

Unit 2 - Piano/Keyboard Knowledge and Composition

Content Area: **Performing Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **Approximately 35 weeks (ongoing)**
Status: **Published**

State Mandated Topics Addressed in this Unit

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|---|-----|
| N/A | N/A |

Piano/Keyboard Knowledge and Composition

Main Topic – In-depth Developmental Music Theory/Piano Knowledge
Estimated Time: Approximately 35 weeks (ongoing)

Learning Objectives

- Artists will apply the in-depth knowledge of the musical keyboard.
- Reading simple right-hand melodies with a simple I, IV V7 left-hand accompaniment in easy keys, up to 3 sharps and flats.
- The enharmonic relationship of notes with more than one name.
- The location of all the notes of the musical alphabet on the white keys.
- The names of the black notes as they relate to the white keys using accidentals.
- The use of whole and half steps and their required arrangement needed to play a major scale.

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste

- Essential Skill 9 - Copy and paste

Standards

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| MU.9-12.1.3B.12adv.Cr1a | Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas. |
| MU.9-12.1.3B.12adv.Cr2a | Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas. |
| MU.9-12.1.3B.12adv.Cr2b | Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. |
| MU.9-12.1.3E.12adv.Cr3a | Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3D.12adv.Cr3a | Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies. |
| MU.9-12.1.3E.12adv.Cr3b | Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| MU.9-12.1.3D.12adv.Cr3b | Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. |
| MU.9-12.1.3B.12adv.Cr3b | Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent. |
| MU.9-12.1.3B.12adv.Pr4c | Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent. |
| MU.9-12.1.3B.12adv.Pr5a | Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. |
| MU.9-12.1.3B.12adv.Pr5b | Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works. |
| MU.9-12.1.3B.12adv.Pr6a | Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed. |
| MU.9-12.1.3C.12adv.Re7a | Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. |
| MU.9-12.1.3C.12adv.Re7b | Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music. |
| MU.9-12.1.3B.12adv.Re7a | Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition. |
| MU.9-12.1.3B.12adv.Cn10a | Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. |
| MU.9-12.1.3B.12adv.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |

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| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |

Instructional Tasks/Activities

- Analyze
- Compare
- Compose
- Demonstrate
- Discuss
- Draw
- Identify
- Perform
- Recognize
- Spell
- Transcribe
- Transpose

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Classwork/homework
- DBQ
- Discussions
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Participation in performance
- Peer observation
- Peer Review
- Performance
- Problem Correction
- Project

- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Tests/quizzes
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

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.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- 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

- 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

Honors Modifications

Resources

- Google Classroom
- Handouts
- Music Theory texts
- MusicFirst
- Screen recordings
- The internet
- Tonesavvy
- Whiteboard