

PIANO STUDIO

This class is open to all students in grades 9-12 who wish to develop their individual piano/keyboard skills and have an interest in learning and playing the instrument. Geared toward meeting students' individual needs and goals, this course emulates a workshop setting. Students will learn and enhance piano/keyboard performing technique and music literacy skills by implementing the four artistic processes: Creating, Performing, Responding and Connecting in line with the Core Arts Standards. Students will perform a variety of repertoire representing varying genres and degrees of difficulty based on their individual goals and overall piano/keyboard skill development. This is a semester course which meets twice per rotation for half of the year and may be taken more than once.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Play alone and with others, a varied repertoire of music
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform a variety of musical genres.

<u>Content Topics</u>		<u>Assessments</u>
I. Keyboard Navigation and Playing Technique II. Music Literacy: Notes, Rhythms and Key Signatures III. Scales, Intervals, Chords and Chord Progressions IV. Piano Performance: Repertoire Study		<ul style="list-style-type: none">• Students will complete a summative assessment for each content topic.• Individual performance assessments.

Keyboard Navigation and Playing Technique

Skill Objectives

- Students will be able to demonstrate proper posture and hand position when performing.
- Students will be able to identify notes on both the grand staff and keyboard between C2 and C6 including sharps and flats.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Evaluate, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and identify the physical components for good playing technique: proper posture, correct hand position, and correct and appropriate fingering patterns. • Students will analyze and identify written pitches on the staff with corresponding locations on the keyboard between C2 and C6. • Students will demonstrate proper posture and hand position. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will rehearse and perform required exercises and repertoire with proper posture, correct hand position and appropriate fingering. • Students will rehearse, refine, evaluate and present songs utilizing proper posture, hand position and fingering patterns.

Assessments:

Note identification Assessment

Individual/Small group performance

Music Literacy: Notes, Rhythms and Key Signatures

Skill Objectives

- Students will be able to read, enumerate and play music comprised of whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests in simple and compound time.
- Students will be able to read, enumerate and perform sixteenth notes and sixteenth rests in simple meter.
- Students will compose and perform rhythms in any of the following meters: 2/4, 3/4, 4/4, 2/2, 6/8, and/or 9/8 using a variety of note values including whole notes, half notes, half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests, sixteenth notes and sixteenth rests.
- Students will be able to identify notes on the grand staff and keyboard between C2-C6.
- Students will be able to identify all major key signatures.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>

<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze rhythms in simple and compound time and will identify half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests, sixteenth notes and sixteenth rests. • Students will evaluate rhythms for accurate use of note values and enumerate. • Students will analyze and identify notes on the keyboard in their music between C2 and C6 including sharps and flats. • Students will analyze and identify all major key signatures. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, evaluate and refine rhythms using standard enumeration. Note values include: half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests, sixteenth notes and sixteenth rests. • Students will analyze, rehearse, refine and present songs on the keyboard in contrasting meters (2/4, 2/4, 4/4, 2/2, 6/8 and/or 9/8). • Students will analyze, rehearse, refine and present repertoire in various major keys. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will create (plan and make) four measure rhythm patterns in simple and compound time using a variety of notes including: half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests. • Students will create (plan and make) four measure rhythm patterns in simple time using a variety of notes including: half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests, sixteenth notes and sixteenth rests. • Students will evaluate their compositions for accurate use of note values, and will refine their compositions. • Students will evaluate peer compositions for accurate use of note values.
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Assessments:

