

CURRICULUM

FOR

INTRODUCTION TO

PIANO

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Robert Van Wyk

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
**Introduction to Piano
Grades 9-12**

Date of Board Adoption:
October 28, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Introduction to Piano: Grade 9-12

PACING GUIDE

Unit	Title	Pacing
1	An Introduction to the Piano	2 weeks
2	An Introduction to C Position and Chords	4 weeks
3	An Introduction to G Position	4 weeks
4	An Introduction to Shared C Position and Expanding the Five Finger Position	6 weeks
5	Scales and Chords	8 weeks
6	Building Musical Literacy in the Beginning Pianist	8 weeks
7	Relating to Music: Understanding Music in Relation to History and Culture	8 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc....). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: An Introduction to the Piano/Keyboard

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Students will continue to navigate the instrument. Students will focus on C playing position, building chords, building technical ability and preparing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating

- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- A pianist must use proper playing technique to ensure student well-being.
- Performing carefully supervised warm-ups and exercises on a daily basis is essential for acquisition of proper technique.
- The keyboard instrument is an intricate tool that requires great care but can yield countless opportunities for creating music.
- The keyboard is made of a pattern of white and black keys.
- Utilizing music terminology and reading music is imperative to musical keyboarding.

Unit Essential Questions:

- What is the importance of warming up the wrist, hand, and fingers prior to playing the piano?
- How does posture affect playing technique?
- How does music terminology affect piano playing?
- Why is reading music imperative to piano playing?
- What is C position?
- What is the grand staff?

Knowledge and Skills:

Students will know...

- Proper hand position and posture for sitting at the piano.
- Warmup exercises to prepare the body to play the piano.
- The notes of a C major scale.
- Fingering positions for the notes on the grand staff in C position.

Students will be able to...

- Identify and demonstrate appropriate hand position and posture for sitting at the piano.
- Prepare themselves to play by performing warmup exercises.
- Play in right hand C position.
- Play in left hand C position.
- Play the notes on the grand staff.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- **Fingering Position Changes in a C Major Scale:** Right hand
- **Playing as an Ensemble:** Performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire:

Right Hand Warmup
Ode to Joy
Left Hand Warmup
Aura Lee
On the Grand Staff

RESOURCES

Teacher Resources:

- Lesson Plans

- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to C Position and Chords

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Students will continue to navigate the instrument. Students will focus on C playing position, building chords, building technical ability and continuing to develop both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
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- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
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Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating

- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination of both hands on the piano is a lifelong musical skill.

Unit Essential Questions:

- What is C position?
- What is a C major scale?
- What is a C major chord in root position?
- What is a G7 chord (first inversion)?
- What is a F chord (second inversion)?
- How do my fingerings change in between those two chords?
- What are broken and blocked chords?
- How do I perform two different things in two different hands?

Knowledge and Skills:

Students will know...

- C major scale.
- Fingering for a C major chord in the right and left hands.
- Fingering for a G7 chord (first inversion) in the right and left hands.
- Finger transitions between the C major chord and G7 chord (first inversion) in the right and left hands.
- Fingering for an F major chord (second inversion) in the right and left hands.
- Different types of accompaniment (broken chords and blocked chords).

Students will be able to...

- Perform a C major chord, G7 chord (first inversion), F major chord (second inversion).
- Transition between simple chord progressions in the right and left hands.
- Understand the difference between broken chords and blocked chords.
- Perform in multiple time signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 - 5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** Performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire:

Brother John

Merrily We Roll

Largo

Rockets

What Can I Share?

When the Saints Go Marching In (Right and left hands versions)

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
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Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to G position

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Students will continue to navigate the instrument. Students will focus on G playing position, building chords, building technical ability, and preparing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3D.12int.Cr1a.** Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
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- Solving problems
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- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement
- Coordination and independence of both hands on the piano is a lifelong musical skill

Unit Essential Questions:

- What is G position?
- What are accidentals?
- What are G and D major scales?
- What is a G major chord in root position?
- What is a D7 chord (first inversion)?
- What is a C chord (second inversion)?
- How do my fingerings change in between those two chords?
- What are broken and blocked chords?
- How do I perform two different things in two different hands?

Knowledge and Skills:

Students will know...

- G major and D major scales.
- How accidentals affect a written and played note.
- Fingering for a G major chord in the right and left hands.
- Fingering for a D7 chord (first inversion) in the right and left hands.
- Finger transitions between the G major chord and D7 chord (first inversion) in the right and left hands.
- Fingering for a C major chord (second inversion) in the right and left hands.
- Different types of accompaniment (broken chords and blocked chords).

