



Achievement In Music

Indiana Music Teachers Association

Piano Syllabus
2026-2028

Achievement in Music
Indiana Music Teachers Association
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Piano Syllabus Introduction

IMTA's Achievement in Music (AIM) program consists of an AIM Syllabus and AIM Festivals, sponsored by local associations. The AIM Syllabus is a curriculum outline, promoting a comprehensive approach to the teaching of music. Thirteen different levels (prep-12) of achievement are outlined for five areas: repertoire, technical study (or etude), sight playing, keyboard skills and theory (written and aural). The different levels detailed in the Syllabus provide the foundation for AIM Festivals; however, the syllabus can also be useful to an individual teacher or student who wants a sequenced, progressive outline for teaching or learning a particular area. The Syllabus is intended to be flexible enough for teachers using a variety of pedagogical approaches while still providing a standard of excellence for piano study.

AIM Festivals (non-competitive) provide a musically well-rounded goal for each year's study, as well as a written evaluation of a student's performance skill and musical understanding. AIM Festivals are sponsored by local associations in either fall or spring. For a listing of Festival sites, dates, and local chairs, please consult the IMTA Handbook. At a typical AIM Festival, students rotate among rooms, participating in one or two individual components of the evaluation process in each location. AIM medals recognize participation and effort. Contact the local chair for information about entry forms, deadlines, rules, and fees.

This edition of the Piano Syllabus is organized by category. In the previous edition, a revision of the Piano Syllabus began with an outline of the Keyboard Skills levels. Theory, Sightplaying and Repertoire were then correlated with Keyboard Skills. In this most recent edition, a complete revision of the Sightplaying section was made. This edition will remain in effect until further notice. An ongoing record will be kept of corrections and suggestions. Please email those to Jennifer Keeley, AIM State Coordinator, at musicjenkeeley@yahoo.com.

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KEYBOARD SKILLS

General Guidelines:

The Keyboard Skills Summary Chart and the contents of each level were designed based on the “Scales” requirements for each level. The other categories were designed to complement the scale requirements, especially in keys to be played

Keyboard Skills levels do not correlate with any particular method book levels or any particular sight playing series. The levels do provide a smooth and logical progression of achievement, using small incremental steps from level to level. It is not assumed how long it will take a student to advance from one level to next; some students may cover a new level each year; others may cover two or more levels. It is up to the individual teacher to determine what is appropriate for each of his/her students.

At each level, there are minimum requirements listed. Evaluators will ask as many examples (keys) as time allows. Students can always do more than is required at a particular level. For example, “Hand Separately” can be done “Hands Together,” “broken and blocked” chords can be done just “blocked,” “ascending only” can be done “ascending and descending.” Metronome marking are also minimum expectations.

Evaluation sheets allow for comments on pitch accuracy, rhythmic precision, fingering, physical technique, and expressive elements (dynamics). In the examples in the Syllabus, fingering markings have been kept to a minimum. Any standard fingering is acceptable; evaluators will look for comfort, fluency, and an overall healthy technique.

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KEYBOARD SKILLS: Summary Chart

Level	Scales	Chord Quality		Cadences (Chord progressions)	
Prep	5-finger pattern C and G major HS or HT	Triads: C and G major Played at end of 5-finger pattern (3 rd may be omitted)		n/a	
1	5-finger pattern: white key majors HS or HT	Triads: White key majors Played at end of 5-finger pattern (3 rd may be omitted)		n/a	
2	5-finger patterns: white key majors & minors HS or HT	Triads: White key majors & minors Played at end of 5-finger pattern (3 rd may not be omitted)		n/a	
3	5-finger patterns: all majors & minors HT	Triads: All majors and minors Played at end of 5-finger pattern	Broken Triads: All majors & minors Ascend & descend Hand over hand (2 oct. minimum)	n/a	
4	Scales: C G F Ascend & descend 1 octave HS or tetrachord position or divided hands	n/a	Broken triads: All majors & minors Ascend & descend Hand over hand (3 oct. minimum)	I-V7-I C G F (may use single note in LH) HT	
5	Scales: White key majors Ascend & descend 1 octave HS or HT, mm=60	Triad and inversions: White key majors Ascending broken & block HS	Arpeggios: White key majors Ascend & descend 1 octave HS, mm=60	I-IV-I-V7-I White key majors (may use single note in LH) HS or HT	
6	Scales: White key majors + minors (harmonic minor only) Ascend & descend 2 octaves HS or HY, mm=60	Triad and inversions: White key majors + minors Ascend & descend Broken & block HS	Arpeggios: White key majors + minors Ascend & descend 2 octaves HS, mm=60	I-IV-I-V7-I White key majors + minors (may use single note in LH) HS or HT	Min-dim-min White key Minors Hs or HT

Level	Scales	Chord Quality		Cadences (Chord progressions)	
7	Scales: All majors + white key minors (harm. Only) Ascend & descend 2 octaves HS or HT, mm=60	Triad and inversions: all majors + white key minors Ascend & descend broken & blocked HS	Arpeggios: All majors + white key minors Ascend & descend 2 octaves HS, mm=60	I-IV-I-V7-I All majors + white key minors (may use single note in LH). HS or HT	Maj-Aug-Maj All majors HS or HT
8	Scales: All majors + minors (harmonic only) Ascend & descend 1 & 2 octaves HT, mm=60	Triad and inversions: all majors + minors Ascend & descend block only HT	Arpeggios: All majors + minors Ascend & descend Broken & blocked HS	I-IV-I-V7-I All majors & minors (may use single note in LH) HS or HT	M A M m d m All majors + minors HS or HT
9	Scales: All majors + minors (harmonic only) ascend & descend 1 & 2 octaves HT, mm=60	Triad and inversions: all majors + minors Ascend & descend block only HT	Arpeggios: All majors + minors Ascend & descend 1 & 2 octaves HT, mm=60	I-IV-I-V7-I All majors + minors (may use single note in LH) HT	M A M m d m All majors + minors HT
10	Scales: All majors + minors (harmonic only) Ascend & descend 1,2,3 octaves HT,m=60	7th chords and inversions (V7) ascend & descend broken & block HS or HT	Arpeggios: All majors + minors Ascend & descend 1,2,3 octaves HT, mm=72	I-IV-I-V7-I All majors + minors Play I, IV, V7 Chords in any order HT	M A M m d m All majors + minors Play in any order asked HT
11	Scales: All majors + minors (harmonic only) Ascend & descend 1,2,3,4 octaves HT, mm=60	7th chords and inversions (V7, maj 7) ascend & descend broken & block Hs or HT	Arpeggios: All majors + minors Ascend & descend 1,2,3,4 octaves HT, m=60	I-IV-I-V7-I All majors + minors; start with I chord in 1st inversion (may use LH single note) HS or HT	M A M m d m All majors + minors; All chords in 1st inversion HT
12	Scales: All majors + minors (natural, harmonic, and melodic minors) ascend & descend 1,2,3,4 octaves HT, mm=72	7th chords and inversions (V7, maj7, m7) ascend & descend broken & block HS or HT	Arpeggios: All majors + minors Ascend & descend 1,2,3,4 octaves HT, mm=72	I-IV-I-V7-I All majors + minors; Start with I chord in 2nd inversion (may use LH single note) HS or HT	M A M m d m All majors + minors; All chords in 2nd inversion HT

KEYBOARD SKILLS: Level Prep.

Scales	Chord Quality	Cadences (Chord progressions)
5-finger patterns: C and G major HS or HT	Triads: C and G major played at end of 5-finger pattern (3 rd may be omitted)	n/a

Scales	
5-finger patterns:	
C and G major	
HS or HT	
Chord Quality	
Triads:	
C and G major	
played at end of 5-finger pattern (3 rd may be omitted)	

Cadences (Chord progressions)	
n/a	

KEYBOARD SKILLS: Level 1

Scales	Chord Quality	Cadences (Chord progressions)
5-finger patterns: white key majors HS or HT	Triads: white key majors played at end of 5-finger pattern (3 rd may be omitted)	n/a

Scales 5-finger patterns : white key majors HS or HT	Example A:
Chord Quality Triads: white key majors played at end of 5-finger pattern (3 rd may be omitted)	Example B:

Cadences (Chord progressions)	
n/a	

KEYBOARD SKILLS: Level 2

Scales	Chord Quality	Cadences (Chord progressions)
5-finger patterns: white key majors & minors HS or HT	Triads: white key majors & minors played at end of 5-finger pattern (3 rd may be omitted)	n/a

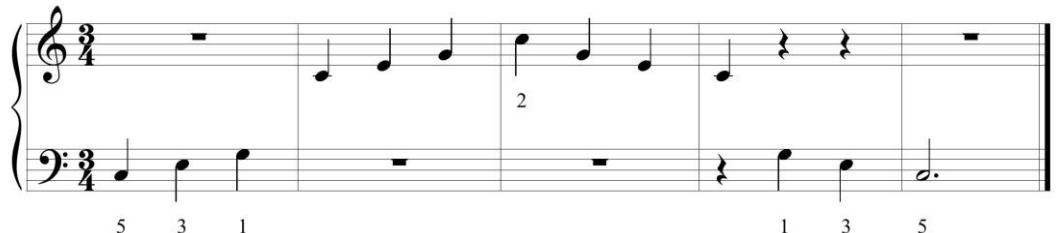
Scales 5-finger patterns: white key majors & minors HS or HT	Example A: 
Chord Quality Triads: white key majors & minors played at end of 5-finger pattern (3 rd may be omitted)	Example B: 

Cadences (Chord progressions)	
n/a	

KEYBOARD SKILLS: Level 3

Scales	Chord Quality		Cadences (Chord progressions)
5-finger patterns: all majors & minors HT	Triads: all majors & minors played at end of 5-finger pattern	Broken triads all majors & minor ascend & descend hand over hand (2 oct. minimum)	n/a

Scales	Example A:  Bb major: Example B:  Bb minor:
5-finger patterns:	
all majors & minors	
HT	
Chord Quality	
Triads:	
all majors & minors	
played at end of 5-finger pattern	

Chord Quality	
Broken triads: All majors & minors Ascend & descend hand over hand (2. Oct. minimum)	

Cadences (Chord progressions)	N/A
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KEYBOARD SKILLS: Level 4

Scales	Chord Quality		Cadences (Chord progressions)
Scales: C G F Ascend & descend 1 octave HS or tetrachord position or divided hands		Broken triads all majors & minor ascend & descend hand over hand (3 oct. minimum)	I-V7-I C G F (may use single note in LH) HT

Scales Scales C G F Ascend & descend 1 octave HS or tetrachord position or divided hands	Example A: C major, right hand
	Example B: G major, left hand
	Example C: G major, tetrachord
	Example D: C major, divided hands

Chord Quality Broken triads: All majors & minors Ascend & descend hand over hand (3. Oct. min.)		
Cadences (Chord progressions) I-V7-I C G F (may use single note in Lh) HT	Example A: F major: I V⁶₅ I	Example B: C major: I⁶₅ V7 I

KEYBOARD SKILLS: Level 5

Scales	Chord Quality		Cadences (Chord progressions)
Scales: White key majors Ascend & descend 1 octave HS or HT, mm=60	Triads and Inversions: White key majors Ascending broken & block HS	Arpeggios: White key majors ascend & descend 1 octave HS, mm=60	I-IV-I-V7-I White key majors (may use single note in LH) HS or HT

Scales Scales: White key majors Ascend & descend 1 octave HS or HT, mm=60	Example A: A major, right hand
	Example B: D major, left hand

Chord Quality Triads and Inversions: White key majors Ascending broken & block HS	Example A: F major, right hand
	Example B: C major, left hand

Arpeggios :	Example A: F major, right hand Example B: C major, left hand
White key majors	
Ascend & descend 1 octave	
HS, m=60	

KS Level 5, p. 1

Cadences (Chord progressions) I-V7-1 White key majors (may use single note in Lh) HS or HT	Example A: Example B:
	A major: I IV⁶₄ I V⁶₄ I I IV I V I

KEYBOARD SKILLS: Level 6

Scales	Chord Quality		Cadences (Chord progressions)	
Scales: White key majors + minors (harmonic minor only) Ascend & descend 2 octave HS or HT, mm=60	Triads and Inversions: White key majors + minors Ascend & descend broken & block HS	Arpeggios: White key majors + minors ascend & descend 2 octave HS, mm=60	I I-IV-I-V7-I White key majors + minors (may use single note in LH) HS or HT	Min-dim-min White key minors HS or HT

Scales Scales: White key majors + minors (harmonic minor only) Ascend & descend 2 octave HS or HT, mm=60	Example A: G harmonic minor, right hand
	Example B: B major, left hand

Chord Quality Triads and Inversions: White key majors + minors Ascend & descend broken & block HS	E major, right hand
	Example A D major, right hand

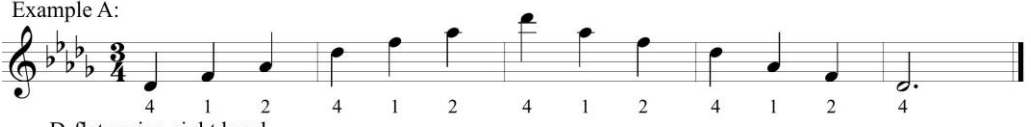
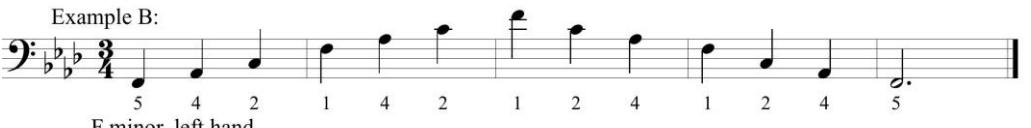
HS, mm=60	Example B
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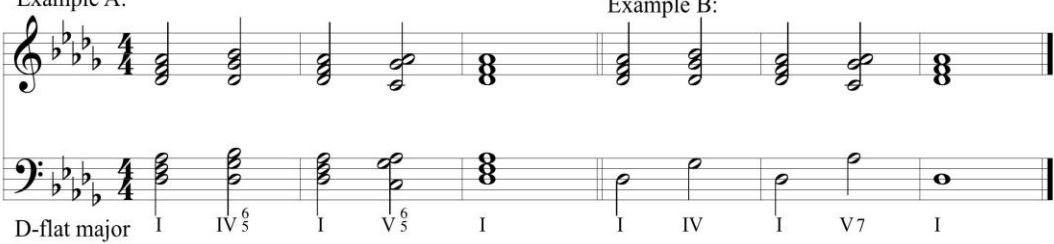
KEYBOARD SKILLS: Level 7

Scales	Chord Quality		Cadences (Chord progressions)	
Scales: All majors + white key minors (harm. only) Ascend & descend 2 octave HS or HT, mm=60	Triads and Inversions: All majors + white key minors Ascend & descend broken & block HS	Arpeggios: All majors + white key minors ascend & descend 2 octave HS, mm=60	I I-IV-I-V7-I All majors + white key minors (may use single note in LH) HS or HT	Maj-Aug-Maj All majors HS or HT