Note Name Identification Assessment

Key Signature Assessment

Composition Rubric

Peer Assessment

Individual/Small group performance

Scales, Intervals, Chords and Chord Progressions

Skill Objectives

- Students will be able to perform one and/or two octave major scales in all keys in which their repertoire is written with both hands simultaneously in parallel motion with correct hand position and appropriate fingerings.
- Students will be able to perform I-IV-V-V7-I chord progressions with correct hand position and appropriate fingerings in all keys in which their repertoire is written.
- Students will be able to identify all major and perfect intervals on the keyboard and on the grand staff.
- Students will harmonize simple melodies with block chord accompaniment using I, IV, V and V7 in varying keys dependent on repertoire.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and identify all major and perfect intervals on the keyboard and the grand staff. • Students will analyze intervals used in I, IV, V and V7 chords in root position. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will rehearse, evaluate, refine and present one and/or two octave scales in all keys in which their repertoire is written with both hands simultaneously in parallel motion with correct hand position and appropriate fingerings. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will create (plan and make) a 12 measure melody on the keyboard using a variety of intervals in a key based on their repertoire. Students will also compose (plan and make) chordal

<ul style="list-style-type: none"> • Students will listen to aural examples and identify I, IV, V and V7 chords. 	<ul style="list-style-type: none"> • Students will rehearse, refine evaluate and present I, IV, V and V7 block chord progressions in all keys in which their repertoire is written with correct hand position and appropriate fingerings. 	<p>accompaniments utilizing the I, IV, V and V7 chords.</p> <ul style="list-style-type: none"> • Students will evaluate and refine their compositions. • Students will evaluate peer compositions.
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Assessments:

Melodic and Harmonic Composition Rubric

Peer Assessment Rubric

Individual/Small group performance

Piano Performance: Repertoire Study

Skill Objectives

- Students will learn and perform repertoire in a variety of genres, keys and meters demonstrating individual skill and technique development.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to, analyze and evaluate peer performances of repertoire throughout the semester, offering feedback with regard to note and rhythmic accuracy. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, evaluate, refine and present repertoire with proper technique, note and rhythmic accuracy and musical expression.

Assessments:

- Piano Performance Assessment Rubric
- Peer Assessment Rubric
- Individual/Small group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: compare and contrast, analyze

Repertoire

Assured Genres: Jazz and Broadway Music

Piano repertoire aligned with each student's level of skill and technique development in the assured genres.

Tasks

- Students will study and analyze key characteristics of performance literature as it relates to the assured genres
- Students will compare and contrast various repertoire learned with the repertoire in the assured genres.

Assessment

- Worksheet answering focus questions for each repertoire genre.

Broadway

- Focus Question 1: What are the major characteristics of Broadway music? (Telling a story, part of a musical, singable melody)
- Focus Question 2: How does the Broadway song that you performed fit into the plot of the musical that it is from? Why is that song an important part of the story?
- How did your deepened understanding of Broadway music and the specific musical your piece was from influence your preparation and performance of that piece?

Jazz

- **Why is jazz music considered uniquely American?**

The music of America's black people came to be called jazz in the South in the early 1900s; New Orleans, Louisiana, is often called the birthplace of jazz. Despite slavery's having ended in 1865, African Americans still didn't have the same rights as white Americans. But jazz was music that both black and white people could enjoy. By the 1920s, jazz was growing in popularity and included influences from Europe as well as Africa. In jazz, a melody begins a song, but then each musician will take turns improvising, playing all kinds of notes: high, low, long, short, gravelly and clear. The performers who are not soloing are playing quietly in the background, or comping, short for accompanying. At the end of the song, the melody returns as "the head". Improvising is what makes a jazz song different every time you hear it, unlike any other piece. Another thing that sets jazz apart is its approach to rhythm which includes syncopation. Jazz musicians "swing" notes, which means they change the length of notes, holding some longer and making others shorter using jazz style and inflections.

- **What musical characteristics are noteworthy in Jazz?**

Swing eighth notes, jazz style and articulation, harmonic extensions including Maj7, min7, Dom7, altered dominants, and 12-bar blues

- How did your deepened understanding of Jazz influence your preparation and performance of your piece?