Students will be able to...

- Perform a G major chord, D7 chord (first inversion), C major chord (second inversion)
- Identify accidentals and how they affect a written/played note
- Transition between simple chord progressions in the right and left hands

- Understand the difference between broken chords and blocked chords
- Perform in multiple time signatures and key signatures
- Perform melody and accompaniment in different hands at the same time

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

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- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a G Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire:

The Cuckoo

Harp Song

Beautiful Brown Eyes

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to Shared C Position (Middle C Position), Expanding the 5-Finger Position

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Students will continue to navigate the instrument. Students will continue to play in C and G position, building chords, building technical ability and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3D.12int.Cr1a.** Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.
- Dynamics are an important tool to demonstrate artistry and intent of the composer's vision.

Unit Essential Questions:

- What is shared C position (Middle C position)?
- What are A and E major scales?
- How do I know which position to use on the piano?
- What are dynamics?
- What are eighth notes?
- What is a dotted quarter note?
- How do I expand a 5-Finger position?
- What are intervals?
- What are half steps and whole steps?
- What is a chromatic scale?
- How do I perform two different things in two different hands?

Knowledge and Skills:

Students will know...

- A, E, B, F# major scales.
- C chromatic scale.
- How to perform using a shared C position.
- How to expand the five finger position.
- The hierarchy of rhythm.

Students will be able to...

- Perform an A, E, B, F# major scale.
- Perform a C chromatic scale.
- Perform using a shared C position and expanded C position.

- Perform written notation consisting of eighth notes and dotted quarter notes.
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 - 5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire:

Thumbs on C
Waltz time

Happy Birthday to You
Standing in the Need of Prayer
Alouette
London Bridge
Lone Star Waltz

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Scales and Chords

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Students will continue to navigate the instrument. Students will continue to play in C and G position and shared C position, building chords, building technical ability and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3D.12int.Cr1a.** Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies
- 1.3D.12prof.Cr1a.** Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.
- Scales and chords are at the foundation for all music.

Unit Essential Questions:

- What is a mode?
- What are Db, Ab, Eb, Bb and F major scales?
- What is a diminished chord?
- What are inversions?
- What is an arpeggio?
- What is a chord progression?
- What is the blues?
- What is improvisation?
- How do I perform two different things in two different hands?

Knowledge and Skills:

Students will know...

- Db, Ab, Eb, Bb, and F major scales.
- C diatonic chord progression.
- B diminished chord.
- C and G pentatonic scale.
- C and G blues scale.

Students will be able to...

- Db, Ab, Eb, Bb, and F major scales.
- Perform a C diatonic chord progression.

- Perform a C and G pentatonic scale.
- Perform a C and G blues scale.
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 - 5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested repertoire:

Cockles and Mussels, Got Those Blues!

The Can Can
Why Am I Blue?

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Building Musical Literacy in the Beginning Pianist, Reviewing Music Notation

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: This unit is designed to help students develop a foundational understanding of pitch and rhythm, and introduce them to the basics of major scales and keys, intervals, meter, tempo, and dynamics. Students will learn to understand notation as a means of compositional intent; discover ways to portray the composer's intent through interpreting the notation. Students will be able to use written notation to convey individual musical ideas.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12adv.Cr1a.** Describe and demonstrate multiple ways in which sounds, and musical ideas can be used to represent extended experiences or abstract ideas.
- 1.3B.12adv.Re9a.** Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
- 1.3B.12adv.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3B.12adv.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3B.12prof.Cr2a.** Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- 1.3B.12prof.Cr3b:** Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards: English Language Arts

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Unit Understandings:

Students will understand that...

- Achieving literacy in music significantly enhances the singer's enjoyment and appreciation of music. The foundation of music literacy is a working knowledge of clefs, key signatures, scales, intervals, rhythm, pulse and beat, and dynamic and musical symbols.
- Examining aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- Applying musical knowledge will strengthen students' ability to analyze and critique

Unit Essential Questions:

- How can our understanding of the elements of music make us stronger singers, performers, listeners and communicators?
- How do I represent the written notation found within the repertoire?
- What is a musical staff and how does it relate to notes and pitch?
- How are the notes identified on the staff?
- How are the notes on the staff found within my voice/singing?
- How are intervals important to music?

Knowledge and Skills:

Students will know...

- What pitch is and how it is notated.
- What rhythm is and how it is notated.
- How to utilize accidentals to affect pitch
- What key signatures are, and how they relate to major and minor scales.
- What tempo is and how it is notated.
- What dynamics are and how they are notated.