Scales Scales: White key majors + minors (harm. only) Ascend & descend 2 octave HS or HT, mm=60	Example A: A-flat major, right hand Example B: C harmonic minor, left hand
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Chord Quality Triads and Inversions: All majors + white key minors Ascend & descend broken & block HS	B minor, left hand:
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Arpeggios: All majors + white key minors ascend & descend 2 octave HS, mm=60	Example A:  D-flat major, right hand Example B:  F minor, left hand
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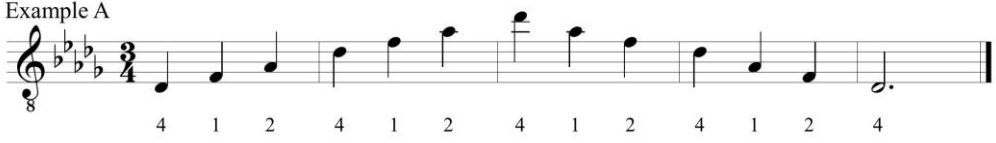
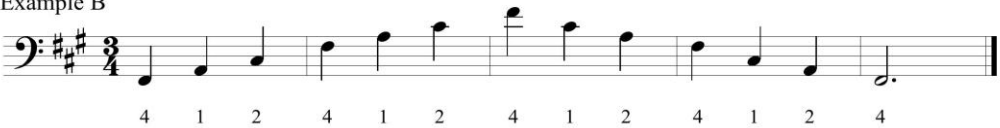
Cadences (Chord progressions) I I-IV-I-V7-I All majors + white key minors (may use single note in LH) HS or HT Maj-Aug-Maj All majors HS or HT	Example A:  Example B:  A-flat major, right hand Example B:  F major, left hand
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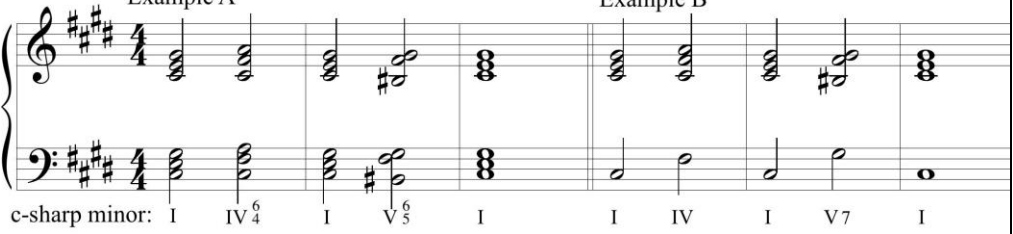
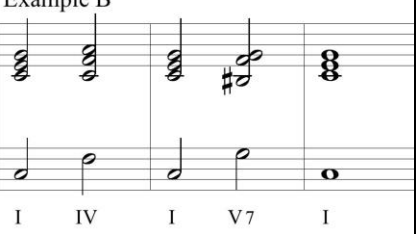
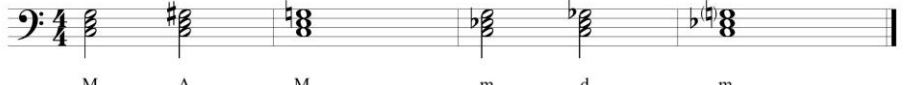
KEYBOARD SKILLS: Level 8

Scales	Chord Quality		Cadences (Chord progressions)	
Scales:	Triads and Inversions:	Arpeggios:	I I-IV-I-V7-I	M A M m d m
All majors + minors (harm. only)	All majors + minors	All majors + minors	All majors + minors (may use single note in LH)	All majors & Minors
Ascend & descend 2 octave	Ascend & descend broken & block	ascend & descend 2 octave		
HS or HT, mm=60	HS	HS or HT, mm=60	HS or HT	HS or HT

Scales Scales: All majors + minors (harm. only) Ascend & descend 2 octave HS or HT, mm=60	Example A A-flat major, right hand Example B F-sharp harmonic minor, left hand
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Chord Quality Triads and Inversions: All majors + minors Ascend & descend broken & block HS	B-flat minor, left hand
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Arpeggios: All majors + minors ascend & descend 2 octave HS or HT, mm=60	Example A  D-flat major, right hand Example B  F-sharp harmonic, left hand
---	--

Cadences (Chord progressions) I I-IV-I-V7-I All majors + minors (may use single note in LH) HS or HT M A M m d m All majors & Minors HS or HT	Example A  c-sharp minor: I IV⁶ I V⁶ I Example B  I IV I V7 I Example A  F-sharp, right hand Example B  M A M m d m C, left hand
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KEYBOARD SKILLS: Level 9

Scales	Chord Quality		Cadences (Chord progressions)	
Scales:	Triads and Inversions:	Arpeggios:	I I-IV-I-V7-I	M A M m d m
All majors + minors (harm. only)	All majors + minors	All majors + minors	All majors + minors	All majors & Minors
Ascend & descend 1 & 2 octave	Ascend & descend broken & block only	ascend & descend 1 & 2 octave	(may use single note in LH)	
HT, mm=60	HT	HS or HT, mm=60	HS or HT	HT

Scales Scales: All majors + minors (harm. only) Ascend & descend 1 & 2 octave HT, mm=60	B major, 1 & 2 octaves:
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Chord Quality Triads and Inversions: All majors + minors Ascend & descend broken & block only HT	A-flat major
Arpeggios: All majors + minors ascend & descend 1 & 2 octave	B major, 1 & 2 octaves:

HS or HT, mm=60	
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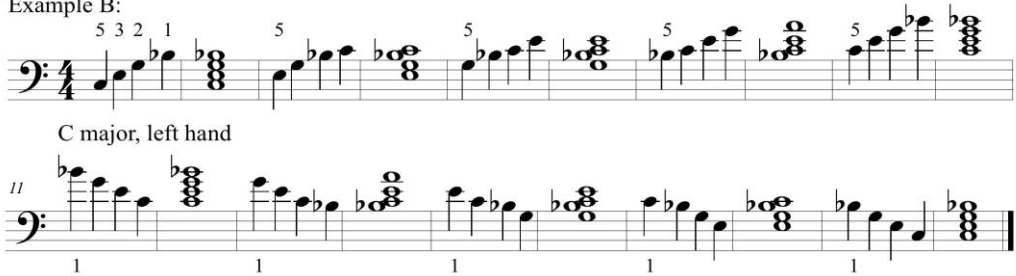
Cadences (Chord progressions) I I-IV-I-V7-I All majors + minors (may use single note in LH) HS or HT M A M m d m All majors & Minors HT	Example A: c-sharp minor: I IV⁶₄ I V⁶₅ I
	Example B: I IV I V7 I
	M A M m d m
	M A M m d m

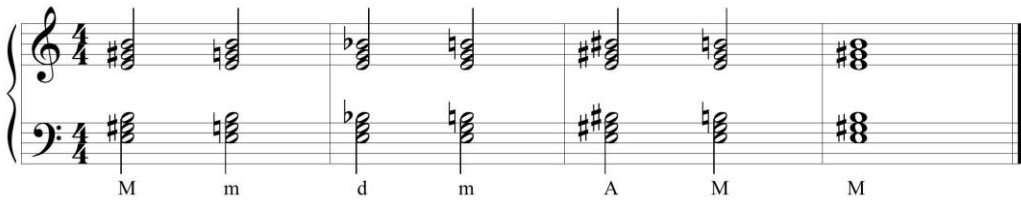
KEYBOARD SKILLS: Level 10

Scales	Chord Quality		Cadences (Chord progressions)	
Scales: All majors + minors (harm. only) Ascend & descend 1, 2, & 3 octave HT, mm=60	7th chords & inversions (V7) Ascend & descend 1,2,3 octaves HS or HT	Arpeggios: All majors + minors ascend & descend 1,2,3 octaves HT, mm=60	I I-IV-I-V7-I All majors + minors Play I, IV, V7 chords in any order asked HS or HT	M A M m d m All majors & Minors Play in any order asked HT

Scales Scales: All majors + minors (harm. only) Ascend & descend 1, 2, & 3 octave HT, mm=60	G-flat major, 1,2, & 3 octaves:
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Chord Quality 7 th chords & inversions (V7) Ascend & descend 1,2,3 octaves	Example A: C major, right hand
--	--

HS or HT	Example B:  C major, left hand
Arpeggios: All majors + minors ascend & descend 1,2,3 octaves HT, mm=60	G-flat major 1,2,3 octaves 

Cadences (Chord progressions)	
I I-IV-I-V7-I All majors + minors Play I, IV, V7 chords in any order asked	D Major: I V7 IV V7 I
HS or HT M A M m d m All majors & Minors Play in any order asked HT	 M m d m A M M

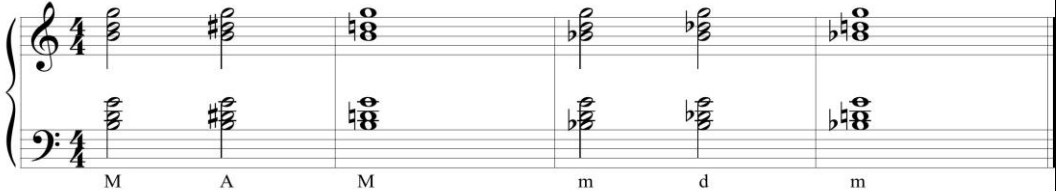
KEYBOARD SKILLS: Level 11

Scales	Chord Quality		Cadences (Chord progressions)	
Scales: All majors + minors (harm. only) Ascend & descend 1, 2,3, & 4 octave HT, mm=60	7th chords & inversions (V7, maj7) Ascend & descend broken and blocked HS or HT	Arpeggios: All majors + minors ascend & descend 1,2,3, & 4 octaves HT, mm=60	I-IV-I-V7-I All majors + minors; start with I chord in 1st inversion (may use LH single note) HS or HT	M A M m d m All majors & Minors All chords in 1st inversion HT

Scales All majors + minors (harm. only) Ascend & descend 1, 2,3, & 4 octave HT, mm=60	G harmonic minor, 1, 2, 3, 4 octaves
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Chord Quality 7th chords & inversions (V7, maj7) Ascend & descend broken and blocked HS or HT	Example A: 1 2 3 5 1 1 1 1 A7, right hand Example B: 5 3 2 1 5 5 5 5 Amaj7, right hand G minor, 1, 2, 3, & 4 Octaves:
Arpeggios : All majors + minors ascend & descend 1,2,3, & 4 octaves HT, mm=60	G minor, 1, 2, 3, & 4 Octaves:

Cadences (Chord progressions)	
I-IV-I-V7-I All majors + minors; start with I chord in 1st inversion (may use LH single note) HS or HT	D-flat major: 16 IV 16 V⁴₂ 16 1⁴₂ IV⁴₂ 1⁴₂ V7 1⁴₂

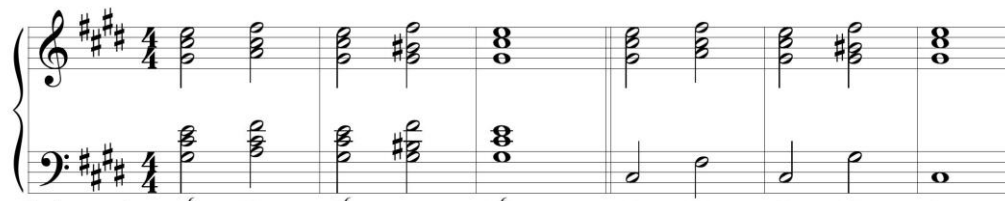
M A M m d m All majors & Minors All chords in 1st inversion HT	 The musical notation shows six chords in 4/4 time, first inversion. The chords are: M (Major), A (Major), M (Major), m (Minor), d (Minor), and m (Minor). The notation is written on a grand staff (treble and bass clefs). The chords are: M (C major), A (F# major), M (C major), m (C minor), d (F minor), and m (C minor). The chords are written in first inversion, meaning the third of the chord is in the bass. The notation is as follows: M (C major) has C4 in the bass and E4, G4 in the treble; A (F# major) has F#4 in the bass and A4, C#5 in the treble; M (C major) has C4 in the bass and E4, G4 in the treble; m (C minor) has C4 in the bass and Eb4, G4 in the treble; d (F minor) has F4 in the bass and Ab4, C5 in the treble; m (C minor) has C4 in the bass and Eb4, G4 in the treble.
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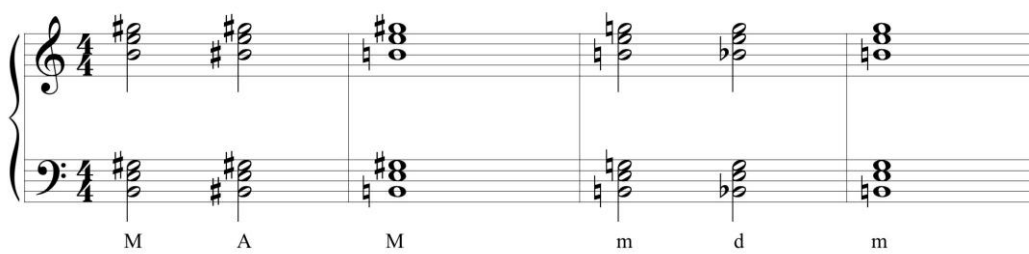
KEYBOARD SKILLS: Level 12

Scales	Chord Quality		Cadences (Chord progressions)	
Scales: All majors + minors (natural, harmonic, and melodic minors) Ascend & descend 1, 2,3, & 4 octave HT, mm=72	7th chords & inversions (V7, maj7, m7) Ascend & descend broken and blocked HS or HT	Arpeggios: All majors + minors ascend & descend 1,2,3, & 4 octaves HT, mm=72	I-IV-I-V7-I All majors + minors; start with I chord in 2nd inversion (may use LH single note) HS or HT	M A M m d m All majors & Minors All chords in 2nd inversion HT

Scales All majors + minors (natural, harmonic, and melodic minors) Ascend & descend 1, 2,3, & 4 octave HT, mm=72	G melodic minor, 1, 2, 3, 4 octaves
---	--

Chord Quality 7th chords & inversions (V7, maj7, m7) Ascend & descend broken and blocked HS or HT	Example A: 5 3 2 1 5 5 5  Amaj7, left hand  Example B: 5 3 2 1 5 5 5 5  Am7, left hand 
Arpeggios: All majors + minors ascend & descend 1,2,3, & 4 octaves HT, mm=72	G minor, 1, 2, 3, & 4 octaves: 1 2 3 5 1 2 3  

Cadences (Chord progression s)	
I-IV-I-V7-I All majors + minors; start with I chord in 2nd inversion (may use LH single note)	C-sharp minor: I⁶ IV⁶ I⁶ V7 I⁶ I IV I V I

HS or HT	 M A M m d m
M A M m d m	
All majors & Minors	
All chords in 2nd inversion	
HT	

THEORY (Written)

General Guidelines:

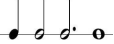
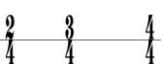
There are two evaluations of theory: written and aural (ear training). A separate summary chart for Written Theory, along with example questions for each level, follows.

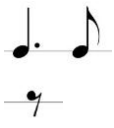
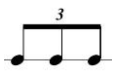
The Theory Summary Charts and the contents of each level were designed to complement the Keyboard Skills requirement, i.e. a student who is preparing Keyboard Skills at level 6 will find that Theory at level 6 correlates in terms of concepts and keys.

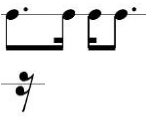
Theory levels do not correlate with any particular method book levels or any particular theory workbook series. The levels do provide a smooth and logical progression of achievement, using small incremental steps from level to level. It is not assumed how long it will take a student to advance from one level to the next; some students may cover a new level each year; other may cover two or more levels. It is up to the individual teacher to determine what is appropriate for each of his/her students.

There are separate tests for written and aural theory; each is approximately one page in length (approximately 10-20 questions, depending on level.)

