

# Beginning Piano Overview

Content Area: **Music**  
Course(s): **Beginning Piano 6, Beginning Piano 7**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

### COURSE DESCRIPTION

This course, designed for the student who has little or no musical background, introduces the fundamentals of playing any keyboard instrument. An electronic music keyboard lab will be used to teach the reading of music notation in both treble and bass clefs, and the performance of music using two hands. Through the use of headphones, there will be opportunity for individual practice time and teacher instruction.

### 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. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

### Textbooks and other resources

Yamaha MIE Piano Lab and accompanying instructional materials

Alfred Piano Method (for supplemental song repertoire – currently in use at CJHS & EBHS)

Faber Piano Method (for supplemental song repertoire – currently in use at CJHS & EBHS)

### Standards

## COURSE SCOPE AND SEQUENCE CHART

<b>Sequential Unit Description:</b>	<b>Associated CPI's to be Achieved</b>	<b>Marking Period Guide</b>	<b>Other Pacing Guide References</b>	<b>Prof (Sur Ass)</b>
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.	1.3.2.B.1 (A) <b>8.1.8.A.1 (M)</b> <b>9.3.12.AR-PRF.4 (D)</b>	1	10-15 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; recording for self assessment.	1.3.5.B.1 (M) 1.4.5.B.3 (M) <b>8.1.8.A.4 (D)</b> <b>9.3.12.AR-PRF.4 (D)</b>	1	Remainder of Q1	Perf Ass Unit
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; movement of hands beyond basic C hand position including primary chords and the C major scale, recording for self assessment.	1.3.5.B.1 (M) 1.1.5.B.2 (M) 1.4.5.B.3 (M) <b>8.1.8.A.4 (D)</b> <b>9.3.12.AR-PRF.4 (D)</b>	2		Perf Ass Unit
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 for self assessment.	1.3.5.B.1 (M) 1.1.5.B.2 (M) 1.4.5.B.3 (M) <b>8.1.8.A.4 (D)</b> <b>9.3.12.AR-PRF.4 (D)</b>	3		Perf Ass Unit
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; Identify careers and lifelong opportunities for making music.	1.3.5.B.1 (M) 1.3.8.B.3 (D) 1.3.8.B.4 (D) 1.1.5.B.2 (M) 1.4.5.B.3 (M) <b>8.1.8.B.1 (D)</b>	4		Perf Ass Con Perf Yea

	<b>9.3.12.AR-PRF.4</b>			
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.	1.3.8.B.1 ( <b>D</b> ) 1.3.8.B.2 ( <b>D</b> ) 1.2.5.A.2 (M) 9.3.12.AR-PRF.3 (D) 9.3.12.AR-PRF.4 (D)	1-4	As needed	Perf Assess

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.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
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.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.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **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 in Marking Period 4.

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**

### **Beginning Piano (Hammariskjold Middle School)**

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Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	
100	55	A	S	6-7	NA	100	E	

