Music Curriculum

Grades 9-12: Beginning Piano Elective
Course Description

Students will be introduced to the fundamentals needed to perform on the piano. Students will increase musical understanding and appreciation beyond just reading notes by learning a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands.

Concepts
This course has been designed based on a Spiral Curriculum – all areas of study are practiced at the same time and at each student’s individual pace, yielding the skills needed to be a successful performer on the piano at the individual pianist’s level. Because time is at the discretion of the teacher according to the needs of each individual performer, several areas of this class, including performance, technical development, and composition follow at a pace unique to each individual learner.

Course Objectives:
Students will begin to develop technical and performing skills as well as sight-reading capability. They will be introduced to standard classical piano literature from early masters to the present. Students will be able to meet the following objectives:
- Explore correct sitting posture for piano playing;
- Utilize proper fingering techniques;
- Sight-read at the appropriate level;
- Maintain accurate and steady tempos while playing.
# Pacing Chart – Units 1-5

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>Timeline: All Year</th>
</tr>
</thead>
</table>
| 1 - Technical Development | Students will know:  
  • Proper body posture impacts playing and health.  
  • Precise and consistent hand posture is an essential component of accurate playing.  
  • The fundamentals of effective finger technique are built of patterns common to music such as arpeggios, scales, etc.  
  • Fine and gross motor skills must be gained in very specific ways to grow as a pianist. | CCSS  
  CCSS.ELA-Literacy.L.9-10.6  
  CCSS.ELA-Literacy.L.11-12.6  
  CCSS.ELA-Literacy.RST.9-10.3  
  CCSS.ELA-Literacy.RST.11-12.3  
  NJCCCS  
  1.1.12.B.1  
  1.1.12.B.2  
  1.3.12.B.1  
  1.3.12.B.2  
  1.3.12.B.3  
  1.4.12.B.2 | This course has been designed based on a Spiral Curriculum – all areas of study are practiced at the same time and at each student’s individual pace, yielding the skills needed to be a successful performer on the piano at the individual beginner pianist’s level. |
| 2 - Repertoire | Students will know:  
  • Music from many genres and historical periods is the basis for any music student’s learning.  
  • Performance practice refers to the adaptations to technique, expression, and phrasing that musicians apply based on the historical and stylistic context of specific repertoire.  
  • Pianists make adaptations when performing music originally written for other instruments on piano, for example, works for harpsichord, organ, or guitar. | CCSS  
  CCSS.ELA-Literacy.L.9-10.6  
  CCSS.ELA-Literacy.L.11-12.6  
  CCSS.ELA-Literacy.RST.9-10.3  
  CCSS.ELA-Literacy.RST.11-12.3  
  NJCCCS  
  1.1.12.B.1  
  1.1.12.B.2  
  1.3.12.B.1  
  1.3.12.B.2  
  1.3.12.B.3  
  1.4.12.B.1  
  1.4.12.B.2 | |
| 3 – Basic music theory, steady beat, | Students will know:  
  • How to read basic notation of pitch and rhythm on the grand staff. | CCSS  
  CCSS.ELA-Literacy.L.9-10.6  
  CCSS.ELA-Literacy.L.11-12.6 | |
| tempo, basic rhythms | • The most basic element of music is steady pulse.  
• External Pulse refers to performing with an audible machine or another person.  
• When a musician performs alone, they are demonstrating internal pulse.  
• Note values are based on fractions and and fit together like a puzzle. | CCSS.ELA-Literacy.RST.9-10.3  
CCSS.ELA-Literacy.RST.11-12.3  
NJCCCS  
1.1.12.B.1  
1.1.12.B.2  
1.3.12.B.1  
1.3.12.B.2  
1.3.12.B.3  
1.4.12.B.2 |
|---|---|---|
| 4 - Critique | Students will know:  
• How to listen critically.  
• How to use aural skills to critique music.  
• The analysis one’s own playing is critical to growth.  
• Musicians must be able to recognize errors in pitch, expression, rhythm, and expression as they play. | CCSS  
CCSS.ELA-Literacy.L.9-10.6  
CCSS.ELA-Literacy.L.11-12.6  
CCSS.ELA-Literacy.RST.9-10.3  
CCSS.ELA-Literacy.RST.11-12.3  
NJCCCS  
1.1.12.B.1  
1.1.12.B.2  
1.3.12.B.1  
1.3.12.B.2  
1.3.12.B.3 |
Technology Operations and Concepts
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Creativity and Innovation
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Communication and Collaboration
- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Digital Citizenship
- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