THEORY (WRITTEN): Summary Chart

Level	Intervals	Chord Quality	Scales and Key Signatures	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Prep	Label finger numbers on a hand diagram; label LH and RH	None	Identify up, down, same (given 3 non-staff notes)	None	Circle the note that is longer; 	Match term with symbol: <i>p</i> , <i>f</i>
1	1. Given a white key on a picture of a keyboard, mark a higher key that creates a 2 nd or 3 rd (step, skip) 2. Given music alphabet, identify skip or step	None	Keyboard picture: identify 5-finger patterns: C G F (multiple choice question)	None	Fill an incomplete measure:  	Match term with symbol: Flat, Sharp Repeat Quarter note Half note Half note Dotted half note Whole note
2	1. Given a white key on a picture of a keyboard, mark a higher key that creates a 2 nd , 3 rd , or 5 th 2. Given music alphabet, create a 2 nd , 3 rd , or 5 th	Identify triads on keyboard picture: White key majors (multiple choice question)	1. Keyboard picture: identify or write 5-finger pattern: White key majors 2. Given 5 letters. Which 5-finger pattern does it spell?	None	Fill an incomplete measure:  	Match term with symbol: Crescendo Decrescendo Diminuendo <i>mf</i> , <i>mp</i> Natural Fermata Treble clef Bass clef
3	1. Identify interval on staff as 2 nd , 3 rd , 4 th , or 5 th 2. Given music alphabet, create a 2 nd , 3 rd , 4 th , or 5 th	Identify triads on staff: White key majors and minors (multiple choice question)	1. On staff: identify or write 5-finger pattern: White key majors and minors 2. Given 5 letters, which 5-finger pattern does it spell?	None	Fill an incomplete measure:  tie	Math term or symbol with definition: Legato Staccato Ritardando (rit.) Accent D.C. al fine Fine Triad 8va, tie Quarter rest
4	Identify interval on staff as 2 nd , 3 rd , 4 th , 5 th , or 6 th	Identify triads on staff All Majors and minors	1. Identify scale, on staff, written with accidentals: C G F 2. Write 5-finger patterns on staff: All majors and minors	Identify the progressions (on staff) in the example: is it I- V7 or V7-I? C G F	Fill an incomplete measure:   	Match term or symbol with definition: D.S. al coda Tonic, dominant Key signature Slur Andante Allegro Moderato 2 eighth notes half rest whole rest

Level	Intervals	Chord Quality	Scales and Key Signatures	Cadences / Chord Progressions	Rhythm	Terms and Symbols
5	Identify interval on staff as 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , or 8 th	Identify or write triads on staff: All majors and minors	Identify scale, on staff, written with accidentals: White key majors	Identify the progressions in the example: include I, IV, V7 White key majors	Fill an incomplete measure: 	Match term or symbol with definition: A tempo, adagio Lento, largo Ff, pp Accelerando Time signature Subdominant Dotted quarter Eighth rest
6	Identify interval on staff as 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th , or m2, m3	Identify or write triads on staff: All majors and minors, plus diminished	Identify scale, on staff, written with accidentals: White key majors + harmonic minors	Identify the progression in the example: include I, IV, V7 White key majors and minors	1. Fill an incomplete measure  2. Add bar lines	Match term or symbol with definition: Poco, piu Sforzando (sfz) Con, senza Dolce, moto
7	Add # or b to upper note to create requested interval: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8	1. Write all major or minor triads in root position. 2. Identify inversions (white Key majors / minors) 3. Identify triads (major, minor, diminished, augmented)	1. Identify or write scale, on staff, with accidentals: All majors + white harmonic minors 2. Identify all major key signatures	Identify the progression in the example: include I, IV, V7 All majors and white key minors	Fill an incomplete measure:  2. Add Bar lines	Match term or symbol with definition: Con moto Con spirito Scherzando Cantabile Animato Sempre Subito Rallentando
8	Add # or b to upper note to create requested interval: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8	1. Write all major or minor triads in root position. 2. Identify inversions (all majors and minors)	1. Identify or write scale, on staff, with accidentals: All majors and harmonic minors 2. Identify all major and minor key signatures	Identify the progression in the example: include I, IV, V7 All majors and minors	Fill an incomplete measure:   2. Add bar lines	Match term or symbol with definition: Espressivo Presto Vivace Sostenuto Molto Meno Mosso Sixteenth notes
9	Add # or b to upper note to create requested interval: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8	1. Write all major, minor, diminished, or augmented triads in root position. 2. Write inversions (all majors and minors)	1. Write scale, with accidentals: All majors and harmonic minors 2. Write order of sharps and flats on staff	Given the Roman numerals, write chords (I, IV, V7) All Majors	Fill an incomplete measure:  2. Add bar lines	Match term or symbol with definition: Grazioso Tranquillo Maestoso Chromatic Tenuto Alberti Waltz bass March bass

Level	Intervals	Chord Quality	Scales and Key Signatures	Cadences / Chord Progressions	Rhythm	Terms and Symbols
10	Write the upper or lower note and add # or b when needed to create requested interval. M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8	1. Write all major, minor, diminished, or augmented triads in root position. 2. Identify V7 (root and inversions)	Write scale, with key signature: All majors and harmonic minors	Given the Roman numerals, write chords (I, IV, V7) All majors and minors	Fill an incomplete measure:  2. Add bar lines	Match term or symbol with definition: Parallel Relative Modulation Syncopation Agitato Leading tone Supertonic Sixteenth rest
11	Write the upper or lower note and add # or b when needed to create requested interval: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8	1. Write V7 in root position. 2. Identify V7, maj7 (root and inversions)	Write scale, with key signature: All majors and harmonic minors	Identify or write cadence that uses first inversion for the I chord: All majors and minors	Fill an incomplete measure: All previous values 2. Add bar lines	Match term or symbol with definition: Leggiero Marcato Portato Assai Diatonic Mediant Submediant
12	Identify requested intervals in a repertoire excerpt: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8, plus all diminished and augmented intervals	1. Write V7 and maj7 in root position. 2. Identify V7, maj7, m7 (root and inversions)	1. Write scale, with key signatures: All majors and harmonic minors, natural minors, melodic minors	Identify or write cadence that uses second inversion for the I chord. All majors or minors	Fill an incomplete measure: All previous values 2. Add bar lines	Match term or symbol with definition: Con brio Pesante Con fuoco Calando Sotto voce

THEORY (WRITTEN): Level Prep

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Label finger Numbers on a Hand diagram; Label LH and RH	none	Identify up, down, Same (given 3 non- Staff notes)	none	circle the note That is longer: 	Match term with symbol: <i>p, f</i>

Level Prep:

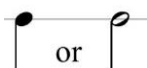
Intervals: Write LH on the left hand and RH on the right hand, and label the finger numbers.

Scales: Given three or four notes (non-staff notation), identify if the notes are going up, down, or same:

Example:



Up
Down
Same

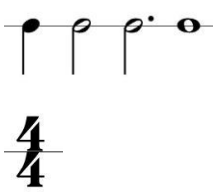


Rhythm: Circle the note that is longer:

Terms and Symbols: Draw a line from the symbol to the word. Will include:

piano	softly, quietly	<i>p</i>
forte	loud	<i>f</i>

THEORY (WRITTEN): Level 1

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
1. Given a white key on a picture of a keyboard, mark a higher key that creates a 2 nd or 3 rd (step, skip) 2. Given music alphabet, identify skip or step	none	Keyboard picture: identify 5-finger patterns: C G F (multiple choice questions)	none	Fill an incomplete measure: 	Match term with symbol: Flat Sharp Repeat Quarter Note Half Note Dotted Half Note Whole Note

Level 1:

Intervals: 1. Given a picture of a keyboard (with one key marked), mark a higher key to create a 2nd or 3rd (step or skip)

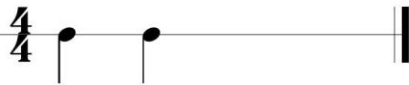
2. Identify a skip or step in the music alphabet.

Example: C to D is a step or skip

Answer: student will circle "step"

Scales: Given pictures of two keyboards with 5 keys marked, identify the one that shows the requested 5-finger pattern.

Rhythm: Given an incomplete measure, add one or more notes to complete the measure.

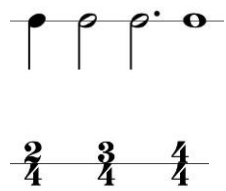
Example: 

Answer: 

Terms and Symbols: Match each symbol to its name.

Flat – note is lowered by one half step	b
Sharp – note is raised by one half step	#
Repeat – to re-play a musical section	
Quarter note	
Half note	
Dotted half note	
Whole note	

THEORY (WRITTEN): Level 2

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
1. Given a white key on a picture of a keyboard, mark a higher key that creates a 2 nd , 3 rd , or 5 th 2. Given music alphabet, create a 2 nd , 3 rd , or 5 th	Identify triads on keyboard picture: White Key Majors (Multiple choice questions)	1. Keyboard picture: identify or write 5-finger patterns: White Key Majors 2. Given 5 letters, which 5-finger pattern does it spell?	None	Fill an incomplete measure: 	Match term with symbol: Crescendo (cresc.) Decrescendo Diminuendo (dim) <i>mf</i> , <i>mp</i> natural fermata treble clef bass clef

Level 2:

Intervals: 1. Given a picture of a keyboard (with one key marked), mark a higher key to create a 2nd, 3rd, or 5th.

2. Identify a 2nd, 3rd, or 5th in the music alphabet.

Example: Start on B, go up a third. What letter are you on?

Answer: D

Chords: Given pictures of two keyboards with triads marked, identify the one that shows the requested triad.

Example:

Answer: student will circle the first keyboard picture.

Scales: 1. Given pictures of a keyboard, put x's on the keys to show the requested 5-finger pattern.

2. Given 5 letters, identify which 5-finger pattern it represents

Example: E F# G A B = E major or E Minor

Answer: E minor

Rhythm: Given an incomplete measure, add one or more notes to complete the measure.



Terms and Symbols: Match each symbol to its name.

Crescendo (cresc.) – gradually getting louder	
Decrescendo (decresc.) – gradually getting softer	
Diminuendo (dim.) – gradually getting softer	
Mezzo forte – moderately loud	<i>mf</i>
Mezzo piano – moderately quiet	<i>mp</i>
Natural – cancels a sharp or flat	
Fermata – hold longer than the normal duration	
Treble Clef	
Bass Clef	

THEORY (WRITTEN): Level 3

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
1. Identify interval on staff as: 2 nd , 3 rd , 4 th , or 5 th . 2. Given music alphabet, create a 2 nd , 3 rd , 4 th , or 5 th	Identify triads on staff: White Key Majors and minors: (Multiple choice questions)	1. On staff: identify or write 5-finger pattern: White Key Majors and Minors 2. Given 5 letters, which 5-finger pattern does it spell?	None	Fill an incomplete measure:  Tie	Match term with symbol: Legato Staccato Ritardando (rit.) Accent D.C. al fine Fine Triad 8va Quarter rest tie

Level 3:

Intervals: 1. Given two notes on a staff, identify if the interval is a 2nd, 3rd, 4th, or 5th.

Example:



Answer: 5th

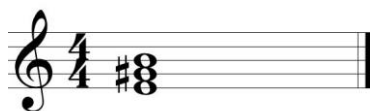
2. Identify a 2nd, 3rd, 4th, or 5th in the music alphabet.

Example: Start on G, go up a third. What letter are you on?

Answer: B

Chords: Identify the triad (written on the staff)

Example:



Answer: E Major

Scales: 1. On staff, write the requested 5-finger pattern:



E Major



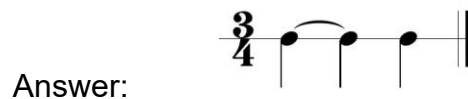
E Major

2. Given 5 letters, identify which 5-finger pattern it represents

Example: E F# G A B = E major or E Minor

Answer: E minor

Rhythm: Given an incomplete measure, add one or more notes to complete the measure.



Terms and Symbols: Match each symbol to its name.

Legato – smooth and connected	
Staccato – bouncy; detached and short	
Ritardando (rit.) – gradually getting slower	
Accent – to place emphasis on a note	
D.C. al fine – return to the beginning and play to the fine	
Fine – the end	
Triad – a three-note chord	
8va – octave (higher or lower)	
Quarter rest	
Tie	

THEORY (WRITTEN): Level 4

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
1. Identify interval on staff as: 2 nd , 3 rd , 4 th , 5 th , or 6 th .	Identify triads on staff: All majors and minors	1. Identify scale on staff, written with accidentals: C G F 2. Write 5-finger patterns on staff: All majors and minors	Identify the progression (on staff) in the example: is it I-V7 or V7-I? C G F	Fill an incomplete measure: 	Match term with symbol: D.S. al coda Tonic Dominant Key signature Slur Andante Allegro Moderato 2 eighth notes half rest whole rest

Level 4:

Intervals: Given two notes on a staff, identify if the interval is a 2nd, 3rd, 4th, 5th, or 6th

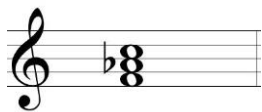
Example:



Answer: 3rd

Chords: Identify the triad (written on the staff)

Example:

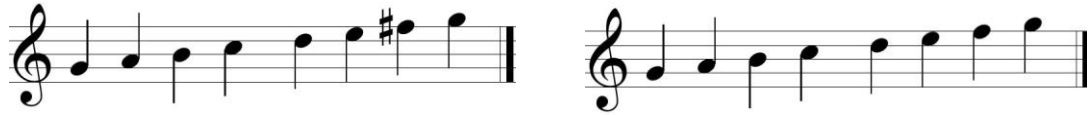


Answer: F Minor

Scales:

1. Given two scales, written on staff with accidentals, identify the one that shows the requested scale.

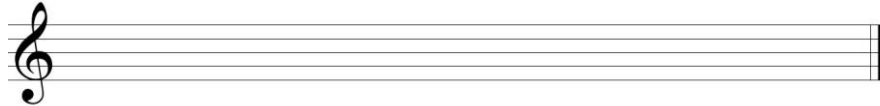
Example: Circle the correct scale for G major.



Answer: Student will circle the first scale.

2. On staff, write the requested 5-finger pattern.

Example:



A-flat minor



A-flat minor

Cadences:

Identify the following cadence (chord progression); is it I-V7 or V7-I? Key will be given. V7 chord will be written in first inversion.

Example:



G Major a) V7-I
b) I-V7

Answer: b) I-V7

Rhythm:

Given an incomplete measure, add one or more notes to complete the measure.



Example:



Answer:

Terms and Symbols: Match each term or symbol to its definition.

D.S. al code – return to the sign  and play to the coda 	
Tonic – first note (or degree) of a scale or 5-finger pattern	
Dominant – fifth note (or degree) of a scale or 5-finger pattern	
Key signature – groups of sharps or flats at the beginning of the staff indicating the key	
Slur – a curved line drawn over two or more notes, indicating they are to be played legato.	
Allegro – lively, cheerful	
Andante – walking speed	
Moderato – at a moderate speed	
2 eighth notes	
Half rest	
Whole rest	

THEORY (WRITTEN): Level 5

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
1. Identify interval on staff as: 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , or 8 th	Identify or write triads on staff: All majors and minors	Identify scale, on staff, written with accidentals: White key majors	Identify the progression in the example: include I, IV, V7 White key majors	Fill an incomplete measure: 	Match term with symbol with definition: A tempo Adagio Lento Largo Fortissimo, <i>FF</i> Pianissimo, <i>pp</i> Accelerando Time signature Subdominant Dotted quarter Eighth rest

Level 5:

Intervals: Given two notes on a staff, identify if the interval is a 2nd, 3rd, 4th, 5th, 6th, 7th, or 8th.

Example:



Answer: 6th

Chords: Write the requested triad.

Example:



D Major

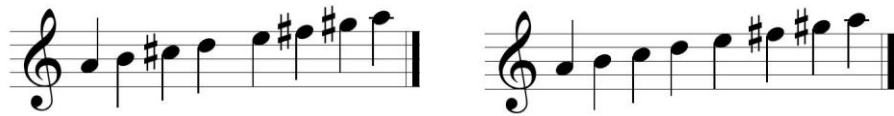
Answer:



D Major

Scales: Given two scales, written on staff with accidentals, identify the one that shows the requested scale.

Example: Circle the correct scale for A Major.



Answer: Student will circle the first scale.

