CJHS Piano Lab Overview

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

Course Overview

COURSE DESCRIPTION

This course will provide an opportunity for students who have completed *Beginning Piano* to continue their development as keyboard musicians. In addition, by allowing course admission by audition, this course can provide an appropriate placement for students who have acquired some level of piano proficiency through private lessons. 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		

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Textbooks and other resources

COURSE RESOURCES

Yamaha MIE Keyboards

Supplemental 88-key electric pianos

Computers with music software (music notation and recording software)

Alfred Adult Piano Method Levels 2 & 3

Additional supplemental song repertoire

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References
Unit 1 <u>Keyboard/Workstation 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.	1.1.12.B.2 (M) 1.3.5.B.1 (A) *8.1.8.C.S.1 (D)* *CRP.K-12.CRP9 (D)*	1	2-3 days
Unit 2 <u>Review: Notation & Performance in Keys of C, G & F Major</u> Review treble and bass staff notation including accidentals and interpreting key signatures; rhythmic notation including quarter notes, half notes, whole notes, dotted half notes, eighth notes, dotted quarter notes, triplets, sixteenth notes, dotted eighth notes and corresponding rest values; 2/4, 3/4, 4/4, 6/8 time signatures; legato and staccato touches; assignment of specific finger numbers to C, F & G hand positions, primary chords and scales; tempo, dynamic and articulation markings; song and improvisation recording for self assessment.	1.1.12.B.2 (D) 1.2.8.A.2 (M) 1.3.5.B.1 (A) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) 1.3.12.B.1 (D) 1.4.8.A.3 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (D) 1.4.12.B.2 (D) *7.1.NM.A.2*	1	15 days

	(D)		
	8.1.8.C.S.1 (D)		
	CRP.K-12.CRP8 (D)		
	CRP.K-12.CRP2.1 (D)		
	CRP.K-12.CRP9 (D)		
Unit 3A <u>Sharp Keys</u> Song repertoire, finger exercises chords and scales expanded to include keys of D, A, and E Major, arm legato and sforzando technique, improvisation, song arranging and composition in previously mastered rhythms and time signatures, recording for self assessment and web-based collaboration.	1.1.12.B.2 (D) 1.2.8.A.2 (M) 1.3.12.B.1 (D) 1.3.12.B.2 (D) 1.3.12.B.3 (D) 1.3.12.B.4 (D) 1.4.8.A.3 (M) 1.4.8.B.1 (M) 1.4.12.B.1 (D) 1.4.12.B.2 (D) *7.1.NM.A.2 (D)* *8.1.8.C.S.1 (D)* *CRP.K-12.CRP8 (D)* *CRP.K-12.CRP2.1 (D)* *CRP.K-12.CRP9 (D)*	1	15-20 days
Unit 3B <u>Flat Keys</u> Song repertoire, finger exercises chords and scales expanded to include keys of Bb, Eb and Ab Major, pedal technique, improvisation, song arranging and composition in previously mastered rhythms and time signatures and utilizing blues scales, recording for self assessment and web-based collaboration.	1.1.12.B.2 (D) 1.3.12.B.1 (D) 1.3.12.B.2 (D) 1.3.12.B.3 (D)	1	15-20 days

	1.3.12.B.4 (D)		
	1.4.8.A.3 (M)		
	1.4.8.B.1 (M)		
	1.4.12.B.1 (D)		
	1.4.12.B.2 (D)		
	8.1.8.C.S.1 (D)		
	CRP.K-12.CRP8 (D)		
	CRP.K-12.CRP2.1 (D)		
	CRP.K-12.CRP9 (D)		
Unit 4 Chord Theory and Improvisation Major triads, minor triads, augmented triads, diminished triads, major 7th chords, minor 7th chords, dominant 7th chords, blues form, left hand "comping" technique, improvising in keys of F, Bb, and C.	1.1.12.B.2 (D)	2	20-30 days
	1.3.8.B.4 (M)		
	1.3.12.B.1 (D)		
	1.3.12.B.2 (D)		
	1.3.12.B.3 (D)		
	1.3.12.B.4 (D)		
	1.4.8.A.3 (M)		
	1.4.8.B.1 (M)		
	1.4.12.B.1 (D)		
	1.4.12.B.2 (D)		
	8.1.8.C.S.1 (D)		
	CRP.K-12.CRP8 (D)		
	CRP.K-12.CRP2.1 (D)		
	CRP.K-12.CRP9 (D)		
Unit 5 Musical Styles and Genres Song repertoire, knowledge of characteristics, performance techniques and listening examples drawn from major historical time periods and genres including: Baroque, Classical, Romantic, Impressionistic, Atonal/Serial, Jazz,	1.1.12.B.1 (D) 1.1.12.B.2 (D)	2	20-30 days (ongoing)

Contemporary and World Music; Recording for self assessment; Explore careers related to performance and technical support for varied musical genres.	1.2.12.A.1 (D) 1.2.12.A.2 (D) 1.3.12.B.1 (D) 1.4.8.A.3 (M) 1.4.12.A.3 (D) 1.4.8.B.1 (M) 1.4.12.B.1 (D) 1.4.12.B.2 (D) 1.4.12.B.3 (D) *8.1.8.C.S.1 (D)* *8.1.12.A.3 (D)* *8.1.12.D.2 (D)* *CRP.K-12.CRP8 (D)* *CRP.K-12.CRP2.1 (D)* *CRP.K-12.CRP9 (D)* *9.1.12.A.3 (D)* *9.1.12.A.4 (D)* *9.3.8.B.3 (D)* *9.3.12.C.5 (D)*		
Unit 6 Supplemental Literature 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, and include both solo and duet selections; Recording for self-assessment.	1.1.12.B.2 (D) 1.2.12.A.1 (D) 1.3.5.B.1 (A) 1.3.8.B.3 (M) 1.3.12.B.1 (D) 1.4.8.A.3 (M) 1.4.8.B.1 (M)	1-2	As needed

		1.4.12.B.1 (D)		
		1.4.12.B.2 (D)		
		7.1.NM.A.2 (D)		
		8.1.8.C.S.1 (D)		
		CRP.K-12.CRP8 (D)		
		CRP.K-12.CRP2.1 (D)		
		CRP.K-12.CRP9 (D)		

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.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
VPA.1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
VPA.1.1.12.A.2	Categorize the elements, principles, and choreographic structures of dance masterworks.
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.1.3.5.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.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
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.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
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.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
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.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
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)
- Individual performance assessments
- Collaborative performance/duet assessment
- Written assignments

- Tests and quizzes
- Original song improvisation, composition, arrangement and performance.

Final course grades will be based on:

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

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 Piano Lab, 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

Piano Lab (Churchill Junior High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
60	55	A	S	8 - 9	2.50	210	E	12/16/2010