

2025 Unit 2: Foundations of Keyboard and Fundamental Musicianship

Content Area: **Template**

Course(s):

Time Period:

Length:

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Foundations of Keyboard and Fundamental Musicianship

This unit introduces students to the musical keyboard and their primary instrument, focusing on foundational skills and knowledge. Students will learn to identify and apply musical alphabet notes on the keyboard, including both white keys and accidentals, and explore enharmonic relationships. Through performance, analysis, and composition, they will understand whole and half steps within major scales and practice simple melodies with basic chord accompaniments. Emphasis is placed on transferring these concepts to their major instrument or voice, fostering practical musicianship and deeper musical understanding.

Learning Objectives

- Students will accurately apply learned musical concepts directly to their major instrument or voice. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to deepen practical understanding and skills
- Students will accurately demonstrate and apply the enharmonic relationship of notes that have more than one name. They will engage in activities such as performing, identifying, discussing, analyzing, comparing, drawing, spelling, transcribing, transposing, and composing to solidify their understanding.
- Students will accurately demonstrate and apply the names of black notes in relation to white keys using accidentals. They will perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to deepen their understanding of this relationship.
- Students will accurately demonstrate and apply the use of whole and half steps, understanding their specific arrangement required to play a major scale. They will perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to reinforce this essential concept.
- Students will accurately identify, demonstrate, and apply the location of all musical alphabet notes on the white keys of the keyboard. They will engage in activities such as performing, discussing, analyzing, comparing, drawing, spelling, transcribing, transposing, and composing using these notes.
- Students will accurately read and perform simple right-hand melodies alongside I, IV, and V7 left-hand accompaniments in easy keys, including up to two sharps and flats. They will demonstrate skills in identifying, discussing, analyzing, comparing, drawing, spelling, transcribing, transposing, and composing within this context.
- Students will become familiar with the musical keyboard and/or their primary instrument, developing foundational skills and knowledge. They will also apply in-depth understanding of the musical keyboard through performance, analysis, and composition activities.

Essential Skills

- Accurately identify all white key notes on the keyboard by name.

- Accurately identify black keys and name them using sharps and flats.
- Analyze the structure of major scales in different keys.
- Apply learned keyboard concepts to another primary instrument or voice.
- Combine right-hand melodies with left-hand chord accompaniments effectively.
- Compose short melodic phrases using enharmonic notes.
- Compose short pieces that incorporate learned scales, accidentals, and chord accompaniments.
- Demonstrate and discuss how theoretical keyboard knowledge supports practical performance skills.
- Demonstrate the sequence of whole and half steps in a major scale.
- Demonstrate understanding of the relationship between black and white keys through naming and performance.
- Discuss and analyze the harmonic function of I, IV, and V7 chords in simple keys.
- Draw and label keyboard diagrams showing notes, accidentals, and scale patterns.
- Identify and spell notes accurately in both treble and bass clefs related to keyboard geography.
- Identify whole steps and half steps on the keyboard.
- Perform enharmonic notes accurately in various musical contexts
- Perform left-hand accompaniments using I, IV, and V7 chords correctly.
- Perform major scales accurately, focusing on correct fingerings and step patterns.
- Perform melodies using only white key notes on the keyboard.
- Play simple right-hand melodies in keys with up to two sharps or flats.
- Recognize and explain enharmonic equivalents on the keyboard.
- Recognize key signatures with up to two sharps or flats.
- Spell enharmonic notes correctly in written music.
- Transcribe and transpose simple melodies and accompaniments within easy keys.
- Transcribe melodies that include enharmonic notes.
- Transpose melodies incorporating enharmonic equivalents.

Standards

MU.9-12.1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
MU.9-12.1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
MU.9-12.1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
MU.9-12.1.3D.12prof.Cr3a	Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
MU.K-12.1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU.9-12.1.3D.12prof.Cr3b	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
MU.9-12.1.3B.12prof.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12prof.Pr5a	Create rehearsal plans for works, identifying repetition and variation within the form.
MU.9-12.1.3B.12prof.Pr5b	Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
MU.9-12.1.3B.12prof.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of multiple works.
MU.9-12.1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
MU.K-12.1.3D.12nov.Re7b	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
MU.9-12.1.3B.12prof.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
MU.9-12.1.3B.12prof.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.12prof.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Instructional Tasks/Activities

- Analyze a simple piece to identify scale patterns and chord progressions.
- Clap and count whole and half steps while moving up and down the keyboard.
- Combine right-hand melodies with left-hand I, IV, and V7 chord accompaniments.
- Compare pairs of enharmonic notes by playing and listening to their sounds.
- Compose a short melody incorporating enharmonic notes.
- Create a visual poster or infographic showing keyboard layout, scales, and key signatures.
- Draw and label the pattern of whole and half steps in a major scale on staff paper.
- Group activities where students take turns playing melodies and identifying notes.
- Identify and highlight enharmonic notes on a keyboard diagram.
- Identify key signatures with up to two sharps or flats using flashcards or apps.
- Label a blank keyboard diagram with all white key names.
- Peer review compositions with focus on correct application of accidentals and chords.
- Perform call-and-response exercises to reinforce note and chord recognition.
- Perform short melodies using only white keys, focusing on accuracy and rhythm.
- Play and sing the musical alphabet ascending and descending on the keyboard.
- Play major scales in C, G, and F, emphasizing whole and half step patterns.

- Practice playing I, IV, and V7 chords in easy keys with the left hand.
- Record and listen to performances focusing on accuracy of notes and accompaniments.
- Reflective journaling on challenges and successes in learning keyboard and theoretical concepts
- Sight-read simple right-hand melodies in keys with sharps or flats.
- Transcribe simple melodies that include enharmonic notes.
- Transpose a simple melody from C major to G major or F major.
- Use digital apps for interactive note naming and scale-building exercises.
- Use flashcards to practice naming black keys with sharps and flats.
- Use music notation software to notate composed melodies and accompaniments.

Assessment Procedure

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

Recommended Technology Activities

- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Music Notation Software
- 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.

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

Resources

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