Cadences: Identify the following cadence (chord progression); may include I, IV, or V7 chords. V7 chord will be written in first inversion. IV chord will be written in second inversion.

Example:

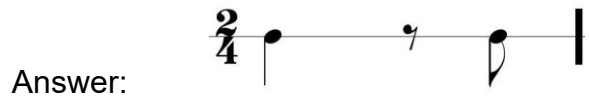
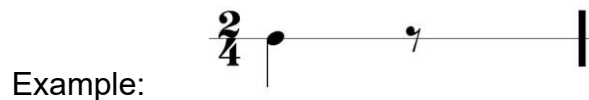


a) V7-I-V7

b) I-V7-I

Answer: b) I-V7-I

Rhythm: Given an incomplete measure, add one or more notes to complete the measure.



Terms and Symbols: Match each symbol to its definition.

A tempo – return to the original speed or tempo	
Adagio – a slow tempo	
Lento – a slow tempo	
Largo – a very slow tempo	
Fortissimo – very loud	<i>ff</i>
Pianissimo – very soft	<i>pp</i>
Accelerando (accel.) – gradually getting faster	
Time signature – meter; shows the unit of beats in a composition	$\frac{4}{4}$
Subdominant – the fourth note (degree) of a scale or 5 finger pattern	
Dotted quarter note	
Eighth rest	

THEORY (WRITTEN): Level 6

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Identify interval on staff as: 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th , or m2, m3	Identify or write triads on staff: All majors and minors, plus diminished	Identify scale, on staff, written with accidentals: White key majors + harmonic minors	Identify the progression in the example: include I, IV, V7 White key majors and minors	Fill an incomplete measure:  2. Add bar lines	Match term or symbol with definition: Poco Piu sFz con senza dolce moto triplet

Level 6:

Intervals: Given two notes on staff, identify if the interval is a 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, or m2, m3 (minor 2nd, minor 3rd).

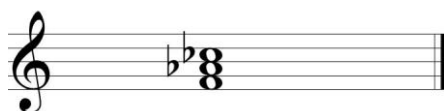
Example:



Answer: m2

Chords: 1. Identify the triad shown.

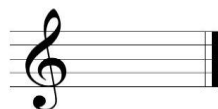
Example:



Answer: F diminished

2. Write the requested triad.

Example:



B Major

Answer:



B Major

Scales: Given two scales, written on staff with accidentals, identify the one that shows the requested scale.

Example: Circle the correct scale for E harmonic minor.



Answer: Student will circle the first scale.

Cadences: Identify the following cadence (chord progression); may include I, IV, or V7 chords. V7 chord will be written in first inversion. IV chord will be written in second inversion. May be a major or minor example.

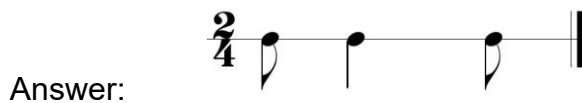
Example:



- a) iv-V7-i
- b) V7-iv-i
- c) i-iv-V7

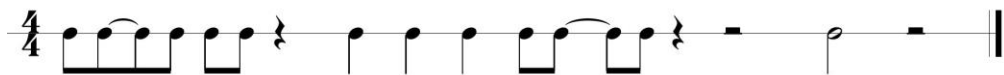
Answer: a) iv-V7-i

Rhythm: 1. Given an incomplete measure, add one or more notes to complete the measure.



2. Add bar lines to a given rhythm example.

Example:



Add barlines:

Answer:



Add barlines:

Terms and Symbols: Match each symbol to its name.

Poco – little	
Piu – more	
Sforzando – sudden strong accent	<i>sfz</i>
Con – with	
Senza – without	
Dolce – sweetly	
Moto – motion	
triplet	

THEORY (WRITTEN): Level 7

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Add # or b to upper note to create requested interval: m2, M2, m3, M3, P4, P5, m6, M6, m7, M7, P8	1. Write all major or minor triads in root position. 2. Identify inversions (white Key majors / minors) 3. Identify triads (major, minor, diminished, augmented)	1. Identify or write scale, on staff, with accidentals: All majors + white harmonic minors 2. Identify all major key signatures	Identify the progression in the example: include I, IV, V7 All majors and white key minors	Fill an incomplete measure:  2. Add bar lines	Match term or symbol with definition: Con moto Con spirito Scherzando Cantabile Animato Sempre Subito Rallentando

Level 7:

Intervals: Given two notes on a staff, identify the interval and its quality (major, minor, perfect) by adding a sharp or flat to the upper note to create the requested interval.

Example:



Answer: P5



dim. 5th

Chords: 1. Write the requested triad (may be major or minor).

Example:



Write the C minor triad
root position

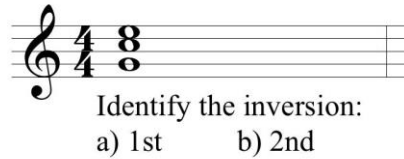
Answer:



Write the C minor triad
root position

2. Identify the inversion shown.

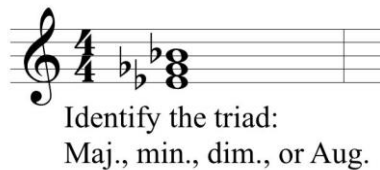
Example:



Answer: 2nd inversion

3. Identify the triad shown as major, minor, diminished or augmented.

Example:

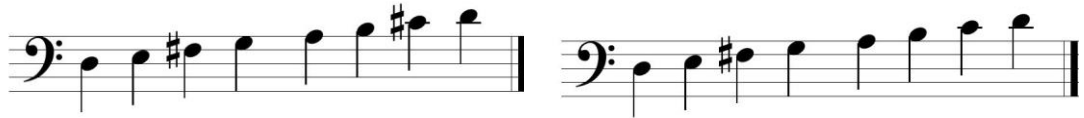


Answer: minor

Scales:

1. Given two scales, written on staff with accidentals, identify the one that shows the requested scale.

Example: Circle the correct scale for D Major



Answer: Student will circle the first scale.

2. Identify major key signatures

Example:

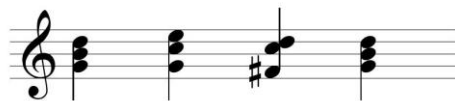


Answer: E-flat major

Cadences:

Identify the following cadence (chord progression); may include I, IV, or V7 chords. V7 chord will be written in first inversion. IV chord will be written in second inversion. May be a major or minor example.

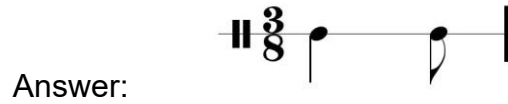
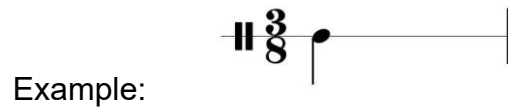
Example:



Answer: a

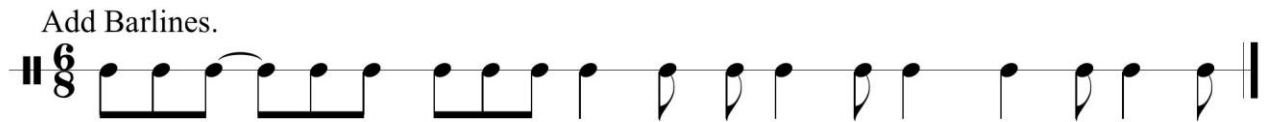
- a) I-IV-V7-I
b) V7-I-IV-I
c) i-iv-V7-i

Rhythm: 1. Given an incomplete measure, add one or more notes to complete the measure.



2. Add bar lines to a given rhythm example.

Example:



Answer:



Terms and Symbols: Match each term or symbol to its definition.

Con moto – with motion	
Con spirito – with spirit	
Scherzando – jokingly, playful	
Cantabile – in a singing fashion	
Animato – animated; with spirit	
Sempre – always	
Subito – suddenly	
Rallentando - gradually getting slower	

THEORY (WRITTEN): Level 8

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Add # or b to upper note to create requested interval: m2, M2, m3, M3, P4, P5, m6, M6, m7, M7, P8	1. Write all major or minor triads in root position. 2. Identify inversions (all majors and minors)	1. Identify or write scale, on staff, with accidentals: All majors and harmonic minors 2. Identify all major and minor key signatures	Identify the progression in the example: include I, IV, V7 All majors and minors	Fill an incomplete measure:   2. Add bar lines	Match term or symbol with definition: Espressivo Presto Vivace Sostenuto Molto Meno Mosso Sixteenth notes

Level 8:

Intervals: Given two notes on a staff, identify the interval and its quality (major, minor, perfect) by adding a sharp or flat to the upper note to create the requested interval.

Example:



P5

Answer:



P5

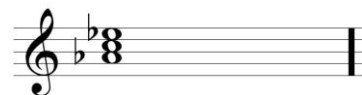
Chords: 1. Write the requested triad (may be major, minor, or diminished).

Example:



Write an A-flat Major triad
in root position

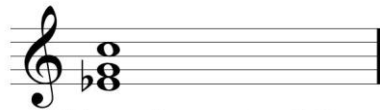
Answer:



Write an A-flat Major triad
in root position

2. Identify the triad and its inversion.

Example:



Name the root and its inversion _____

Answer: C minor, 1st inversion

Scales: 1. Given two scales, written on staff with accidentals, identify the one that shows the requested scale.

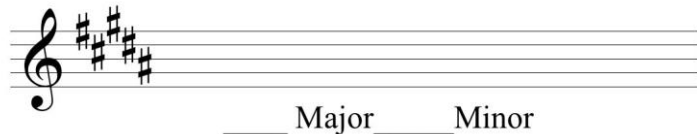
Example: Circle the correct scale for A-flat major.



Answer: Student will circle the first scale.

2. Identify major key signature and its relative minor.

Example:

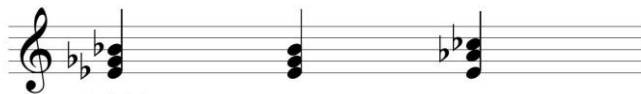


Answer: B major, G# Minor

Cadences: Identify the following cadence (chord progression); may include I, IV, or V7 chords. V7 chord will be written in first inversion. IV chord will be written in second inversion. May be a major or minor example.

Example:

Answer: a) i-i-iv



a) i-i-iv

b) iv-iv-V7

c) V7-V7-I

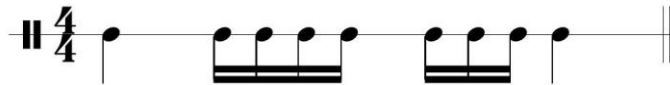
Rhythm:

1. Given an incomplete measure, add one or more notes to complete the measure.

Example:



Answer:



2. Add bar lines to a given rhythm example.

Example:

Add Barlines.



Answer:

Add Barlines.



Terms and Symbols: Match each term or symbol to its definition.

Espressivo – expressively, with feeling	
Presto - very fast	
Vivace – lively, very quick	
Sostenuto – sustained	
Molto – very	
Meno – less	
Mosso – motion	
Sixteenth notes	

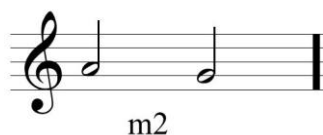
THEORY (WRITTEN): Level 9

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Add # or b to upper note to create requested interval: m2, M2, m3, M3, P4, P5, m6, M6, m7, M7, P8	1. Write all major, minor, diminished, or augmented triads in root position. 2. Write inversions (all majors and minors)	1. Write scale, with accidentals: All majors and harmonic minors 2. Write order of sharps and flats on staff	Given the Roman numerals, write chords (I, IV, V7) All Majors	Fill an incomplete measure:  2. Add bar lines	Match term or symbol with definition: Grazioso Tranquillo Maestoso Chromatic Tenuto Alberti Waltz bass March bass

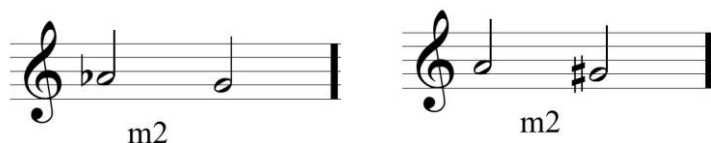
Level 9:

Intervals: Given two notes on a staff, identify the interval and its quality (major, minor, perfect) by adding a sharp or flat to the upper or lower note to create the requested interval.

Example:

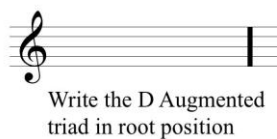


Answer: (either answer is acceptable)

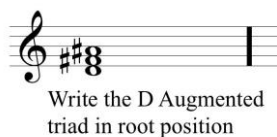


Chords: 1. Write the requested triad (may be major, minor, diminished, or augmented).

Example:

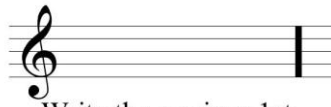


Answer:



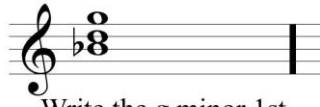
2. Identify the triad and its inversion.

Example:



Write the g minor 1st inversion chord

Answer:



Write the g minor 1st inversion chord

Scales:

1. Write the requested scale, with accidentals.

Example:



G Harmonic Minor

Answer:



G Harmonic Minor

2. Write the order of sharps and flats on the staff (treble and/or bass clef).

Example:

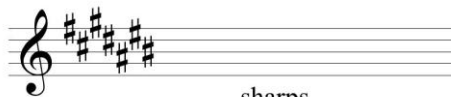


sharps

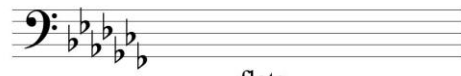


flats

Answer:



sharps

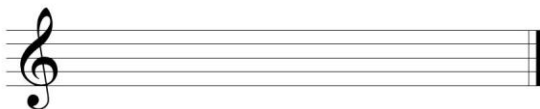


flats

Cadences:

Write the requested cadence (chord progression); may include I, IV, or V7 chords. I chord should be written in root position. IV chord should be written in second inversion. V7 chord should be written in first inversion. Major only.

Example:



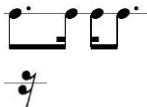
B major: I IV V7 I

Answer:



B major: I IV V7 I

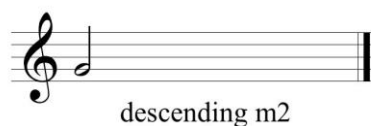
THEORY (WRITTEN): Level 10

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Write the upper or lower note and add # or b when needed to create requested interval. m2, M2, m3, M3, P4, P5, m6, M6, m7, M7, P8	1. Write all major, minor, diminished, or augmented triads in root position. 2. identify V7 (root and inversions)	Write scale, with key signature: All majors and harmonic minors	Given the Roman numerals, write chords (I, IV, V7) All majors and minors	Fill an incomplete measure:  2. Add bar lines	Match term or symbol with definition: Parallel Relative Modulation Syncopation Agitato Leading tone Supertonic Sixteenth rest

Level 10:

Intervals: Given one note on a staff, write an upper or lower note (adding sharp or flat when needed) to create the requested interval. May include major, minor, and perfect intervals, plus diminished 5th.

Example:



Answer:



Chords: 1. Write the requested triad (may be major, minor, diminished, or augmented).

Example:



c minor triad
in 1st inversion

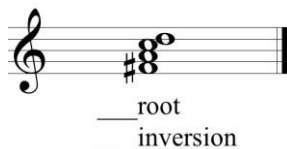
Answer:



c minor triad
in 1st inversion

2. For the given V7 chord, identify its root and the inversion.

Example:



Answer: root = D, inversion = 1st

1. Write the requested scale, with key signature.

Bass clef staff with a double bar line.

[illegible]

A blank musical staff with a treble clef, consisting of five horizontal lines and a vertical line on the left.

