

# 2025 Unit 2: Keyboard Fundamentals and Application for Instrumental and Vocal Music

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## **Keyboard Fundamentals and Application for Instrumental and Vocal Music**

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This unit immerses students in the musical keyboard, fostering a deep understanding of note locations, accidentals, enharmonic equivalents, and scale construction. Students will explore whole and half step patterns essential to playing major scales and practice simple right-hand melodies paired with I, IV, and V7 left-hand accompaniments in keys with up to three sharps and flats. Through diverse activities including performing, analyzing, composing, and transcribing, students will apply these foundational keyboard concepts directly to their major instrument or voice, enhancing their overall musicianship in both instrumental and vocal contexts.

## **Learning Objectives**

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- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music applying the use of whole and half steps and their required arrangement to play a major scale in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by accurately locating all the notes of the musical alphabet on the white keys of the keyboard in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by accurately naming the black notes in relation to the white keys using accidentals in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music illustrating the enharmonic relationship of notes with more than one name in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music with application to their major instrument or voice
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose simple right-hand melodies with I, IV, and V7 left-hand accompaniments in easy keys, including up to three sharps and flats
- Students will develop and apply in-depth knowledge of the musical keyboard to enhance their performance and understanding in both instrumental and vocal music contexts

## **Essential Skills**

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- Accompany melodies with appropriate left-hand chord patterns.
- Analyze and discuss differences between sharp and flat note naming.
- Analyze note relationships on the keyboard between white and black keys.

- Apply rhythmic accuracy when performing melodic and harmonic parts.
- Compose simple chord progressions using I, IV, and V7 chords in easy keys.
- Compose simple right-hand melodies using appropriate notes and rhythms.
- Demonstrate ability to transpose keyboard music aurally and visually.
- Demonstrate finger independence and technique in playing melodies and accompaniments.
- Explain and demonstrate enharmonic equivalents on the keyboard.
- Identify all white key notes on the keyboard by name accurately.
- Identify and explain the musical alphabet and its layout on the keyboard.
- Integrate vocal skills by matching keyboard pitches with vocal pitch accuracy.
- Locate and name all black key notes using sharps and flats correctly.
- Perform simple keyboard pieces demonstrating coordination of both hands.
- Play I, IV, and V7 chords with the left hand correctly in easy keys.
- Play major scales in keys with up to three sharps and flats with correct fingering.
- Recognize and perform accidentals in melodic and harmonic contexts.
- Recognize and perform enharmonic notes and explain their theoretical significance.
- Sight-read simple keyboard music involving white and black keys.
- Spell and recognize major scales visually and aurally.
- Transcribe simple melodies on the keyboard accurately.
- Transpose melodies and chord patterns to related keys accurately.
- Understand and apply whole and half step patterns to construct major scales.
- Use digital notation software to compose and playback melodies and accompaniments
- Use proper hand position and posture for efficient keyboard playing.

## Standards

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MU.9-12.1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.9-12.1.3D.12acc.Cr3a	Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
MU.K-12.1.3D.12int.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
MU.K-12.1.3D.12int.Cr3b	Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
MU.9-12.1.3D.12acc.Cr3b	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition,

	improvisation and originality.
MU.9-12.1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
MU.9-12.1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12acc.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12acc.Pr5b	Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
MU.9-12.1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
MU.K-12.1.3D.12int.Re7b	Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
MU.9-12.1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Instructional Tasks/Activities

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**Keyboard Note Identification:** Use labeled keyboards or apps to identify white key names.

**Black Key Naming Exercises:** Practice naming black keys as sharps or flats relative to white keys.

**Enharmonic Matching Game:** Match pairs of enharmonic notes visually and by ear.

**Scale Construction Workshop:** Build and play major scales using whole and half step patterns.

**Fingering Drills:** Practice fingerings for major scales in keys with sharps and flats.

**Melody and Accompaniment Practice:** Play right-hand melodies with left-hand I, IV, and V7 chords.

**Transposition Challenges:** Transpose simple melodies and accompaniments to related keys.

**Compose a Simple Piece:** Write a short melody with chordal accompaniment on staff paper or notation software.

**Sight-Reading Sessions:** Read and perform short keyboard pieces with mixed white and black key notes.

**Listening and Matching:** Listen to notes or melodies and find them on the keyboard.

**Keyboard Posture and Technique Workshop:** Teach proper hand position and finger independence exercises.

**Digital Notation Projects:** Use software like MuseScore to notate and playback compositions.

**Rhythm and Timing Drills:** Clap and play rhythmic patterns to improve timing.

**Peer Performance and Feedback:** Students perform for peers and give constructive feedback.

**Interval Recognition:** Identify and play intervals on the keyboard to understand note relationships.

**Flashcard Drills:** Use flashcards to reinforce note naming and accidentals.

**Chord Building Activities:** Construct and play triads and seventh chords in easy keys.

**Improvisation Starter:** Improvise simple melodies over I, IV, V7 chord progressions.

**Ear Training with Keyboard:** Match sung pitches to keyboard notes and vice versa.

**Music Theory Discussions:** Discuss the musical alphabet, accidentals, and enharmonics in group settings.

- Black Key Naming Exercises
- Chord Building Activities
- Compose a Simple Piece
- Digital Notation Projects
- Ear Training with Keyboard
- Enharmonic Matching Game
- Fingering Drills
- Flashcard Drills
- Improvisation Starter
- Interval Recognition
- Keyboard Note Identification
- Keyboard Posture and Technique Workshop
- Listening and Matching
- Melody and Accompaniment Practice
- Music Theory Discussions
- Peer Performance and Feedback
- Rhythm and Timing Drills
- Scale Construction Workshop
- Sight-Reading Sessions
- Transposition Challenges

### **Accommodations & Modifications & Differentiation**

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

### **Gifted and Talented**

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw

- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Assessment Procedure

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- classwork/homework
- discussions
- participation in performance
- peer observation
- Teacher observation
- tests/quizzes

## Resources

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- Tonesavvy
- Google Classroom
- handouts
- instruments
- Music Theory texts
- MusicFirst
- Noteflight
- screen recordings
- SoundTrap
- The internet
- virtual instruments
- whiteboard