Fairfield Public Schools
Assessment Pack
Piano Studio

Keyboard Note Identification

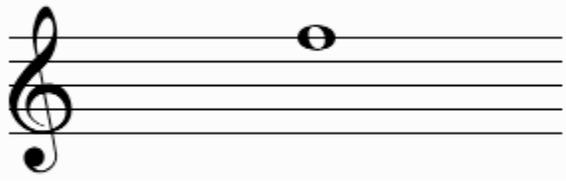
Piano Studio

Name: _____

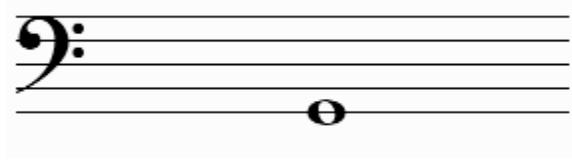
Keyboard Reverse Note Identification

Write the letter under each note. Also, write the number of each note example on the keyboard below.

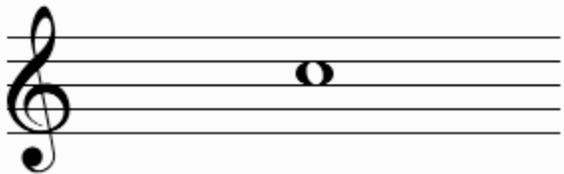
1.



2.



3.



4.



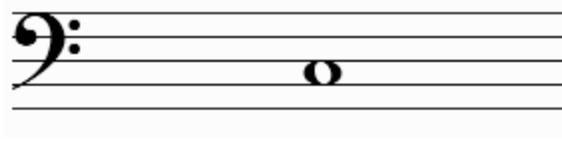
5.



6.



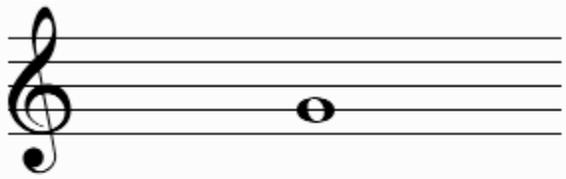
7.



8.



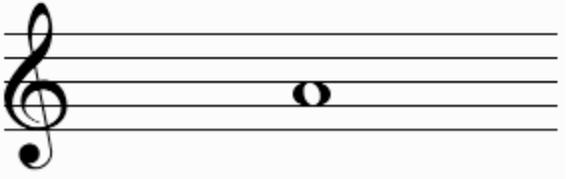
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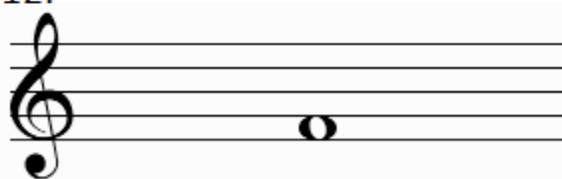
10.



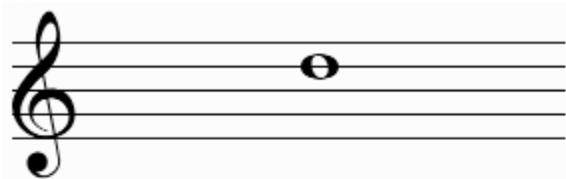
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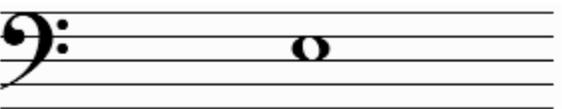
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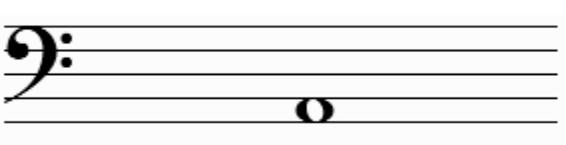
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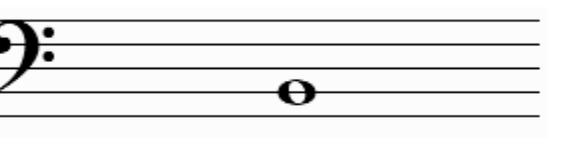
14.



15.