Example:

Answer:

60

Parallel – sharing the same tonic or keynote (ex. C Major and C Minor)	
Relative – sharing the same key signature (ex. C Major and A Minor)	
Modulation – changing from one key to another in a composition	
Syncopation – to shift the accent of a note or chord to a weak beat	
Agitato – agitated, excited	
Leading tone – the seventh note (degree) of a scale	
Supertonic – the second note (degree) of a scale	
Sixteenth rest	

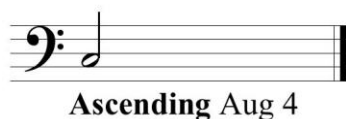
THEORY (WRITTEN): Level 11

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Write the upper or lower note and add # or b when needed to create requested interval: m2, M2, m3, M3, P4, P5, m6, M6, m7, M7, P8	1. Write V7 in root position. 2. Identify V7, maj7 (root and inversions)	Write scale, with key signature: All majors and harmonic minors	Identify or write cadence that uses first inversion for the I chord: All majors and minors	Fill an incomplete measure: All previous values 2. Add bar lines	Match term or symbol with definition: Leggiero Marcato Portato Assai Diatonic Mediant Submediant

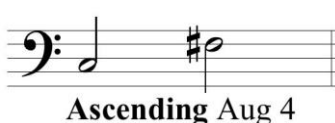
Level 11:

Intervals: Given one note on a staff, write an upper or lower note (adding sharp or flat when needed) to create the requested interval. May include major, minor, and perfect intervals, plus diminished 5th and augmented 4th.

Example:

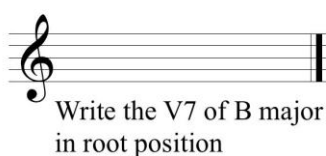


Answer:

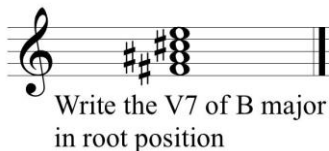


Chords: 1. Write the V7 chord of the requested key (in root position).

Example:

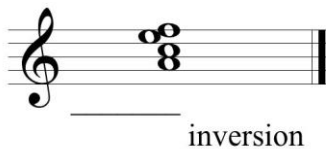


Answer:



2. For the given chord, identify it as V7 or maj7, plus its root and the inversions.

Example:



Answer: Fmaj7, 1st inversion

Terms and Symbols: Match each term or symbol to its definition.

Leggiero – lightly	
Marcato – marked, accented	
Portato – notes lightly separated	
Assai – very	
Diatonic – confined to the notes of a scale	
Mediant – the third note (degree) of a scale	
Submediant – the sixth note (degree) of a scale	

THEORY (WRITTEN): Level 12

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm	Terms and Symbols
Identify requested intervals in a repertoire excerpt: m2, M2, M3, M3, P4, P5, m6, M6, m7, M7, P8, plus all diminished and augmented intervals	1. Write V7 and maj7 in root position. 2. Identify V7, maj7, m7 (root and inversions)	1. Write scale, with key signatures: All majors and harmonic minors, natural minors, melodic minors	Identify or write cadence that uses second inversion for the I chord. All majors or minors	Fill an incomplete measure: All previous values 2. Add bar lines	Match term or symbol with definition: Con brio Pesante Con fuoco Calando Sotto voce

Level 12:

Intervals: Given a repertoire excerpt, identify the requested intervals.

Example:

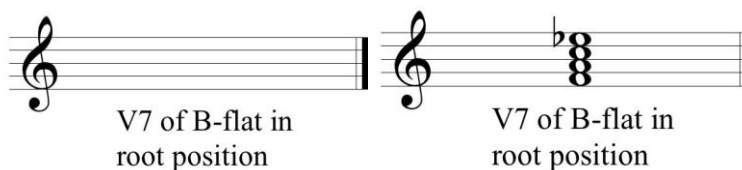


Answer: 12. P4 13. Dim5 14. m2

Chords: 1. Write the V7 chord of the requested key (in root position). Write the requested maj7 chord.

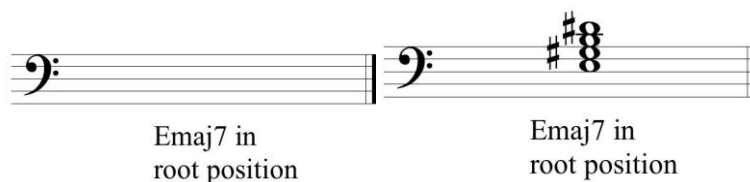
Example 1:

Answer:



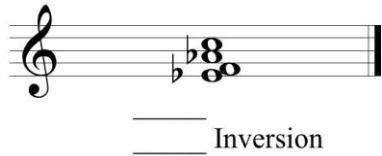
Example 2:

Answer:



2. For the given chord, identify it as V7, maj7, or m7, plus its root and the inversion.

Example:



Answer: Fm7, 3rd inversion

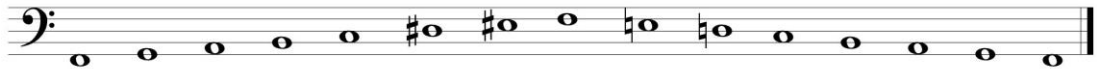
Scales: 1. Write the requested scale, with key signature.

Example:



F# melodic minor

Answer:



F# melodic minor

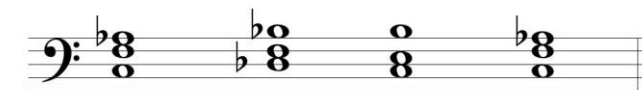
Cadences: Write the requested cadence (chord progression); may include I, IV, or V7 chords. I chord should be written in SECOND INVERSION. IV chord should be written in appropriate inversions or root position.

Example:



f minor: i iv V7 i

Answer:



f minor: i iv V7 i

THEORY (Aural)

General Guidelines:

There are two evaluations of theory: written and aural (ear training). A separate summary chart for Aural Theory, along with example questions for each level, follows.

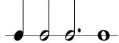
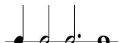
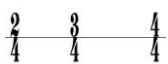
The Theory Summary Charts and the contents of each level were designed to complement the Keyboard Skills requirement, i.e. a student who is preparing Keyboard Skills at level 6 will find that Theory at level 6 correlates in terms of concepts and keys.

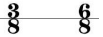
Theory levels do not correlate with any particular method book levels or any particular theory workbook series. The levels do provide a smooth and logical progression of achievement, using small incremental steps from level to level. It is not assumed how long it will take a student to advance from one level to the next; some students may cover a new level each year; other may cover two or more levels. It is up to the individual teacher to determine what is appropriate for each of his/her students.

There are separate tests for written and aural theory; each is approximately one page in length (approximately 10-20 questions, depending on level.)

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THEORY (AURAL) or EAR TRAINING: Summary Chart

Level	Intervals	Chord Quality	Scales and Key Signatures	Cadences / Chord Progressions	Rhythm
Prep	None	None	None	None	None
1	Identify interval heard: Step, skip (2 nd , 3 rd) Ascending	None	None	None	Identify which rhythm pattern you hear (multiple choice question; 2 patterns given)  
2	Identify interval heard: 2 nd , 3 rd , 5 th Ascending	None	Identify 5-finger pattern as major or minor	None	Identify which rhythm pattern you hear (multiple choice question; 2 patterns given)  
3	Identify interval heard: 2 nd , 3 rd , 4 th , 5 th Ascending	Identify triad as major or minor	Identify 5-finger pattern as major or minor	None	Identify which rhythm pattern you hear (multiple choice question; 2 patterns given)  Tie
4	Identify interval heard: 2 nd , 3 rd , 4 th , 5 th , 6 th Ascending	Identify triad as major or minor	Identify 5-finger pattern as major or minor	Identify I vs V7 (C G F)	Identify which rhythm pattern you hear (Multiple choice question; 3 patterns given)   
5	Identify interval heard: 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th Ascending	Identify triad as major or minor	1. Identify 5-finger pattern as major or minor 2. Identify melody as major or minor	Identify I, IV, or V7 (white key majors)	Identify which rhythm pattern you hear (multiple choice question; 3 patterns given)  

Level	Intervals	Chord Quality	Scales and Key Signatures	Cadences / Chord Progressions	Rhythm
6	Identify interval heard: 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th , m2, m3 Ascending	Identify triad as major, minor, or diminished	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Identify I, IV, or V7 (major or minor example)	Identify which rhythm pattern you hear (multiple choice question; 3 patterns given) 
7	Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8 Ascending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Identify, I, IV, or V7 (major or minor example)	Identify which rhythm pattern you hear (multiple choice question; 3 patterns given) 
8	Identify interval heard: All previous Ascending	Identify Triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Identify I, IV, or V& (major or minor example)	Identify which rhythm pattern you hear (multiple choice question; 3 patterns given) 
9	Identify interval heard: All Previous Ascending and descending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Write the Roman numeral of the chord you hear (I, IV, V7); major or minor example; scale played for context	Identify which rhythm pattern you hear (multiple choice question; 3 patterns given) 
10	Identify interval heard: All previous plus dim 5 Ascending and descending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Write the Roman numeral of the chord you hear (I, IV, V7); major or minor example; scale played for context	Identify which rhythm pattern you hear (multiple choice question; 3 patterns given) 
11	Identify interval heard: All previous plus aug 4 Ascending and descending	Identify chord as V7 or maj7	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Write Roman numerals for the chord progression you hear (using I, IV, V7); major only	Rhythmic dictation 2 measures, using values and time signatures from levels 1 – 4
12	Identify interval heard: All previous plus all dim and aug intervals Ascending and descending	Identify chord as V7, maj7 or m7	1. Identify scale as major, harmonic minor, natural minor, or melodic minor 2. Identify melody as major or minor	Write Roman numerals for the chord progression you hear (using I, IV, V&); major or minor	Rhythmic dictation 4 measures. Using values and time signatures from levels 1 - 8

THEORY (AURAL) or EAR TRAINING: Level Prep and Level 1

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
None	None	None	None	None
Identify interval heard: Step, skip (2 nd , 3 rd) Ascending	None	None	None	Identify which rhythm pattern you hear: (multiple choice question, 2 patterns given)

Level Prep: No Aural Exam

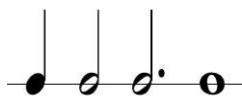
Level 1:

(All examples will be played three times.)

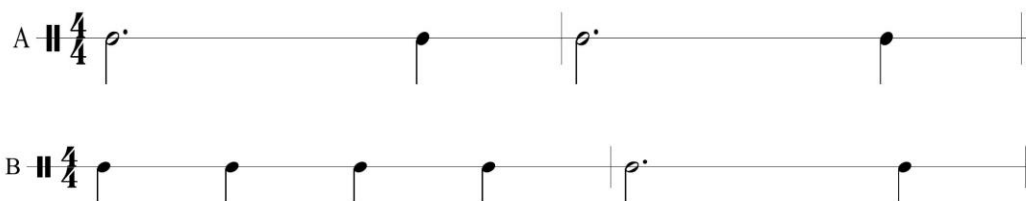
Intervals: Identify intervals as step or skip (2nd or 3rd). Will be played as melodic and harmonic interval.

Example: The interval is: a) step (2nd) or b) skip (3rd)

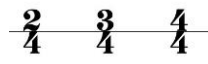
Rhythm: Given two notated rhythm patterns in 4/4, identify the pattern played. The pattern may include the following rhythmic values:



Example:



THEORY (AURAL) or EAR TRAINING: Level 2

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: 2 nd , 3 rd , or 5 th Ascending	None	Identify 5-finger pattern as major or minor	None	Identify which rhythm pattern you hear: (multiple choice question, 2 patterns given)  

Level 2:

(All examples will be played three times.)

Intervals: Identify intervals as 2nd, 3rd, or 5th. Will be played as melodic and harmonic interval.

Example: The interval is: a) 2nd b) 3rd c) 5th

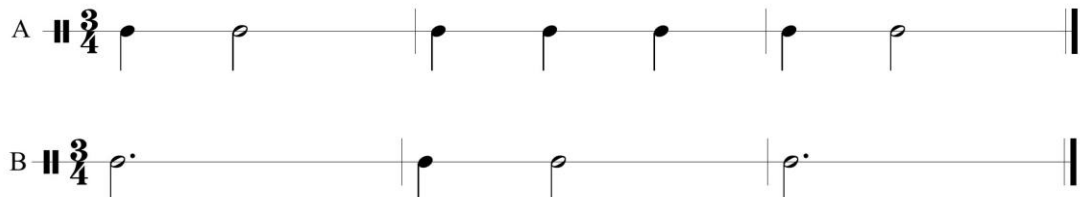
Scales: Identify a 5-finger pattern as major or minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The pattern is: a) major b) minor

Rhythm: Given two notated rhythm patterns in 2/4, 3/4, or 4/4, identify the pattern played. The pattern may include the following rhythmic values:



Example:



THEORY (AURAL) or EAR TRAINING: Level 3

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: 2 nd , 3 rd , 4 th or 5 th Ascending	Identify triad as major or minor	Identify 5-finger pattern as major or minor	None	Identify which rhythm pattern you hear: (multiple choice question, 2 patterns given) all previous values plus  and tie

Level 3:

(All examples will be played three times.)

Intervals: Identify intervals as 2nd, 3rd, 4th or 5th. Will be played as melodic and harmonic interval.

Example: The interval is: a) 2nd b) 3rd c) 5th

Chords: Identify a triad (chord) as major or minor. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor

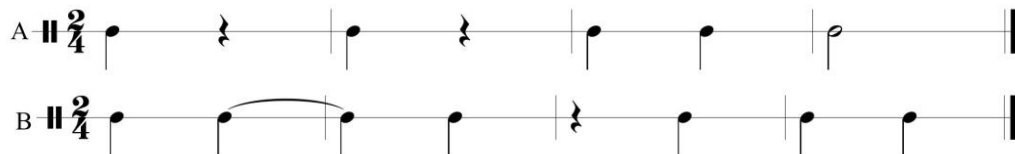
Scales: Identify a 5-finger pattern as major or minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The pattern is: a) major b) minor

Rhythm: Given two notated rhythm patterns in 2/4, 3/4, or 4/4, identify the pattern played. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 4

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: 2 nd , 3 rd , 4 th , 5 th , 6 th Ascending	Identify triad as major or minor	Identify 5-finger pattern as major or minor	Identify I vs V7 (C G F)	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) 

Level 4:

(All examples will be played three times.)

Intervals: Identify intervals as 2nd, 3rd, 4th, 5th, or 6th. Will be played as melodic and harmonic interval.

Example: The interval is: a) 3rd b) 4th c) 6th

Chords: Identify a triad (chord) as major or minor. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor

Scales: Identify a 5-finger pattern as major or minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The pattern is: a) major b) minor

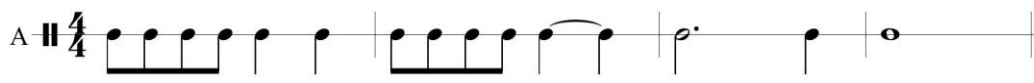
Cadences: Identify the chord as either a I chord (tonic) or a V7 chord (dominant). The V7 chord will be played in first inversion (see Written Theory section for example). Each example will be played as a broken chord, follows immediately by a block chord. Examples will be from the keys of C, G, or F.

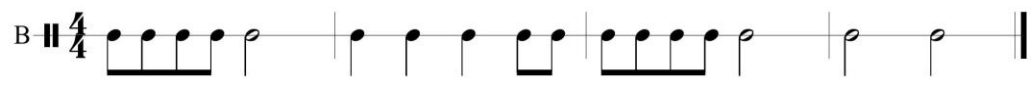
Example: The chord is: a) tonic, I b) dominant, V7

Rhythm: Given three notated rhythm patterns in 2/4, 3/4, or 4/4, identify the pattern played. The pattern may include the following rhythmic values:



Example

A 

B 

C 

THEORY (AURAL) or EAR TRAINING: Level 5

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th Ascending	Identify triad as major or minor	1. Identify 5-finger pattern as major or minor 2. Identify melody as a major or minor	Identify I, IV, or V7 (White key majors)	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) all previous values plus: 

Level 5:

(All examples will be played three times.)

