

# Unit 3: Major Scales and Basic Chords

Content Area: **Music**  
Course(s): **Piano Lab I**  
Time Period: **1 marking period**  
Length: **5-6 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, the students will begin to read, write, practice, and perform all of the Major Scales and Basic Chords/Chord Progressions. Students will read, write, and perform basic accompaniments to simple melodies. Students will also learn how to improvise simple melodies over given chord progressions, or improvise accompaniments after being given simple chord progressions.

## Transfer

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Students will be able to independently use their learning to...

- Build a major scale beginning on any given pitch.
- Read and perform all Major Scales, using correct fingering.
- Read and perform basic chord progressions within any given key signature.
- Improvise simple accompaniments or melodies within a given structure.
- Interpret musical nomenclature in order to practice and perform notated sheet music.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- Notated sheet music will utilize a variety of time signatures, rhythms, pitches, rests, and intervals.
- Key signatures are used to determine which notes are to be used within the musical composition.
- Composers use tempo marks, dynamics, and articulation to indicate musical expression.

## **Essential Questions**

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Students will keep considering...

- What is a chord, and how is it constructed?
- What musical elements must be considered in order to create an accompaniment?
- How are Major Scales constructed?
- What is an arpeggio, and which pitches are most commonly used in an arpeggiated accompaniment?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

- How to determine the key of a piece of music based upon the given key signature.
- How to write the key signature for all Major keys.
- How to build triads within any given key signature.
- How to read, write, and interpret chord symbols within a given key signature.
- How to read, write, and play major scales and arpeggios.

## **Students will be skilled at...**

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Students will be skilled at...

- Identifying and being able to write music using various key signatures.
- Interpreting and being able to play a piece of music within a given key signature.
- Playing all major scales and arpeggios.

## **Academic Vocabulary**

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Key signature

Scale

Arpeggio

Harmonization

Chord progression

## Target 2

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Students will be able to demonstrate understanding of (through reading, writing, and performing) all triads within any Major Key Signature.

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VPA.9-12.1.1.12.2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
VPA.9-12.1.1.12.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.9-12.1.3.12.2	The ability to read and interpret music impacts musical fluency.
VPA.9-12.1.3.12.3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
VPA.9-12.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.9-12.1.4.12.2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.

## Summative Assessment

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Critiques, self and peer

Performance assessments

Written tests

## 21st Century Life and Careers

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Formative Assessment and Performance Opportunities**

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Student demonstration at the keyboard.

Peer critiques of other students.

Self-critique.

Written assessments.

Study and analysis of classic piano performances through audio/video examples.

Music theory tests/quizzes.

Performance assessments of chosen repertoire.

## **Differentiation/Enrichment**

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Students are provided opportunities to be successful through the use of piano keyboards, listening assignments, written/verbal critique, teacher monitoring/assessing, and peer critique.

## **Unit Resources**

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Digital Piano keyboards and benches

Teacher modeling

Blank staff paper

Piano sheet music

Music theory worksheets

Recorded musical examples

Video examples

Written Tests

Textbook

- [Audio/Visual Examples](#)
- [Digital Piano Keyboards](#)
- [Internet Resources](#)
- [Music Theory Worksheets](#)
- [Sheet Music](#)