Research and Information Literacy
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Critical Thinking, Problem Solving, Decision Making
- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices Standards

**CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12**

### CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
• **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

• **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

• **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

• **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

• **CRP9. Model integrity, ethical leadership and effective management.**
  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of
integrity and act on this understanding in every decision. They use a variety of means to positively impact the
directions and actions of a team or organization, and they apply insights into human behavior to change
others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that
management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly
  act on a plan to attain these goals. They understand their own career interests, preferences, goals, and
  requirements. They have perspective regarding the pathways available to them and the time, effort,
  experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the
  value of each step in the education and experiential process, and they recognize that nearly all career paths
  require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the
  planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish
  workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.
  They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and
  organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**
  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an
  awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to
  increase the engagement and contribution of all team members. They plan and facilitate effective team
  meetings.

## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
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<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
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<tr>
<td>Enrichment</td>
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<tr>
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<tr>
<td>Accommodate Based on Students' Individual Needs: Strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
New Jersey Core Curriculum Content Standards (NJCCCS):

- **1.1.12.B.1**
  
  **Content Statement:** Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

  **Cumulative Progress Indicator:** 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.

- **1.1.12.B.2**
  
  **Content Statement:** 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.

  **Cumulative Progress Indicator:** Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

- **1.2.12.A.1**
  
  **Content Statement:** Cultural and historical events impact art-making as well as how audiences respond to works of art.

  **Cumulative Progress Indicator:** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

- **1.2.12.A.2**
  
  **Content Statement:** Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

  **Cumulative Progress Indicator:** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.B.1

**Content Statement:** Technical accuracy, musicality, and stylistic considerations vary according to *genre*, culture, and *historical era*.

**Cumulative Progress Indicator:** Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.3.12.B.2

**Content Statement:** The ability to read and interpret music impacts musical fluency.

**Cumulative Progress Indicator:** Analyze how the *elements of music* are manipulated in original or prepared musical scores.

1.3.12.B.3

**Content Statement:** Understanding of how to manipulate the *elements of music* is a contributing factor to musical artistry.

**Cumulative Progress Indicator:** Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

1.3.12.B.4

**Content Statement:** Basic vocal and instrumental arranging skills require theoretical understanding of *music composition*.

**Cumulative Progress Indicator:** Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

1.4.12.A.1

**Content Statement:** Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
**Cumulative Progress Indicator:** Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

- **1.4.12.A.2**

**Content Statement:** Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.

**Cumulative Progress Indicator:** Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

- **1.4.12.A.3**

**Content Statement:** Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

**Cumulative Progress Indicator:** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

- **1.4.12.A.4**

**Content Statement:** Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

**Cumulative Progress Indicator:** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

- **1.4.12.B.1**

**Content Statement:** Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

**Cumulative Progress Indicator:** Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2

**Content Statement:** The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Cumulative Progress Indicator:** Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3

**Content Statement:** Art and art-making reflect and affect the role of technology in a global society.

**Cumulative Progress Indicator:** Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Connections

Technical Development: this area has strong connections to Biology and Anatomy. Students will apply knowledge of the musculoskeletal systems of the body and how the different parts of the system affect their muscle and motor control in maintaining appropriate posture, as well as increasing dexterity in their fingers. The efficacy of the nervous system in transmitting and interpreting visual, kinetic, and aural information is also explored.

Repertoire: the study of repertoire corresponds to study in Social Studies and English Language Arts. The historical periods (i.e., Medieval, Renaissance, etc.) are characterized by and parallel to specific conventions in art and music. For example, the influence that religious institutions had on Europe in the Medieval period meant that most of the music that was written was sacred in nature, and based on scripture. In the Renaissance period, secular music based on literary texts began to emerge, gaining momentum in the Romantic period.