Intervals: Identify intervals as 2nd, 3rd, 4th, 5th, 6th, 7th, or 8th. Will be played as melodic and harmonic interval.

Example: The interval is: a) 3rd b) 4th c) 7th

Chords: Identify a triad (chord) as major or minor. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor

Scales: 1. Identify a 5-finger pattern as major or minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The pattern is: a) major b) minor

2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

Example: The melody is: a) major b) minor

Cadences: Identify the chord as either a I chord (tonic) or a IV chord (subdominant) or a V7 chord (dominant). The V7 chord will be played in the first inversion; the IV chord will be played in second inversion (see Written Theory section for example). Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from the keys of C, D, E, F, G, A, or B.

Example: The chord is: a) tonic, I b) subdominant, IV c) dominant, V7

Rhythm: Given two notated rhythm patterns in 2/4, 3/4, or 4/4, identify the pattern played. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 6

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th , m2, m3 Ascending	Identify triad as major, minor, or diminished	1. Identify scale as major or harmonic minor 2. Identify melody as a major or minor	Identify I, IV, or V7 (major or minor example)	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) all previous values  plus

Level 6:

(All examples will be played three times.)

Intervals: Identify intervals as 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, m2, m3. Will be played as melodic and harmonic interval.

Example: The interval is: a) m2 b) m3 c) 4th

Chords: Identify a triad (chord) as major, minor, or diminished. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor c) diminished

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor

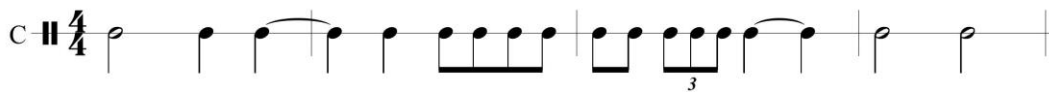
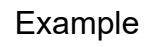
2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

Example: The melody is: a) major b) minor

Cadences: Identify the chord as either a I chord (tonic) or a IV chord (subdominant) or a V7 chord (dominant). The V7 chord will be played in the first inversion; the IV chord will be played in second inversion (see Written Theory section for example). Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from the keys of C, D, E, F, G, A, B or c, d, e, f, g, a, b,

Example: The chord is: a) tonic, I b) subdominant, IV c) dominant, V7

Given two notated rhythm patterns in 2/4, 3/4, or 4/4, identify the pattern played. The pattern may include the following rhythmic values:



THEORY (AURAL) or EAR TRAINING: Level 7

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8 Ascending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Identify I, IV, or V7 (major or minor example)	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) all previous values may be in: $\frac{3}{8}$ — $\frac{6}{8}$

Level 7:

(All examples will be played three times.)

Intervals: Identify intervals as M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, or P8. Will be played as melodic and harmonic interval.

Example: The interval is: a) M3 b) P4 c) m3

Chords: Identify a triad (chord) as major, minor, diminished, or augmented. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor c) diminished d) augmented

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor

2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

Example: The melody is: a) major b) minor

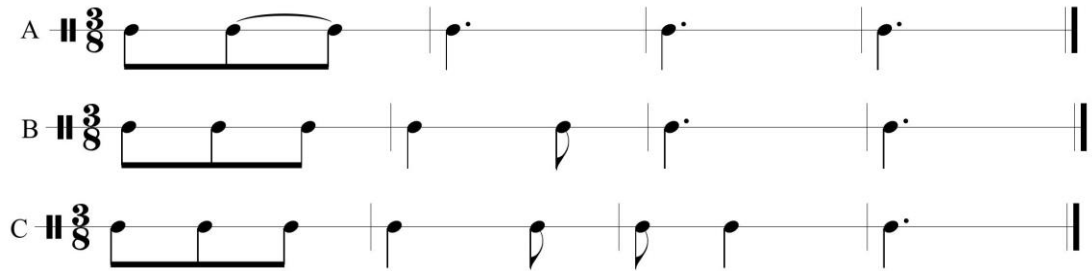
Cadences: Identify the chord as either a I chord (tonic) or a IV chord (subdominant) or a V7 chord (dominant). The V7 chord will be played in the first inversion; the IV chord will be played in second inversion (see Written Theory section for example). Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from the keys of c, d, e, f, g, a, b.

Example: The chord is: a) tonic, I b) subdominant, IV c) dominant, V7

Rhythm: Given two notated rhythm patterns in 2/4, 3/4, or 4/4, 3/8, or 6/8, identify the pattern played. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 8

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8 Ascending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Identify I, IV, or V7 (major or minor example)	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) all previous values plus 

Level 8:

(All examples will be played three times.)

Intervals: Identify intervals as M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, or P8. Will be played as melodic and harmonic interval.

Example: The interval is: a) M3 b) P5 c) m7

Chords: Identify a triad (chord) as major, minor, diminished, or augmented. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor c) diminished d) augmented

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor

2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

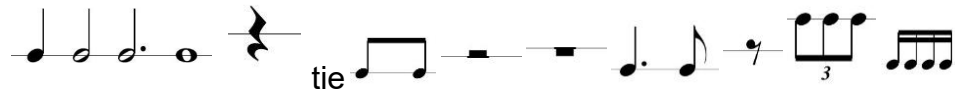
Example: The melody is: a) major b) minor

Cadences: Identify the chord as either a I chord (tonic) or a IV chord (subdominant) or a V7 chord (dominant). The V7 chord will be played in the first inversion; the IV chord will be played in second inversion (see Written Theory section for example). Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from any major or minor key.

Example: The chord is: a) tonic, I b) subdominant, IV c) dominant, V7

Rhythm:

Given two notated rhythm patterns in 2/4, 3/4, 4/4, 3/8, 6/8, or 5/4 identify the pattern played. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 9

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8 Ascending or descending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Write the Roman numeral of the chord you hear (I, IV, V7); major example; scale played for context	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) all previous values plus 

Level 9:

(All examples will be played three times.)

Intervals: Identify intervals as M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, or P8. Will be played as melodic and harmonic interval. Example played may be ascending OR descending.

Example: The ascending interval is: a) M3 b) P5 c) m7

Example: The Descending interval is : a) P4 b) M6 c) M7

Chords: Identify a triad (chord) as major, minor, diminished, or augmented. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor c) diminished d) augmented

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor

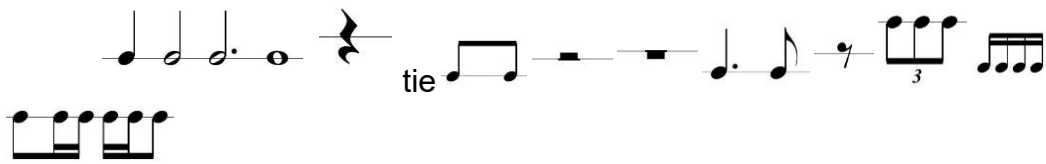
2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

Example: The melody is: a) major b) minor

Cadences: Write the Roman numeral of the chord you hear: I chord (tonic), IV chord (subdominant) or V7 chord (dominant). The V7 chord will be played in first inversion; the IV chord will be played in second inversion (see Written Theory section for example). A scale will be played first, for context. Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from any major key. Write chord as I, IV, or V7.

Example: The chord is: _____

Rhythm: Given two notated rhythm patterns in 2/4, 3/4, 4/4, 3/8, 6/8, or 5/4 identify the pattern played. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 10

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8 Ascending or descending	Identify triad as major, minor, diminished, or augmented	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Write the Roman numeral of the chord you hear (I, IV, V7); major or minor example; scale played for context	Identify which rhythm pattern you hear: (multiple choice question, 3 patterns given) all previous values plus: 

Level 10:

(All examples will be played three times.)

Intervals: Identify intervals as M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, or P8, or diminished 5th (dim. 5). Will be played as melodic and harmonic interval. Example played may be ascending OR descending.

Example: The ascending interval is: a) M3 b) P5 c) dim 5

Example: The Descending interval is : a) P4 b) M6 c) M7

Chords: Identify a triad (chord) as major, minor, diminished, or augmented. Will be played as broken triad (melodic) followed by a block triad (harmonic).

Example: The chord is: a) major b) minor c) diminished d) augmented

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor

2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

Example: The melody is: a) major b) minor

Cadences: Write the Roman numeral of the chord you hear: I chord (tonic), IV chord (subdominant) or V7 chord (dominant). The V7 chord will be played in first inversion; the IV chord will be played in second inversion (see Written Theory section for example). A scale will be played first, for context. Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from any major key. Write minor chords as I, iv, or V7.

Example: The chord is: _____

Rhythm: Given two notated rhythm patterns in 2/4, 3/4, 4/4, 3/8, 6/8, or 5/4 identify the pattern played. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 11

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8, dim. 5, aug 4 Ascending or descending	Identify chords as V7 or maj7	1. Identify scale as major or harmonic minor 2. Identify melody as major or minor	Write the Roman numerals for the chord progression you hear (using I, IV, V7), major only	Rhythmic dictation 2 measures, using values and time signatures from levels 1-4

Level 11:

(All examples will be played three times.)

Intervals: Identify intervals as M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8, diminished 5th (dim. 5), or augmented 4th (aug 4). Will be played as melodic and harmonic interval. Example played may be ascending OR descending.

Example: The ascending interval is: a) M3 b) P5 c) dim 5
Example: The Descending interval is : a) aug 4 b) M6 c) M7

Chords: Identify a chord either a V7 or maj7 chord. Will be played as a broken chord (melodic) followed by a block chord (harmonic).

Example: The chord is: a) V7 b) maj7

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor

2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

Example: The melody is: a) major b) minor

Cadences: Write the Roman numeral of the chord you hear: I chord (tonic), IV chord (subdominant) or V7 chord (dominant). The V7 chord will be played in first inversion; the IV chord will be played in second inversion (see Written Theory section for example). A scale will be played first, for context. Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from any major key. Write minor chords as I, IV, or V7.

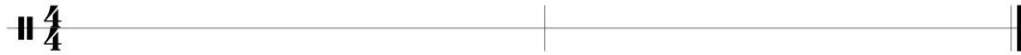
Example: The chord is: _____

Rhythm:

A two-measure rhythm will be played (using a single pitch, with one measure counted off before beginning). Notate the rhythm you hear below. The meter will be given, and may be 2/4, 3/4, or 4/4. The pattern may include the following rhythmic values:



Example



THEORY (AURAL) or EAR TRAINING: Level 12

Intervals	Chord Quality	Scales and Key Signature	Cadences / Chord Progressions	Rhythm
Identify interval heard: M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8, dim. 5, aug 4 Ascending or descending	Identify chords as V7, maj7, or m7	1. Identify scale as major, harmonic minor, natural minor, or melodic minor 2. Identify melody as major or minor	Write the Roman numerals for the chord progression you hear (using I, IV, V7), major or minor	Rhythmic dictation 4 measures, using values and time signatures from levels 1-8

Level 12:

(All examples will be played three times.)

Intervals: Identify intervals as M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8, diminished 5th (dim. 5), or augmented 4th (aug 4). Will be played as melodic and harmonic interval. Example played may be ascending OR descending.

Example: The ascending interval is: a) M3 b) P5 c) dim 5
 Example: The Descending interval is : a) aug 4 b) M6 c) M7

Chords: Identify a chord either a V7, maj7, or m7 chord. Will be played as a broken chord (melodic) followed by a block chord (harmonic).

Example: The chord is: a) V7 b) maj7 c) m7

Scales: 1. Identify a scale as major or harmonic minor. Will be played ascending and descending, legato, at a moderate tempo.

Example: The scale is: a) major b) harmonic minor c) nat. minor d) mel. minor

2. Identify a melody as major or minor. Will be played legato, at a moderato tempo, 4-8 measures in length.

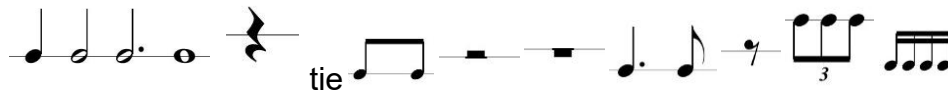
Example: The melody is: a) major b) minor

Cadences: Write the Roman numeral of the chord you hear: I chord (tonic), IV chord (subdominant) or V7 chord (dominant). The V7 chord will be played in first inversion; the IV chord will be played in second inversion (see Written Theory section for example). A scale will be played first, for context. Each example will be played as a broken chord, followed immediately by a block chord. Examples will be from any major or minor key. Write major example as I, IV, or V7; write minor example as I, iv, or V7

Example: The chord progression is: _____

Rhythm:

A four-measure rhythm will be played (using a single pitch, with one measure counted off before beginning). Notate the rhythm you hear below. The meter will be given, and may be 2/4, 3/4, 4/4, 5/4, 3/8, or 6/8. The pattern may include the following rhythmic values:



Example



SIGHTPLAYING

General Guidelines:

The Sightplaying Summary Chart and the contents of each level were designed to complement the Keyboard Skills requirements, i.e. a student who is preparing Keyboard Skills at level 6 will find that Sightplaying at level 6 is achievable and comparable. In most cases, Sightplaying at any particular level will include Keyboard Skills elements from *two* levels lower.

Sightplaying levels do not correlate with any particular method book levels or any particular sight playing series. The levels do provide a smooth and logical progression of achievement, using small incremental steps from level to level.

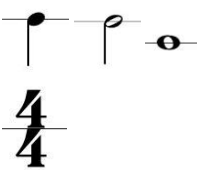
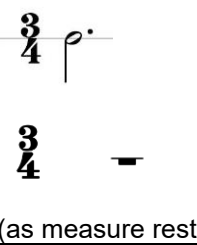
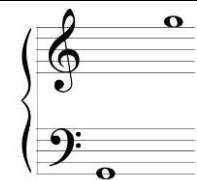
At each level, there are one or two pieces for the student to look over for 30-60 seconds.

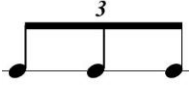
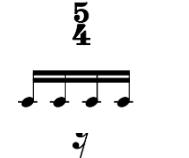
The evaluation sheet will allow for comments on pitch accuracy, rhythmic accuracy and continuity (steady pulse), and other musical elements (dynamics, articulation, pedal, etc.).

Original pieces composed by Lai Ping Jean Ho
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SIGHTPLAYING Summary Chart

- No verbal questions will be asked at any level. A short period of study time will be provided before playing.

