

Piano Tuition Curriculum Overview



Purpose and approach Lessons develop rounded, independent musicianship from the outset. Each pupil follows a clear progression while repertoire, pace and goals are adapted to their age, experience and interests. Enjoyment matters, but so do careful listening, good habits and learning to play with confidence and expression.

Curriculum strand	What pupils learn and experience
Musical foundations	Pulse and rhythm; pitch and keyboard geography; dynamics, articulation, tempo, phrasing, expression and timbre. These are treated as musical ideas to hear and use, not simply terms to remember.
Technique and coordination	A relaxed posture and hand shape; finger control and independence; coordination between the hands; scales, patterns, chords and pedalling when appropriate. Technique grows through pieces as well as short focused exercises.
Reading and understanding	Secure note reading in treble and bass clefs; rhythmic fluency; patterns, intervals, keys, chords, form and musical signs. Theory, sight reading and aural awareness are connected directly to the music being played.
Listening and creativity	Singing, copying, playing by ear, improvising and composing. Projects may use notation, graphic or visual ideas, recordings or teacher support, so pupils can create before their notation skills are fully developed.
Playing together	Teacher–pupil duets, pupil duets and occasional ensemble or backing-track work develop steady pulse, listening, balance, timing, leadership and the ability to respond to another musician.
Repertoire and performance	A mixture of tutor-book pieces, music chosen by the pupil, seasonal and project repertoire, and graded material where useful. Informal concerts and open-mic opportunities build confidence; participation and examinations are optional.
Practice and independence	Short, purposeful practice; slow work; repetition; solving difficult sections; constructive self-talk; and learning to evaluate a performance. Goals may include favourite pieces, fluency, rhythm, sight reading, technique, composing, exams or performing.

Progression and resources Pauline Hall’s tutor books—including *Tunes for Ten Fingers*, *More Tunes for Ten Fingers* and *Piano Time*—provide the main early progression because they introduce concepts gradually and musically. They are supplemented with duets, listening and creative tasks, technical work, sight reading, theory and a wide range of repertoire. Pupils move on when skills are secure rather than simply when pages are completed.

Enrichment through the year Studio-wide themes and projects—such as Playing Together duet work, Autumn Leaves composition activities and informal performance events—give pupils a reason to apply their skills, share ideas and experience music as a social and creative activity.