Students will be able to...

- Use symbols and terms to describe melodic, harmonic, and rhythmic relationships in performed and notated music.
- Use symbols and terms to describe and apply procedures for melodic and rhythmic transformation in performed and notated music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
- Warm-Up/Activity
- Quizzes/Tests
- Peer or Self Journal/Responses
- Rehearsal Assessment

Formative assessment

- **Debriefing:** A form of reflection immediately following an activity in which students articulate some aspect about the lesson, a concept, a skill, etc.. to demonstrate understanding and/or mastery.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. There is usually a single best answer. Some quiz examples are: Multiple-choice, True/False, Short Answer, Paper and Pencil, Matching, and Extended Response.
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.

- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Interactive Word Wall:** Write related words or symbols on individual cards for your word wall, such as symbols for dynamics, terms for tempos, or different note values. Ask students to arrange the cards in a given order, e.g. softest-to-loudest dynamics, slowest-to-fastest tempos, etc.
- **Note-taking:** Have students create flash cards for each major key that show the key signature in treble and bass clef. Have students exchange cards and check each other's work.
- **Manipulatives/Kinesthetics:** Play a short musical excerpt, and ask students to tap the beat with one hand. If students are hearing different pulses as the beat, help them establish which pulse the group should perform. Then, have them tap the subdivision of the beat with the other hand and identify whether the subdivision is simple or compound.
- **Composing:** Write simple melodies, duets using available online software. Compose a video game soundtrack using your knowledge of written notation (see resources for link). Have fun!
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Rehearsal Assessments

RESOURCES

Teacher Resources:

- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- <https://www.danielx.net/composer/>
- Sight Reading Factory
- Soundation
- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.

- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications.
- Emmons, S & Chase, C. (2014). *Prescriptions for Choral Excellence*. 1st editions. New York: Oxford University Press.
- *Building Beautiful Voices (Warmups and Technique Exercises)*- Paul Newsheim and Weston Noble

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW TEMPLATE

Content Area: Instrumental Music

Unit Title: Responding to Music: Evaluating Music and Music Performances

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Music is a way for people to express themselves. This unit is designed to help students develop skills to evaluate and communicate about music and musical performances. Students will discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Pr4b.** Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
- 1.3B.12prof.Pr4c.** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems

- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- The elements of music reflect upon the composer's choices and intent.
- Knowledge can be gained through carefully critique and analysis on musical performance.

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?

Knowledge and Skills:

Students will know...

- How to compare two musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers.

Students will be able to...

- Listen to recordings of music and analyze and discuss elements of the composition and interpretation.
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Compare and contrast the terms under discussion: phrasing, tempo, dynamics, tone quality, and articulations.
- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- Play a recording of two similar groups (high school to high school, for example) and compare the groups using each of the terms.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** Even in smaller information chunks, for ex., Padlet.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical processes/journeys. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions and intended learning goals, and helps plan the next steps in their learning.
- **Student Lesson/Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc.

RESOURCES

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- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications.

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Responding to Music: Understanding Music in Relation to History and Culture

Target Course/Grade Level: Introduction to Piano, Grades 9 – 12

Unit Summary: Music throughout history has been a way for people to express themselves. A culture's traditions and history are told through its art. This unit is designed to help students explore the genre, style, composer, and historical background of the repertoire being studied. Students will develop skills to evaluate and communicate about music and musical performances. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Pr4b.** Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
- 1.3B.12prof.Pr4c.** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

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- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- Music is a source for the most personal experience as well as the most communal.
- Music has influenced world cultures throughout history.
- The study, analysis and resulting performance of choral literature (secular, sacred, folksongs, spirituals, popular, Broadway, multicultural and world music) contributes not only to a comprehensive music education, but also to the appreciation and respect of other world cultures and societies.
- Music has always been intertwined with various cultures. Various factors influenced how composers of different periods wrote their music and how society/culture acted in response to the artistic creation.
- Knowledge can be gained through careful critique and analysis on musical performance.

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?
- How does music and the arts represent the culture, time period that it comes from?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the music they produce?

Knowledge and Skills:

Students will know...

- How to compare musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality, and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers from other cultures or past history.

Students will be able to...

- Develop an appreciation and understanding of the importance of music within culture.
- Develop the skills to understand how culture/society defines art and how art defines culture/society.
- Listen to recordings of music and analyze and discuss elements of the composition and interpretation as it pertains to history/culture
- Analyze musical works being rehearsed and compositional elements that affect performance.

- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Explore the relationship of music as an expression of history and culture.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

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- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
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