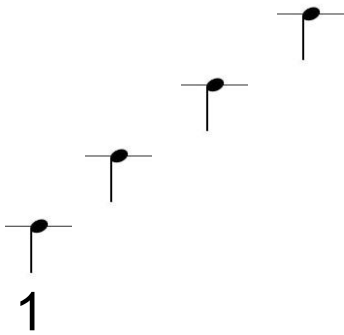
Level	Pitch Range	Intervals and/or Chords	Key Sign and/or Scale Patterns	Rhythmic Elements	Symbols / Terms	General
Prep	Non-staff notes: up, down, same	n/a	n/a		n/a	Hands separate examples, non-staff (up, down, same)
Level 1		2 nd , 3 rd	n/a	2 measures 	p, f	Hands separate examples, in middle C position
Level 2		2 nd , 3 rd	n/a	4 measures  (as measure rest)	staccato	Hands separate or melody divided between hands; C, G 5-finger patterns
Level 3		2 nd , 3 rd	n/a	4 measures 	mf mp slur	Easy hands together; C, G 5-finger patterns
Level 4		2 nd , 3 rd , 5 th	n/a	4 measures tie	sharp flat fermata	Easy hands together: C, G, F 5-finger patterns
Level 5		2 nd , 3 rd , 4 th , 5 th major and minor triads	n/a	8 measures 	natural rit. accent cresc. dim.	May include block or broken triads; any major 5-finger pattern
Level 6		2 nd , 3 rd , 4 th , 5 th , 6 th major and minor triads	C, G, F	8 measures 	ff, pp, 8va	May include block or broken triads; any major or minor 5-finger pattern; I and V7 chords

Level 7		2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th major and minor triads	C, G, F, D, A, E	12 measures 	No new	May include block or broken triads; any major or minor 5-finger pattern; I, IV, and V7 chords
Level 8		2,3,4,5,6,7,8 , m2, m3 major and minor triads; plus inversions	C,G,F,D,A,E c,g,f,d,a,e	12 measures 	accel. a tempo	All previous elements
Level 9		M2, m2, M3, m3, P4, P5, M6, m6, M7, m7, P8 Major, minor, dim. Triads, plus inversions	C,G,F,D,A,E,B c,g,f,d,a,e,b	12 measures 	poco rit. sfz	All previous elements
Level 10		M2, m3, M3, m3, P4, P5, M6, m6, M7, m7, P8 Major, minor, dim. Triads, plus inversions	C,G,F,D,A,E,B c,g,f,d,a,e,b	16 measures 	molto rit. D.C. al Fine	May include accompaniment patterns (Alberti, waltz, march)
Level 11		M2, m3, M3, m3, P4, P5, M6, m6, M7, m7, P8 Major, minor, dim. Triads, plus inversions	All majors and minors	16 measures 	sempre, subito	All previous elements
Level 12		M2, m3, M3, m3, P4, P5, M6, m6, M7, m7, P8 Major, minor, dim. Triads, plus inversions; V7 and inversions	All majors and minors Possible 'modulations' from the tonic key to related keys like subdominant, dominant, or relative major/minor	16 measures 	tenuto	All previous elements

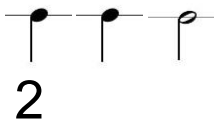
SIGHTPLAYING: Level Prep.

Example:

A. Start on any white key, using right hand.



B. Start on any white key, using left hand.



SIGHTPLAYING: Level 1

Example:



SIGHTPLAYING: Level 2

Example:

Skips and Steps

1.

f

p

Detailed description: This musical exercise is in 4/4 time. The first staff (treble clef) contains a sequence of notes: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (half), A4 (quarter), B4 (quarter), and C5 (half). The second staff (bass clef) contains a sequence of notes: C3 (quarter), D3 (quarter), E3 (quarter), F3 (quarter), G3 (half), A3 (quarter), B3 (quarter), and C4 (half). The first measure of the first staff is marked with a forte (*f*) dynamic and a finger number 1. The first measure of the second staff is marked with a piano (*p*) dynamic and a finger number 1.

Just Skips

2.

p

f

Detailed description: This musical exercise is in 2/4 time. The first staff (treble clef) contains a sequence of notes: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (half), A4 (quarter), B4 (quarter), and C5 (half). The second staff (bass clef) contains a sequence of notes: C3 (quarter), D3 (quarter), E3 (quarter), F3 (quarter), G3 (half), A3 (quarter), B3 (quarter), and C4 (half). The first measure of the first staff is marked with a piano (*p*) dynamic and a finger number 5. The first measure of the second staff is marked with a forte (*f*) dynamic.

SIGHTPLAYING: Level 3

Example:

Skipping Stones

A musical score for a piano piece titled "Skipping Stones" in 2/4 time. The score consists of two staves. The right staff (treble clef) has a whole rest in the first two measures, followed by a triplet of eighth notes (G4, A4, B4) in the third measure, marked with a *mp* dynamic. The left staff (bass clef) has a quarter note (G3) with a finger number 5 in the first measure, marked with a *f* dynamic, followed by quarter notes (F3, E3) in the second measure, and a half note (D3) in the third measure. A slur connects the notes in the left staff across the three measures.

Loud Steps, Soft Steps

A musical score for a piano piece titled "Loud Steps, Soft Steps" in 3/4 time. The score consists of two staves. The right staff (treble clef) has a whole rest in the first measure, followed by a triplet of eighth notes (G4, A4, B4) in the second measure, marked with a *mp* dynamic, and a half note (G4) in the third measure. The left staff (bass clef) has a quarter note (G3) with a finger number 5 in the first measure, marked with a *mf* dynamic, followed by a whole rest in the second measure, and a half note (D3) in the third measure. A slur connects the notes in the left staff across the three measures.

SIGHTPLAYING: Level 4

Example:

Old Clock Tower

Copy Cat

SIGHTPLAYING: Level 5

Example:

1 Jumping Beans

The musical score for 'Jumping Beans' is written for piano in 4/4 time. It consists of two systems of four measures each. The first system begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The first measure of the first system is marked with a forte 'f' dynamic. The second measure of the first system is marked with a mezzo-piano 'mp' dynamic. The second system begins with a treble clef, a key signature of one flat, and a 4/4 time signature. The first measure of the second system is marked with a forte 'f' dynamic. The second measure of the second system is marked with a 'rit.' (ritardando) instruction. The score concludes with a double bar line at the end of the fourth measure of the second system.

5 3

SIGHTPLAYING: Level 6

Example:

Little Dance

The musical score for 'Little Dance' is written for piano in 3/4 time with a key signature of one flat (Bb). It consists of two systems of four measures each. The first system begins with a treble clef, a key signature of one flat, and a 3/4 time signature. The melody in the treble clef starts with a triplet of eighth notes (G4, A4, Bb4) marked with a '3' above them, followed by a half note (Bb4) and a quarter note (A4). The bass clef accompaniment starts with a triplet of eighth notes (F3, G3, A3) marked with a '3' above them, followed by a half note (G3) and a quarter note (F3). The first measure is marked with a forte 'f' dynamic. The second measure features a half note (Bb4) and a quarter note (A4) in the treble, and a half note (G3) and a quarter note (F3) in the bass. The third measure returns to the triplet eighth notes in the treble, marked with a piano 'p' dynamic. The fourth measure ends with a half note (Bb4) and a quarter note (A4) in the treble, and a half note (G3) and a quarter note (F3) in the bass. The second system begins with a treble clef, a key signature of one flat, and a 3/4 time signature. The melody in the treble clef starts with a triplet of eighth notes (G4, A4, Bb4) marked with a '3' above them, followed by a half note (Bb4) and a quarter note (A4). The bass clef accompaniment starts with a triplet of eighth notes (F3, G3, A3) marked with a '3' above them, followed by a half note (G3) and a quarter note (F3). The first measure is marked with a forte 'f' dynamic. The second measure features a half note (Bb4) and a quarter note (A4) in the treble, and a half note (G3) and a quarter note (F3) in the bass. The third measure returns to the triplet eighth notes in the treble, marked with a piano 'p' dynamic. The fourth measure ends with a half note (Bb4) and a quarter note (A4) in the treble, and a half note (G3) and a quarter note (F3) in the bass. The piece concludes with a double bar line.

SIGHTPLAYING: Level 7

Example:

Lullabye

Andante

mp

mf

3

1
2
5

5

2

1
2
5

SIGHTPLAYING: Level 8

Example:

Folk Dance

The musical score for 'Folk Dance' is written in 4/4 time and consists of two systems. The first system begins with a treble clef and a key signature of three flats (B-flat, E-flat, A-flat). The melody in the treble staff starts with a *ff* (fortissimo) dynamic, followed by a triplet of eighth notes. The bass staff provides harmonic support with chords and a triplet of eighth notes. The first system concludes with a *sfz* (sforzando) dynamic and a *Fine* marking. The second system begins with a *f* (forte) dynamic in the treble staff and a *p* (piano) dynamic in the bass staff. It includes a *D.C. al Fine* (Da Capo al Fine) instruction, indicating a repeat of the first system. The score is marked with various dynamics (*ff*, *f*, *p*, *sfz*) and articulations (accents, slurs, triplets).

SIGHTPLAYING: Level 9

Example:

Adante Rolling Hills

The musical score is for a piece titled "Rolling Hills" in 6/8 time, marked "Adante". It is written for piano and consists of four systems of music. The key signature has four sharps (F#, C#, G#, D#). The first system begins with a mezzo-piano (*mp*) dynamic. The second system starts at measure 4. The third system starts at measure 7 and includes a mezzo-forte (*mf*) dynamic in the first measure and a piano (*p*) dynamic in the third measure. The fourth system starts at measure 10 and includes a *rit.* (ritardando) marking in the second measure. The piece concludes with a double bar line at the end of the fourth system.

SIGHTPLAYING: Level 10

Example:

Alberti Shuffle

Light and Lively

The musical score for 'Alberti Shuffle' is written in 2/4 time and B-flat major. It consists of four systems of piano and treble staves. The tempo is 'Light and Lively'. The dynamics are marked as *f* (forte), *mp* (mezzo-piano), and *mf* (mezzo-forte). The piece ends with a double bar line at measure 12.

Measure numbers: 1, 4, 7, 10.

SIGHTPLAYING: Level 11

Example:

March

Moderato

f *ff* *mf*

5 *mp* *mf* *p*

9 *ff*

13 *mp* *mf* *ff*

SIGHTPLAYING: Level 12

Example:

Allegretto Valse

With ped.

mf

p

mf *f*

ff *rit.*

REPERTOIRE and Technical Study

General Guidelines:

The Repertoire Summary Chart and the contents of each level designed to complement the Keyboard Skills requirements, i.e. a student who is preparing Keyboard Skills at level 6 will find that the Repertoire at level 6 is achievable and comparable. Repertoire levels do not correlate with any particular method book levels. The levels do provide a smooth and logical progression of achievement, using small incremental steps from level to level. It is not assumed how long it will take a student to advance from one level to the next; some students may cover a new level each year; others may cover two or more levels. It is up to the individual teacher to determine what is appropriate for each of his/her students.

At AIM Festivals, students are expected to prepare two repertoire selections, with at least one memorized. There are no required pieces. The teacher may select repertoire from any published edition; repertoire may be selected from any published genre (including classical, popular, sacred, jazz, etc.). The Repertoire Summary Chart is intended only as a general guide for determining which level to enter the student in any repertoire level where he/she feels the student's overall ability is represented (regardless of whether the student's piece falls in the same on the Summary Chart). Evaluators will not comment on which Repertoire Level was selected. The student should have one original of each piece to give the evaluator; no photocopies, please. For non-memorized pieces, the evaluator may look over the student's shoulder. Repertoire is evaluated on accuracy, rhythm, expressiveness, technique, continuity, and style (see sample evaluation form in the Appendix).

The Technical Study Resource page in this syllabus is also intended only as a general guide. There are NO required pieces. Individual teachers decide whether a student should prepare an etude, a technical study, or simply a short exercise. At some AIM Festivals sites, the Technical Study is used as a "warm-up" for the Repertoire pieces and is evaluated only in a general sense. At other sites, it is a separate event and is evaluated in more detail. Memorization is optional.

A unique feature of Repertoire evaluations at AIM Festivals is the interaction between evaluator and student. The evaluator may ask the student one or more oral questions, depending on the piece and available time. The purpose of the questions is to ensure the student's comprehension of the piece in totality, including signs, symbols, mood, style, and structure.

SAMPLE QUESTIONS:

- Identify terms, signs and symbols in the piece.
- Describe the mood or character of the piece.
- Identify rhythmic or melodic patterns.
- Identify the form of the piece.

Special thanks to Lola McIntyre for the Repertoire correlation summary. Email updates and suggestions to imcintre@indy.rr.com. Special thanks to Peggy Gallagher and FJH Music Company, Inc. for the Supplemental Repertoire correlation.

REPERTOIRE: Summary Chart

Level	Elements from Keyboard Skills	Correlation of Method Books	Correlation of Standard Repertoire
1	5-finger patterns and triads: C, G	Alfred, Prep 1A: Basic Piano Library 1A Bastien, Piano Basics, primer Faber, Piano Adventures, primer Francis Clark, Music Tree, primer Hal Lenord, Piano Lessons 1 Michael Aaron, Piano Course, prep Music Pathways, A Royal Conservatory, Prep A Russian School, Book 1: Part 1 Suzuki, book 1 Thompson, primer	
2	5-finger patterns and triads: white key majors	Alfred, Basic 1A Bastien, Piano Basics, level 1 Faber, Piano Adventures, level 1 Francis Clark, Music Tree, part 1-2A Hal Leonard, Piano Lessons 1 Michael Aaron, Piano Course, level 1 Music Pathways, C-D Royal Conservatory, Prep B Russian School, Book 1: Part 1 Suzuki, book 1 Thompson, primer	
3	5-finger patterns and triads: all majors & minors	Alfred, Basic 1B Bastien, Piano Basics, level 2-3 Faber, Piano Adventures, level 2B Francis Clark, Music Tree, part 3 Hal Leonard, Piano Lessons 3 Michael Aaron, Piano Course, level 2 Music Pathways, D Royal Conservatory, level 2 Russian School, Book 1: Part II Suzuki, book 1 Thompson, book 1-2	Snell, Piano Repertoire, prep
4	Scales: C,G,F Broken triads I-V7-I	Alfred, Basic 1B Bastien, Piano Basics, level 3-4 Faber, Piano Adventures, level 3A Francis Clark, Music Tree, 4 Hal Leonard, Piano Lessons 4 Michael Aaron, Piano Course, level 2 Royal Conservatory, level 2 Russian School, Book 1: Part II Suzuki, book 2 Thompson, book, 1-2	Snell, Piano Repertoire, level 2 Faber, Piano Literature, book 1 Music Pathways, Repertoire 3A
5	White key majors: Scales, 1 Octave Triad and inversions Arpeggios, 1 octave I-IV-I-V7-I	Alfred, Basic 2-3 Bastien, Piano Basics, level 4 Faber, Piano Adventures, level 3B Francis Clark, Music Tree, 4 Hal Leonard, Piano Lessons 5 Michael Aaron, Piano Course, level 2-3 Royal Conservatory, level 3 Russian School, Book 2 Thompson, book 2	Snell, Piano Repertoire, level 3 Faber, Piano Literature, book 1-2 Faber, Sonatinas, book 1 Music Pathways, Repertoire 3B Bastien, Piano Literature, vol. 1 Succeeding with the Masters, vol. 1 Bach, Notebook for Anna Magdalena Tchaikovsky, Album for the Young Schumann, Album for the Young Kabalevsky, The Clown
6	White key majors + minors (harmonic): Scales, 2 octaves Triad and inversions Arpeggios I-IV-I-V7-I Min-dim-min	Alfred, Basic 3-4 Faber, Piano Adventures, level 4 Michael Aaron Piano Course, level 3 Royal Conservatory, level 4 Russian School, Book 2 Suzuki, book 2-3 Thompson, book 3	Snell, Piano Repertoire, level 4 Faber, Piano Literature, book 2 Faber, Sonatinas, book 2 Music Pathways, Repertoire 4A Bastien, Piano Literature, vol.2 Schumann, Album for the Young Succeeding with the Masters, vol.1 Ellmenreich, Spinning Song Kabalevsky, Toccatina Grieg, Elfin Dance, Op.12, No.4 Burgmuller, Ballade, Op.100, No.4