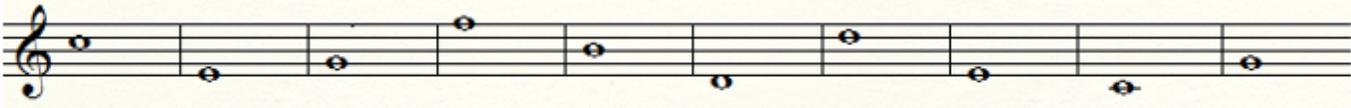
16.



Note Naming Assessment

Piano

Name: _____

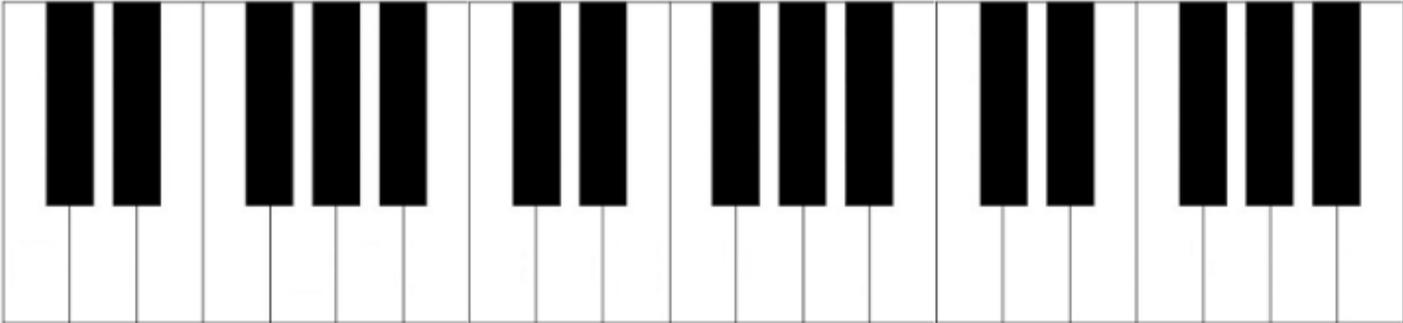


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Label all of the notes on the keyboard below.



Melody & Harmony Composition

Piano Studio

Name: _____

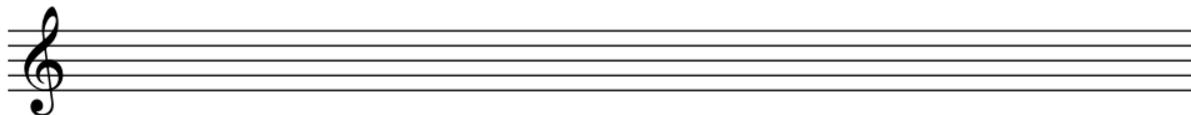
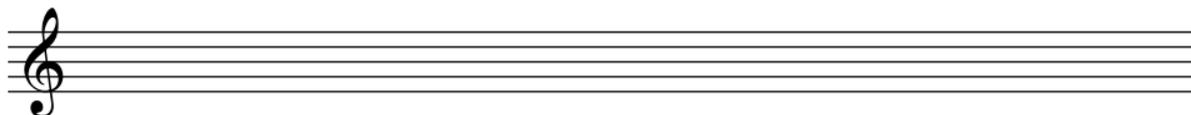
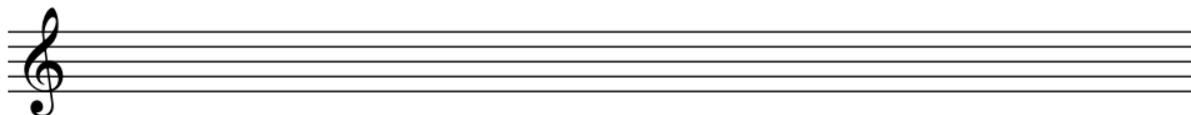
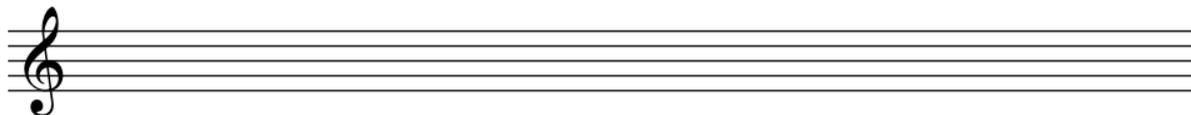
MELODY & HARMONY COMPOSITION

You are going to compose a 12 measure piece of music to perform. You will first create a melody, and will then create the accompaniment using I, IV, V and V7 chords.