Steady beat, tempo, basic rhythms: music notation pertaining to rhythms is based in Math. The terminology (whole, half, quarter, eighth, etc.) describing the length of notes or rests directly mirrors those in fractions. The vocabulary used to denote tempo has its origins in World Languages, specifically Italian.

Listening and analysis/Critique: both of these areas require and reinforce the adept use of English Language Arts skills in speaking, reading and writing. There is a long tradition of music analysis and critique that is akin to literary criticism. For example, Robert Schumann, German Romantic composer, was also well-known for his publications critiquing performances and compositions of his day, and in the present time, modern technology has enabled consumers to participate in tendering assessments of everything from books, movies and music to mundane items such as pens and paper.
### Grades: 9-12

#### NJDOE Student Learning Objective
- Perform music of various cultural genres on instruments with appropriate expressive elements, and with appropriate stylistic qualities.
- Determine proper body posture and its impact on playing piano and health.
- Analyze precise and consistent hand posture as an essential component of accurate piano playing.

#### Essential Questions
- How can posture affect all aspects of piano playing?
- In what ways does finger pressure impact the sound a pianist creates?
- What paths are opened to the player by good, efficient technique?
- How does applying simple and advance hand carry impact your play?

#### Skills
- Find and maintain good body posture at the piano.
- Consistently use hand posture to play effectively, efficiently, and with artistry.
- Plan and implement finger technique in rehearsal and performance.
- Apply effective finger technique when sight-reading and without planning.
- Play accurately when applying simple and advanced hand carry.

#### Resources
- John Thompson: Modern Adult Course for the Piano, Book I
- Hanon: The Virtuoso Pianist
- Piano Free app
- "How to sit at the piano" [http://www.wellbalancedpianist.com/bpseatingguide.htm](http://www.wellbalancedpianist.com/bpseatingguide.htm)
- How to place and use your fingers at the keyboard [http://www.pianoscales.org/fingerings.html](http://www.pianoscales.org/fingerings.html)

#### Sample Activities
- “How to sit at the piano” [http://www.wellbalancedpianist.com/bpseatingguide.htm](http://www.wellbalancedpianist.com/bpseatingguide.htm)
- How to place and use your fingers at the keyboard [http://www.pianoscales.org/fingerings.html](http://www.pianoscales.org/fingerings.html)
- Students will practice exercises 1-3 in The Virtuoso Pianist at increasing speeds until they are able to play them cleanly and accurately.
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<th>Resources</th>
<th>Sample Activities</th>
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<td>Assess the fundamentals of effective finger technique that are built of patterns common to music such as arpeggios, scales, etc.</td>
<td>Examine Fine and gross motor skills that must be gained in very specific ways to grow as a pianist.</td>
<td>• Maintain even distance from the keys and good hand posture regardless of the interval travelled between notes.</td>
<td></td>
<td>Students will practice the first three major and minor scales to an octave until they can play them cleanly, accurately and with proper finger position at 75 mm speed.</td>
</tr>
</tbody>
</table>
# Repertoire

**Description:**
The repertoire of music is divided into genres and historical periods. A pianist must alter his or her performance based on the genre and historical context of a piece of music. The tonality of a piece of music influences its mood and style.

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| Listen to musical selections by a variety of composers to discern use of the elements of music that are specific to each composer (e.g., J.S. Bach; G.F. Handel; W.A. Mozart; L. Beethoven; R. Wagner; G. Puccini; S. Joplin; Stravinsky; D. Ellington; L. Bernstein, Ives). | What characteristics of a musical work define its era of music? What is the importance of understanding the history of a piece of music? Why must a performer learn music from many genres and historical periods? | Students will be able to:  
- Perform and/or listen to music at his or her level from at least the following periods of music:  
  - Baroque  
  - Classical  
  - Romanticism  
  - Impressionism  
  - 20th Century  
- Perform and/or listen to music at his or her level from at least some the following genres of music:  
  - Waltz  
  - Etude | John Thompson: Modern Adult Course for the Piano, Book I  
Summary of Western Classical Music History  
http://www.columbia.edu/itc/music/ito/history/  
History of Classical Music  
http://www.naxos.com/education/brief_history.asp  
www.youtube.com  
www.oxfordwesternmusic.com | After listening to at least three pieces from each genre by varying composers, students will select two contrasting pieces from different composers/genres to prepare for recital or concert performance.  
Students will select and study a composer and prepare a five-page research paper or ten-slide Prezi. |
• Apply appropriate performance practice to studied selections.  
• Adapt piano technique to perform music with varied instrumental origins with stylistic accuracy. |  |  |
# Basic Music Theory