			Clementi, Sonatina, Op.36, No.1
Level	Elements from Keyboard Skills	Correlation of Method Books	Correlation of Standard Repertoire
7	All majors + white key Minors (harmonic) Scales, 2 octaves Triad and inversions Arpeggios I-IV-I-V7-I Maj-Aug-Maj	Alfred, Basic 5 Faber, Piano Adventures, level 5 Royal Conservatory, level 5 Suzuki, book3-6 Thompson, book 3-4	Snell, Piano Repertoire, level 5 Faber, Piano Literature, book 3 Faber, Sonatinas, book 3 Music Pathways, Repertoire 4B Bastien, Piano Literature, vol.3-4 Succeeding with the Masters, vol.2 Bach, Short Preludes Beethoven, Fur Elise CPE Bach, Solfeggietto Chopin, Preludes
8	All majors + harmonic minors: Scales, 2 octaves Triad and inversions Arpeggios I-IV-I-V7-I M-A-M-m-d-m	Alfred, Basic 6 Royal Conservatory, level 6 Suzuki, book 4-6 Thompson, book 4	Snell, Piano Repertoire, level 6 Faber, Sonatinas, book 4 Music Pathways, Repertoire 5A Bastien, Piano Literature, vol.4 Mozart, Sonata in C, K.545 Scarlatti, Sonatas Chopin, Waltz in Am, Op. post Schumann, Fantasy Dance, Op. 124/5 Prokofiev, Tarantella, Op.65, No.4
9	All majors + harmonic minors: Scales, 2 Octaves Triad and inversions Arpeggios I-IV-I-V7-I M-A-M-m-d-m	Royal Conservatory, level 7 Suzuki, book 4-6	Snell, Piano Repertoire, level 7 Music Pathways, Repertoire 5B Bach, Two-Part Inventions Beethoven, Sonata in G, Op.49, No.2 Mozart, Twelve Variations, K.300e (265) ("Ah, vous dirai-je, Maman") Kabalevsky, Sonatina, Op.13, No.1 Chopin, Waltz in Bm, Op.5, No.1
10	All majors + harmonic minors: Scales, 3 octaves 7 th chords + inversions Arpeggios, 3 octaves I-IV-I-V7-I M-A-M-m-d-m	Royal Conservatory, level 8 Suzuki, book 4-6	Snell, Piano Repertoire, level 7-10 Haydn, Sonata in C, Hob. XVI:35 Scarletti, Sonatas Beethoven, Sonata in Gm, Op.49/1 Debussy, Golliwogg's Cakewalk (Children's Corber Suite) Tchreprin, Bagatelle, Op.5, No.1
11	All majors + harmonic minors: Scales, 4 octaves 7 th chords + inv. (V7, maj7) Arpeggios, 4 octaves I-IV-I-V7-I (1 st inv.) M-A-M-m-d-m (1 st inv.)	Royal Conservatory, level 9 Suzuki, book 5-6	Snell, Piano Repertoire, level 7-10 Beethoven, Sonata in G, Op.79 Bach, French Suites Schubert, Impromptu in Ab, Op.142/2 Liszt, Consolation in Db Debussy, The Girl with the Flaxen Hair
12	All majors + harmonic minors: Scales, 4 octaves 7 th chords + inv. (V7, maj7, m7) Arpeggios, 4 octaves I-IV-I-V7-I (2 nd Inv.) M-A-M-m-d-m (2 nd inv)	Royal Conservatory, level 10 Suzuki, book 6-7	Snell, Piano Repertoire, level 7-10 Chopin, Nocturne in Fm, OP.55/1 Brahms, Rhapsody in Gm, Op.79/2 Bac, English Suites Bach, Preludes and Fugues (3 voices) From Well-Tempered Clavier I.II

SUPPLEMENTAL REPERTOIRE

(A Sample Correlation)

<u>AIM LEVEL</u>	<u>Supplemental Repertoire (FJH order no.)</u>
Prep – Level 1	Magic Pony, McLean (W9181) Homecoming Parade, Bober (W9196) Cartoon Kids, McLean (W9197) Fiesta Cha-Cha (W9197) My First Recital Book, vol. 2, Bober (FF1395) Fantastic Fingers, book 1, Goldston (FF1255) Written for You, book 1 (FF1248) Spotlight Piano Solo Collection, book 1 (FF1233) Simply Silly! Olson (FF1300) Once Upon a Rainbow, book 1, Faber (FF1103)
Level 1 – 2	Sail Away Sonatina, Stickland (S4118) My Red Racer, Bober (S4128) Eat My Vegetables, Rossi (W9144) Masked Rider, Bober (W9153) Crown Jewels, Goldston (W9154) Silly Struttin', Greenleaf (W9155) Mozart by a Nose, Olson (W9195) Temple Breezes, Goldston (W9209) Ramblin' Rails, Bober (W9234) A Messy Day, Greenleaf (W9244) Fantastic Fingers, book 2, Goldston (FF1275) A Bird's Eye View, Greenleaf (FF1364) Once Upon a Rainbow, book 2, Faber (FF1104)
Level 2 – 3	I've Got a Secret, Costley (S4114) Free Fall, Garcia (S4124) Skippin' Along, Lopez (S4129) Monkey Bars, Burkholder (S4130) Rabbits in the Snow, Sallee (S4137) Waltz in the Wing, Bober (W9151) Shadow Painting, Rossi (W9159) Starlight Waltz, Brown (W9173) Clever Cat, Bober (W9190) First Light, Leaf (W9194) The Silent Garden, Cuellar (W9214) The Jumping Bean, Greenleaf (W9292) Picture This! Book 1, Roubos (FF1369) Join the Parade, Strickland (FF1415) Fantastic Fingers, book 3, Goldston (FF1313) Just for Fun, book 1, Bober (FF1337) The Best of Kevin Olson, book 1, Olson (FF1324) Written for You, book 2 (FF1249) Spotlight Piano Solos Collections, book 2 (FF1233)

Level 4 – 6

Run with the Wind, Garcia (S4097)
Springtime, Sheldon (S4125)
The Giraffe Who Liked Mozart, Nehrenberg (S4139)
South of the Border Suite, Brandon (S4139)
My Time Machine, Brown (W9172)
Reverie, McLean (W9191)
Ragtag Rag, Goldston (W9203)
Sonatina for the Wiregrass, Greenleaf (W9207)
Suite in C, Bober (W9220)
Puppy Play, Heller (W9221)
Sonatina in a Neoclassical Style, McLean (W9224)
Let's Go Solo! Book 1, Karp (FF1396)
Student Favorites, book 3, Miller (FF1525)
The Best of Melody Bober, book 1, Bober (FF1271)
The Best of Timothy Brown, book 1, Brown (FF1304)
The Best of Kevin Olson, book 2, Olson (FF1327)

Level 6 – 7

Snow Angels, Costley (S4121)
Sonatina No. 2m, Medley (S4122)
Time to Get Up! Rag, Puiju (S4132)
Fairy Light, May (S4133)
The Rainbow's Promise, Bober (W9152)
Gallopig Stallion, Bober (W9163)
Toccatina in D Minor, Karp (W9165)
No Worries, Bober (W9189)
Ride the Wind, Bober (W9192)
Shimmering Prelude, Bober (W9199)
The Winds of Change, Leaf (W9205)
Night Flight, Leaf (W9208)
Sea Voyage, Leaf (W9209)
Razzle-Dazzle Rag, Bober (W9127)
Once Upon a Memory, Bober (W9218)
Fantastic Fingers, book 4, Goldston (FF1476)
An American Portrait: The Pacific Northwest, Roubos (FF1485)
The Best of Melody Bober, book 2, Bober (FF1272)
The Best of Timothy Bron, book 2, Brown (FF13050)
Written for You, book 3 (FF1250)
Spotlight Piano Solo Collections, book 3 (FF1247)
Picture This! Book 2, Roubos (FF1423)
Once Upon a Rainbow, book 3, Faber (FF1105)

Level 7 – 9

Nouvelle Etude, McLean (S4093)
Coconuts! Sallee (S4136)
Fantasia, Leaf (W9158)
Sea Winds, Bober (W9158)
Andalusian Rhapsody, Brown (W9177)
Valse in A Minor, Heller (W9182)
Tango Argentino, Olsen (W9200)
Warm Summer Rain, Leaf (W9206)
Shadows of Autumn, Brown (W9226)
Fantastic Fingers, book 5, Goldston (FF1478)
Sonatina in Flight, Olson (FF1402)
Written for You, book 4 (FF1251)

TECHNICAL STUDY (Resources)

Technical studies, exercises, and etudes may be selected from any standard resource. A technical study is defined as a short piece or exercise that focuses on one primary skill. For lower levels, teachers may notate an original exercise for a student to perform. It is the teacher's discretion to decide what technical study correlates best with a student's preparation in the other AIM categories.

A Sample correlation for Dozen a Day series:

<u>AIM level</u>	<u>Dozen a Day Level</u>
Prep	Mini-Book
1	prep
2	1
3	1-2
4	2-3
5	3
6	4
7	4
8	n/a

TECHNICAL STUDY RESOURCES:

Burnham, A Dozen a Day (Willis Music)
 'Technique" books from any method series
 Guy, Expressive Etudes, books 1-6 (FJH)
 Achievement Skills Sheets, No. 1-8 (FJH)
 Bernstein, Musi-Physicality (Hal Lenord)
 Hanon, any exercise or technical piece
 Czerny, any technical piece or etude
 Burgmuller, any technical piece or etude
 Cramer, any technical piece or etude
 Kohler, any technical piece or etude
 Gurlitt, any technical piece or etude
 Duvernoy, any technical piece or etude
 Clark, Piano etudes (New School)
 Sheftel, Patterns for Fun (Alfred)
 Streabbog, Twelve Melodious Pieces, Op. 63 and 64 (Alfred)
 Maykapar, Pedal Preludes for Piano (Summy-Birchard)

APPENDIX

- I. Guidelines for Evaluators (for Repertoire, Sight Reading and Keyboard Skills)
- II. Repertoire Evaluation form (SAMPLE)
- III. Sightplaying Evaluation form (SAMPLE)
- IV. Keyboard Skills Evaluation form (SAMPLE)

Guidelines for Evaluators

Please find below instructions for Repertoire, Sightplaying, and Keyboard Skills evaluations. Note the theory evaluation guidelines are on a separate page. Each evaluator will supply an overall evaluation of Excellent, Good, or Needs Work at the bottom of the form by circling the appropriate term. The overall rating refers to an Aaverage@ evaluation of all work presented. Please feel free to add general comments at the bottom of the form as well. All comments should be indicative of the overall rating. Finally, please keep in mind that AIM is a non-competitive evaluation. Informal friendly dialogue with the student is appropriate.

REPETOIRE: Several categories are listed on the evaluation form. Please comment on any category that applies to the student=s piece; not all categories will apply at every level. For the AOral Questions@ category, you might ask about the character or mood of the piece, any terms/symbols that appear in the piece, the form, or other questions relevant to the piece performed.

EXCELLENT	A convincing musical performance, nearly perfect, with fluency, assurance, and attention to appropriate expressive elements.
GOOD	A nearly convincing musical performance, with a general sense of precision and continuity (but maybe a few hesitations), and some inclusion of expressive elements.
NEEDS WORK	Attention to details needed; several hesitations or inaccuracies.

Please write comments that are positive and constructive. As an example, consider the following comments, written by two different evaluators for the same piece (Beethoven, Sonata Op. 2/1):

- A. *Practice LH alone to help secure memory. This is a very good piece for you to study right now. It shows much careful work, and many musical qualities. Don=t be discouraged by the problems with memory. We have all had those experiences. You were right to keep going, and skip to a place you knew. Keep up your studies. You are very musical and listen well to what you are doing. This piece, eventually, should go a bit faster, and have more of a fiery feeling.*
- B. *Rhythmically inaccurate. Tempo much too slow. Difficulty with memorization. Staccatos need to be more crisp. You must study your score and understand the composer=s plan in order to help your memory problems. I give you credit for Ahanging in there@ but you must study and practice much more thoroughly the next time.*

TECHNICAL STUDY: There is space to write only one or two brief comments. There is no overall evaluation to circle for Technical Study.

SIGHTPLAYING: For the preparatory elements, evaluate by using a checkmark if the student demonstrates competency and accuracy in his answer. Use a check-minus to indicate inaccuracy. If possible, indicate what the student missed. For example, when asking the student to name the circled notes, and he misses a pitch, write that pitch near the check-minus. A check-plus might be used if the student was quick and confident, or otherwise stood out. For the actual playing of the piece, the evaluator will write only comments (no boxes to check). For lower levels, there are 2 pieces; use both only if time allows.

EXCELLENT	Nearly perfect. Kept it going. Comment favorably if they were able to incorporate expressive elements.
GOOD	General accuracy in rhythm and notes, but perhaps a few minor hesitations or small mistakes.
NEEDS WORK	Several inaccuracies in notes or rhythms; several hesitations.

KEYBOARD SKILLS: For each category (5-finger patterns, scales, arpeggios, etc.), you are evaluating for basic competency only. Select 3-5 keys (as time allows) for each category, and mark with a check if the student demonstrates a basic competence in pitch (accuracy of notes), rhythm (steady and even), fingering (uses an appropriate fingering), and technique (demonstrates a relaxed, healthy technique). If there is a mistake or inadequacy, please mark with a check-minus. If possible, jot down what the mistake was, such as AB-flat@ if the student omitted the flat in the F major scale. If a student appears not to understand what you are asking, consider different terminology or demonstrate for the student. Students may also play at a higher level than required (for example, HT instead of HS, or 2 octaves instead of 1 octave).

EXCELLENT	Nearly perfect. Good relaxed technique. Fluency. Comment favorably if they were able to incorporate expressive elements.
GOOD	General accuracy in rhythm and notes; small hesitations or technique issue.
NEEDS WORK	Several inaccuracies or hesitations, or several technique issues.

Name.....Date.....Level.....Teacher Code

Technical Study/Exercise:

Repertoire Title 1

Composer:

Accuracy: Notes, articulation, fingering.

Expressiveness: Dynamics, tone quality, musical line, phrasing, slurs, sensitivity.

Technique: Arm & wrist ease, hand position, finger position and strength, facility.

Pedaling: Clarity, legato

Rhythm: Accuracy, tempo, pulse

Continuity/Memorization

Style/Musical effect

Oral Questions

Repertoire Title 2.

Composer:

Accuracy: Notes, articulation, fingering.

Expressiveness: Dynamics, tone quality, musical line, phrasing, slurs, sensitivity.

Technique: Arm & wrist ease, hand position, finger position and strength, facility.

Evaluator

Pedaling: Clarity, legato

Rhythm: Accuracy, tempo, pulse

**PREPARATORY
ELEMENTS** (as
indicated at top of
piece)

Continuity/Memorization

Style/Musical effect

Oral Questions

Overall Evaluation (circle one) = Excellent, Good,
Needs Work**General Comments:**

Name.....Date.....**LEVEL**.....TeacherCode _ _ _

√ =meets expectations

Piece 1 Piece 2

Overall Sightplaying of the
Piece 1

Piece 2

1. Rhythm	1. Rhythm
2. Pitches/Intervals/Triads	2. Pitches/Intervals/Triads
3. Other musical elements (dynamics, articulation, pedal, etc.)	3. Other musical elements (dynamics, articulation, pedal, etc.)

Overall Evaluation (circle one)= Excellent, Good, Needs Work**General Comments:**

Evaluator.....

Name _____ Date _____ **LEVEL 119**

√=meets expectations

SCALES • 1 octave HS ascending and descending; (optional: tetrachords or divided hands)

	F	C	G
1. Pitches			
2. Rhvthm			
3. Fingering			
4. Physical technique			

Chord Quality: BROKEN TRIADS: hand over hand, ascending and descending; 3 octave minimum

	F	f	C	c	G	g	D	d	A	a	E	e	B	b	F#	f#	C#	c#	Ab	ab	Eb	eb	Bb	bb
1. Pitches																								
2. Rhythm																								
3. Fingering																								
4. Physical technique																								

CADENCES/CHORD PROGRESSIONS: I-V7-I, HT. May use single note in LH

	F	C	G
1. Pitches			
2. Rhvthm			
3. Fingering			
4. Physical technique			

| Technical Study/Exercise:

Overall Evaluation (circle one)= Excellent, Good, Needs Work

General Comments:

Evaluator _____