

COURSE: Piano Skills Level 1 and Level 2

GRADE(S): 9-12

UNIT: Repertoire and Technique

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.2 Historical and Cultural Contexts

9.3 Critical Response

9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Demonstrate proper use of keyboard equipment.

2. Demonstrate correct posture and hand position.
3. Identify various right and left hand positions.
4. Identify and perform keyboarding techniques (As appropriate for student level).
5. Perform keyboard music with accurate musical elements.
6. Perform individually (solo) and/or as a group.

ACTIVITIES:

- **Practice** – a variety of keyboard repertoire
- **Review** – Concepts and skills
- **Performance** – Accurate aural representation of repertoire

RESOURCES:

- Alfred’s Basic Adult Piano Course Levels 1, 2, 3
- Additional piano pieces provided by the teacher
- Teacher created handouts and activities
- Music Websites

ASSESSMENTS:

- Teacher observation
- Performance Quiz/Test
- Worksheets/Handouts
- Activities/Projects

REMEDIATION/MODIFICATION:

- Assistance – Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

ENRICHMENT:

- Additional – Keyboard Repertoire

COURSE: Piano Skills Level 1 and Level 2	GRADE(S): 9-12
UNIT: Musical Notation	

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9.1 Production, Performance and Exhibition of Music

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9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Identify and perform note values (Quarter, Half, Dotted Half, Whole, Eighth, Dotted Quarter).
2. Identify and perform rest values (Quarter, Half, Whole, Eighth).
3. Identify and perform different time signatures (2/4, 3/4, 4/4, 6/8, 9/8, C, C, 3/2)
4. Read and perform pitches of the Grand Staff.
5. Read and perform keyboard notation using the Grand Staff.
6. Perform keyboard music with accurate fingerings and articulation markings.
7. Read and perform miscellaneous music notation, including, but not limited to: slurs, phrase marks, dynamic markings (pp, p, mp, mf, f, ff, cresc., decresc.), accents, staccato, legato, repeat signs, first and second endings, D.C. al Fine, Fine

ACTIVITIES:

Practice – a variety of keyboard repertoire

Review – Concepts and skills

Performance – Accurate aural representation of repertoire

RESOURCES:

- Alfred's Basic Adult Piano Course
Levels 1, 2, 3
- Alfred's Essentials of Music Theory
Levels 1, 2, 3
- Teacher created handouts and activities
- Music Websites

ASSESSMENTS:

- Teacher observation
- Performance Quiz/Test
- Worksheets/Handouts
- Activities/Projects

REMEDIATION/MODIFICATION:

- Assistance – Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

ENRICHMENT:

- Additional – Keyboard Repertoire

COURSE: Piano Skills Level 1 and Level 2

GRADE(S): 9-12

UNIT: Critical Evaluation

NATIONAL STANDARDS:

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Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.2 Historical and Cultural Contexts

9.3 Critical Response

9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Critically evaluate self and peer performances by comparing to similar or exemplary models
2. Observe and evaluate teacher demonstrations
3. Evaluate professional recordings of pianists

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ● Practice – a variety of keyboard repertoire ● Review – Concepts and skills ● Performance – Accurate aural representation of repertoire <p>RESOURCES:</p> <ul style="list-style-type: none"> ● Alfred’s Basic Adult Piano Course Levels 1, 2, 3 ● Additional piano pieces provided by the teacher ● Various recorded examples 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Discussion ● Written evaluation <p>REMEDICATION/MODIFICATION:</p> <ul style="list-style-type: none"> ● Assistance – Teacher/Peer ● Adjustment – Length ● Alternative – Assignments/Projects <p>ENRICHMENT:</p> <ul style="list-style-type: none"> ● Additional – Keyboard Repertoire
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