

# Grade 2 Piano - Week 1: The Musical Ladder!

**Focus:** Introducing the Grand Staff, Treble & Bass Clefs, and the first Ledger Line (Middle C).

**Student:** Mrvacupanda (Age 7)

**Goal:** To understand that the staff is a map for music and that notes can go up, down, or stay the same. We will learn to identify the two clefs and find our first landmark note, Middle C.

## Materials Needed:

- Piano or keyboard
- Whiteboard and markers (at least two different colors)
- A small, fun object like a colorful eraser or small toy to use as a game piece
- Printed blank staff paper. You can get some here: [Free Blank Staff Paper](#)
- A pencil
- A beginner piano book (e.g., Faber Piano Adventures Primer or Level 1)
- Optional: A roll of painter's tape or some yarn

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## 1. Warm-ups: Finger Mountain Climbing (3 minutes)

**Goal:** To get our fingers ready to play and review finger numbers.

### Activity:

1. "Let's wake up our fingers! First, wiggle all ten of them like they are happy worms."
2. "Now, let's go mountain climbing on the piano. Find a group of 3 black keys. Using your right hand, pretend your fingers (2-3-4) are little hikers. Let them climb up the black-key mountain: middle finger (3) on the top key, and fingers 2 and 4 on the lower keys."
3. "Now climb down! Let's do this a few times. Great! Now let's find a group of 2 black keys and have fingers 2 and 3 climb that smaller hill."
4. Repeat with the left hand. This helps build finger independence and keyboard awareness in a playful way.

## 2. Technical Work: The Giant Floor Staff (3 minutes)

**Goal:** To experience the staff in a physical, kinesthetic way.

### Activity:

1. Before the lesson, use painter's tape or yarn to create a large 5-line staff on the floor.
2. "Welcome to the Giant Floor Staff! Music lives on these lines and in these spaces. Let's count the lines together, starting from the bottom. One, two, three, four, five!" (Hop on each line as you count).
3. "Now let's count the spaces. One, two, three, four!" (Jump into each space as you count).
4. "Great job! The lines and spaces are the musical ladder. Notes at the bottom sound low, and notes at the top sound high."

### 3. Ear Training: High or Low Detective (4 minutes)

**Goal:** To connect the visual concept of high/low on the staff with the sound of high/low pitches.

**Activity:**

1. "I'm going to play a mystery note. Your job is to tell me if it's a high-up 'birdie' sound or a low-down 'bear' sound."
2. Play a very high note (like C6) and a very low note (like C2) and have Mrvacupanda describe them.
3. Now, go to the whiteboard or a piece of paper with a staff drawn on it. "If the sound is high, where on our musical ladder do you think the note would live? Near the top or the bottom?"
4. Play a stepwise pattern of 3 notes going up (e.g., C-D-E). Ask: "Did the music sound like it was climbing UP the ladder or going DOWN?" Have Mrvacupanda trace the direction with their finger in the air. Repeat with a pattern going down.

### 4. Repertoire Work: Clef and Note Hunt (10 minutes)

**Goal:** To identify the Treble and Bass clefs and find Middle C on the staff and on the piano.

**Activity:**

1. Open the piano book to a very early piece. Look at the Grand Staff (the two staves connected together).
2. "This top staff has a special sign called the **Treble Clef**. It tells us we are playing higher notes, usually with our right hand." Point out how it curls around the second line from the bottom. "This is the 'G' line!" Use a green marker to circle the Treble Clef.
3. "The bottom staff has the **Bass Clef**. It's for lower notes, usually played with our left hand." Point out the two dots around the fourth line from the bottom. "This is the 'F' line!" Use a blue marker to circle the Bass Clef.
4. "Now for the most important note of all! See this line floating in the middle, between the two staves? That's our special landmark, **Middle C!** It's on a little bridge called a **ledger line**."
5. Find all the Middle C's in the song and circle them with a red pencil. Then, find Middle C on the piano and play it. Let's play every Middle C in the song.
6. For a great kid-friendly video explanation, you can watch this later: [Hoffman Academy - The Staff and Clefs](#).

### 5. Composing/Improv: Mrvacupanda's Sound Story (5 minutes)

**Goal:** To apply understanding of pitch and staff position creatively.

**Activity:**

1. On the whiteboard or blank staff paper, draw a Grand Staff.
2. "Let's create a musical story! You are the composer. Our story will have three sounds. Should the first sound be low, middle, or high?"
3. If Mrvacupanda says "low," have them draw a whole note on a low line or space in the Bass Clef. Then have them play any low note they want on the piano to be that sound.
4. "What happens next in the story? Does the sound jump up high?" Have them draw the next note. Maybe this time it's Middle C on its ledger line bridge! Then play Middle C.
5. Create a 3-note story, draw it, and then perform "Mrvacupanda's First Composition" together!

## 6. Piano Games: Staff Climber (5 minutes)

**Goal:** To reinforce the concept of pitch direction on the staff in a fun game format.

**Activity:**

1. Use a printed staff or the one on the whiteboard. Place the small toy (game piece) on the bottom line (Line 1).
2. "This is our Staff Climber game! I'll play a note (let's start with C). Now I'll play a second note. If it's higher, you move your game piece up to the next spot (Space 1). If it's lower, you move it down. If it's the same, you stay put!"
3. Start with simple steps (C to D, C to B). Then try bigger leaps (C to G).
4. Celebrate every correct move! The goal isn't to be perfect, but to listen carefully and connect sound with direction. This game makes reading music feel like an adventure.