**Description:**
Being able to read music is an important part of learning how to play piano.

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<tr>
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| Read and identify basic music notation, including pitch, tempo, and rhythm. Demonstrate knowledge of the notes and rhythms on the grand staff. Students will perform piano literature at their level with a steady beat. Demonstrate the ability to play with a steady beat in the absence of external assistance. | Why is rhythmic precision valued in western music? What do the different notes on the staff mean? How does the solo musician keep time with him or herself? Why is keeping time important? | Students will be able to:  
- Read the notes and rhythms on the grand staff.  
- Perform piano literature at their level with a steady beat.  
- Keep time with a metronome or teacher.  
- Play with a steady beat in the absence of external assistance. | John Thompson: Modern Adult Course for the Piano, Book I  
Master Theory, Book 1 by Peters and Yoder  
Hanon: The Virtuoso Pianist, Exercises 1 – 10  
www.wellbalancedpianist.com  
www.youtube.com  
Students will play pieces from the Modern Adult Course at different speeds. |
**Grade:** 9  
**Unit:** 4  
**Topic:** Critique

**Description:**  
A pianist gains immense insight into his or her own playing by listening to recordings of him or herself, as well as by comparing and contrasting different performances of the same pieces. Critique is necessary for growth in any subject or skill.

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</thead>
</table>
| Perform/record a musical selection and use self evaluation and/or class critique to identify what was performed well technically and where additional practice/study would improve performance and assist in accomplishing musical objectives. Analyze different masters in the field and use listening to sharpen listening and playing skills. | How does critique lead to skill gain?  
What insights can only be gained by listening to you perform?  
How does critique in music compare to critique in the other arts? In the humanities? In the sciences? In athletics?  
How does exposure to different masters in the field sharpen listening and playing skills? | Students will be able to:  
- Evaluate different components of their individual performance.  
- Use information from self-critique to improve practice effectiveness  
- Find errors in real time.  
- Distinguish between performances by different pianists. | John Thompson: Modern Adult Course for the Piano, Book I  
www.wellbalancedpianist.com  
www.youtube.com Piano Free app | Students will perform two of their selected pieces and evaluate themselves and each other based on a performance rubric that they devise.  
Students will listen to two different performances of at least three of the pieces from the list of the “10 Most Beautiful Piano Pieces of All Time” ([http://www.enkivillage.com/most-beautiful-piano-](http://www.enkivillage.com/most-beautiful-piano-))
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
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<tr>
<td>playing skills?</td>
<td></td>
<td></td>
<td></td>
<td><a href="#">pieces.html</a> and maintain a reflection diary of the listening experience online.</td>
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## Unit Vocabulary

<table>
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<tr>
<th>Term</th>
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<td>Mezzo-forte</td>
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<td>Melody</td>
<td>Forte</td>
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<td>Harmony</td>
<td>Pianissimo</td>
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<tr>
<td>Pitch</td>
<td>Ritardando</td>
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<tr>
<td>Rhythm</td>
<td>Half-step</td>
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<tr>
<td>Metronome</td>
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<tr>
<td>Accents</td>
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<tr>
<td>Tie</td>
<td>Sharp</td>
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<td>Tempo</td>
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<td>Steady beat</td>
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<td>Soft pedal</td>
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<td>Sustain pedal</td>
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<td>Attack</td>
<td>Dynamics</td>
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<td>Andante</td>
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<td>Octave</td>
<td>Syncopation</td>
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