist or elbow • Playing on the corner of the thumb and on firm fingertips on Fingers 2 and 3 • Raised hand bridge • Consistent legato tone • Clean finger action
92	Dance, Op. 1, No.5	Learn a piece by a Classical composer • Play a Perpetual Motion Etude • Practice mixed articulations *Students have*: • Light staccato • Shaped legato passages • Non legato LH • Secure changes of position

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Unit 6

In Unit 6, our goals are:

- Read 2nds, 3rds, 4ths, and 5ths
- Continue working on learning note names on the staff
- Continue to learn increasingly complicated pieces by rote and to explore patterns at the piano and various styles and sounds
- Learn early level Classical pieces in the Challenge Pieces

Techniques:

- Legato sound in black key pentascale patterns
- Scale Preparation (Fingers 1-4)
- Three-Note Slurs (broken and blocked)
- Chord Progression Preparation
- Pentascale review – all major and minor keys

Page	Title	Objectives and *Outcomes*
102	2nds, 3rds, 4ths & 5ths	Review the intervals of 2nds, 3rds, 4ths, and 5ths by identifying and writing intervals.
103	Notes on the Staff	Write notes on the staff
T40	Tree Frog Black Keys	Legato sound in black key pentascale patterns *Students have*: • Legato sound • Even tone • Arm bounce on each note • Strong fingertips • Knowledge of the black key pentascale patterns
96	Pop Goes the Weasel	Read a melody that uses various intervals • Shift positions quickly *Students have*: • Rhythmic playing • Quick changes of position
98	All the Pretty Little Horses	Read a melody that uses 2nds, 3rds, 4ths, and 5ths • Play a piece with the dotted quarter eighth rhythm • Play legato with singing tone • Learn a beautiful American folk song *Students have*: • Even tone in the m. 3 - 4 scalar melody • Well-shaped phrases • Balance between student melody and teacher accompaniment
T42	Scale Snake 1 2 3 4	Learn thumb and hand crossing in preparation for playing scales *Students have*: • Level hand and aligned arm and hand without twisting the wrist or elbow • Playing on the corner of the thumb and on firm fingertips on Fingers 2, 3, and 4 • Raised hand bridge • Consistent legato tone • Clean finger action
106	Tambourine	Read a melody that uses 2nds, 3rds, 4ths, and 5ths on the grand staff • Play a piece with simple two-part counter-point • Practice mixed articulations • Play with percussion *Students have*: • Articulation as marked. Slurred notes are legato. Non-slurred notes are non legato. Staccato notes are light and short. • Dynamic contrast • Balance between hand parts
102	Sneaky Ape	Play a piece with staccato articulation • Practice changing positions quickly *Students have*: • Crisp staccato • Quick changes from position to position • Energetic and rhythmic playing
104	Summer Twilight	Read a melody that uses 2nds, 3rds, 4ths, and 5ths on the grand staff • Play a piece with simple twopart counter-point • Balance the hands *Students have*: • Singing tone • Balance between hand parts • Slight lifts between phrases in the RH
T43	Sprouting Sunflowers	Practice broken and blocked triads with three-note slurs *Students have*: • Down-up motion for the three-note slur • Notes of the blocked triad sounding simultaneously • Firm fingertips and singing, legato tone • Rhythmic playing • Concentration throughout the exercise
105	Are you Sleeping. Frère Jacques	Play a folk song with an ostinato accompaniment in the LH • Practice changing positions • Play a piece in a round with percussion accompaniment *Students have*: • Balance between RH and LH • Solid playing in a round with percussion accompaniment
106	Duet	Play a piece in parallel motion that is not at the octave • Practice the three-note slur • Work on finger independence within the larger phrase groups • Refine phrase endings *Students have*: • Down-up on each three-note slur • Active fingers to make the notes of the three-note slur clear within the arm gesture • Balance between hands • Tapered phrase endings

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Unit 4 cont...		
T46	Inchworms	Prepare to play chord progressions in Piano Safari Level 3. *Students have*: • Arm aligned behind each interval • Connected and clear pedaling • Relaxed arms • Understanding of half and whole steps
108	The Ash Grove	Play a beautiful folk song that uses 2nds, 3rds, and 4ths. • Play a singing melody with good tone *Students have*: • Even tone when changing from hand to hand • Balance between the student's melody and the teacher's accompaniment

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Unit 6 cont...		
111	Twelve Bar Blues	Improvise on the Twelve Bar Blues pattern • Play with a partner • Coordinate a hands together blues improvisation *Students have*: • Steady rhythm • All twelve bars
112	Stormy Seas	Increase concentration by playing a long piece • Memorize a piece with many sections that creates a story about a storm • Refine syncopated pedal • Change the mood and dynamics among sections *Students have*: • Dynamic contrasts in the RH with supporting dynamic changes in LH • Clear pedal changes • Consistent tempo throughout • Ability to play all the sections in order to create a long piece.
T48	Pentascale Review	Review pentascale patterns in all major and minor keys *Students have*: • Confident playing • Good piano hand shape • Free and relaxed technique • Knowledge of patterns in all keys
116	Jackrabbit Jamboree, Op. 117, No. 8	Learn a piece by a Romantic composer • Play a piece with mixed articulation *Students have*: • Up motions on non-slurred notes (jumping like a jackrabbit) • Energetic rhythm • Balance between hands • Slightly non legato LH