

EBHS Beginning Piano Overview

Content Area: **Music**
Course(s): **BEGINNING PIANO**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

This course introduces the fundamentals of playing any keyboard instrument. A music technology lab equipped with MIDI keyboards, computers and headsets will be used to learn to read and play music in the treble and bass clefs using two hands. It is recommended that students have access to an instrument at home or outside of school for independent practice.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. 21 st Century Life and Careers	S
2. Comprehensive Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages	S		
4. Mathematics		8. Technology	S		

Textbooks and other resources

COURSE RESOURCES

MIDI Piano Lab and accompanying instructional materials

Alfred Piano Method

Faber Piano Method (for supplemental song repertoire)

Additional piano repertoire books

Computers with music software (music notation and recording software)

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof (Sur Ass)
Unit 1 <u>Keyboard Orientation</u> Arrangement and use of keys and function buttons; proper instrument and headphone use and care; finger number identification; identification of keys by musical alphabet name.	1.1.5.B.2 (A) 1.3.2.B.1 (A) <i>8.1.8.A.5 (D)</i>	1	1-2 days	Perf Ass
Unit 2 <u>Limited "C" Hand Position</u> Introductory treble and bass staff notation; basic rhythmic notation including quarter notes, half notes, whole notes, dotted half notes and corresponding rest values; 4/4 time signature; legato and staccato touches; assignment of specific finger numbers to C hand position; harmonic intervals of C position; Recording for self assessment.	1.3.5.B.1 (A) 1.3.8.B.3 (A) 1.3.12.B.1 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>8.1.8.A.5 (D)</i> <i>CRP.K-12.CRP8</i> <i>CRP.K-12.CRP2.1</i> <i>CRP.K-12.CRP9</i>	1	15-20 days	Perf Ass Unit

<p>Unit 3 <u>Enhanced “C” Hand Position</u> Expanded notation to include the entire grand staff; rhythmic notation expanded to eighth notes, dotted quarter notes, triplets and corresponding rest values; 2/4 and 3/4 time signatures; dynamic markings; articulation markings; movement of hands beyond basic C hand position including primary chords and the C major scale; Improvise, compose, notate and record an original song; Song repertoire recording for self assessment.</p>	<p>1.3.8.B.3 (A) 1.3.12.B.1 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>7.1.NM.A.2 (D)</i> <i>8.1.8.A.5 (D)</i> <i>CRP.K-12.CRP8</i> <i>CRP.K-12.CRP2.1</i> <i>CRP.K-12.CRP9</i></p>	<p>1</p>	<p>Remainder of Q1</p>	<p>Perf Assess Unit</p>
<p>Unit 4 <u>“G” Hand Position</u> Further notation to include accidentals and interpreting key signatures; rhythmic notation expanded to sixteenth notes, dotted eighth notes, and corresponding rests; tempo markings; assignment of specific fingers to G hand position including primary chords and the G major scale; Recording solo and duet song repertoire for self assessment.</p>	<p>1.3.8.B.3 (A) 1.3.12.B.1 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>7.1.NM.A.2 (D)</i> <i>8.1.8.A.5 (D)</i> <i>CRP.K-12.CRP8</i> <i>CRP.K-12.CRP2.1</i> <i>CRP.K-12.CRP9</i></p>	<p>2</p>	<p>20-25 days</p>	<p>Perf Assess Unit</p>

<p>Unit 5 <u>“F” Hand Position</u> Notational skill expanded to include original song composition and notation; rhythmic notation expanded to include 6/8 time signature; assignment of specific fingers to F hand position including primary chords and the F major scale; Improvise, compose, notate and record an original song; Identify and classify</p>	<p>1.3.8.B.3 (A) 1.3.12.B.1 (M)</p>	<p>2</p>	<p>20-25 days</p>	<p>Perf Assess Con</p>
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<p>historical and contemporary keyboard instruments by time period and performance practice; Identify careers and opportunities for lifelong making music.</p>	<p>1.4.8.A.3 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>8.1.8.A.5 (D)</i> <i>CRP.K-12.CRP8</i> <i>CRP.K-12.CRP2.1</i> <i>CRP.K-12.CRP9</i> <i>9.3.12.C.5 (D)</i></p>			<p>Perf Yea</p>
<p>Unit 6 <u>Supplemental Literature</u> Due to the fact that students will progress at various rates, supplemental song repertoire will be introduced to meet individual needs. Literature will represent diverse cultures and historical time periods.</p> <p>Recording for self-assessment.</p>	<p>1.1.8.B.1 (M) 1.1.12.B.1 (M) 1.1.12.B.2 (M) 1.3.8.B.3 (A) 1.3.12.B.1 (M) 1.4.8.A.3 (M) 1.4.8.A.7 (M) 1.4.12.A.1 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>8.1.8.A.5 (D)</i> <i>8.1.12.D.2 (D)</i> <i>CRP.K-12.CRP8</i> <i>CRP.K-12.CRP2.1</i> <i>CRP.K-12.CRP9</i></p>	<p>1-2</p>	<p>As needed</p>	<p>Perf Assess</p>

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of

	dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation (individual time on task)
- Performance assessments
- Written assignments
- Tests and quizzes
- Original song composition and performance.

Final course grades will be based on:

- Marking period grades (each 40% of final grade)
- Final exam including performance and written components (20% of final grade)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Beginning Piano the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

1504, 2543 Beginning Piano (Churchill Junior High School and East Brunswick High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required
100	50, 55	A	S	08-12	2.5	210	E