MELODY

- Melody must be 12 measures
- Melody must begin and end on Do
- Melody must include an interval of a second
- Melody must include an interval of a third
- Melody must include an interval of a fourth
- Melody must include an interval of a fifth
- Melody must include stepwise motion
- Melody rhythm must include a variety note values including whole notes, half notes, dotted half notes, quarter notes and eighth notes. Melody may contain NO MORE THAN ONE whole note measure.

Compose three measures per line, and draw in the bar lines.



ACCOMPANIMENT

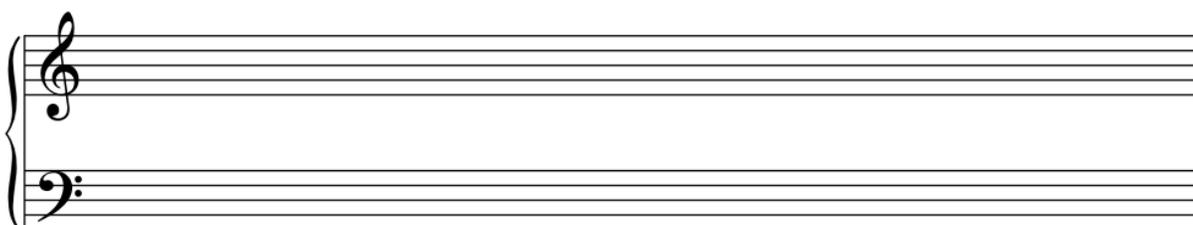
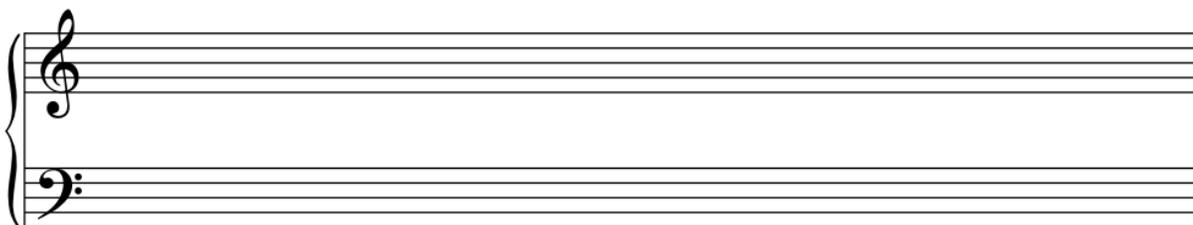
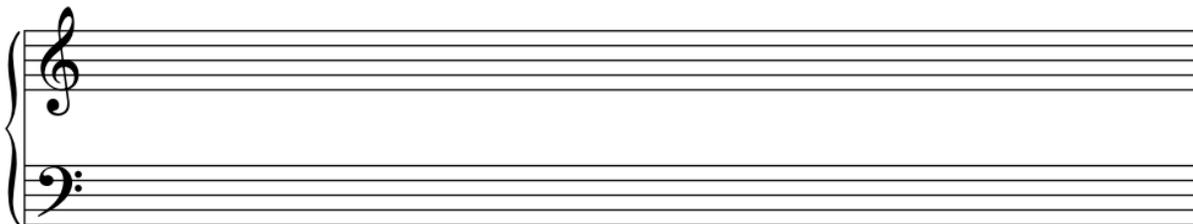
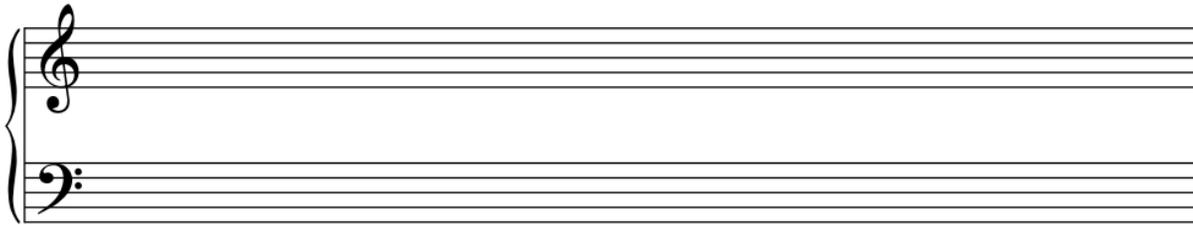
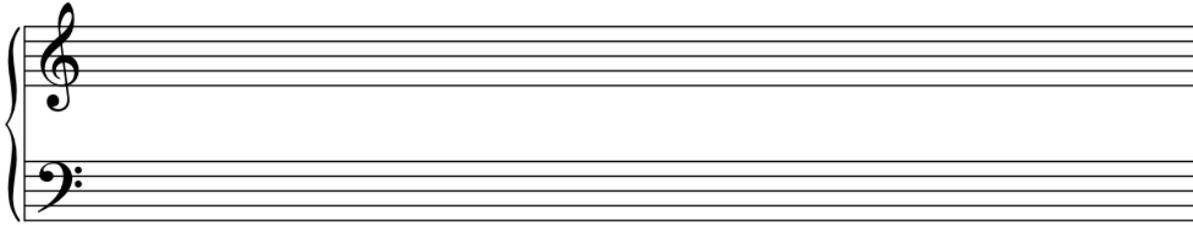
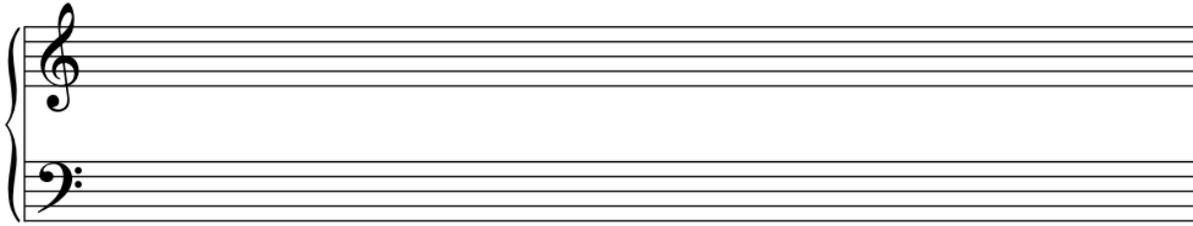
- Accompaniment must include I, IV, V and V7 chords
- Accompaniment must start and end on a I chord
- Accompaniment rhythm must include a variety of note values including whole notes, half notes, dotted half notes, quarter notes and eighth notes. Accompaniment may contain NO MORE THAN ONE whole note measure.

Compose three measures per line, and draw in the bar lines.



PUTTING IT TOGETHER

Write out your piece of music below including both the melody and accompaniment. Write out two measures per line, and draw in the bar lines.



Name: _____

Piano Studio

MELODY & HARMONY COMPOSITION RUBRIC

MELODY

70 points

Requirement	Points Earned	Points Possible	Teacher Comments
Melody uses a variety of notes on the staff		10	
Melody is 12 measures		10	
Melody begins and ends on Do		10	
Melody includes one 2nd, one 3rd, one 4th, one 5th and some step wise motion		20	
Melody includes a variety of rhythms with only one dotted half note		20	

ACCOMPANIMENT

30 points

Requirement	Points Earned	Points Possible	Teacher Comments
Accompaniment includes I, IV, V and V7 chords		10	
Accompaniment starts and ends on the I chord		5	
Accompaniment includes a variety of rhythms with only one measure of a dotted half note		15	

Name: _____

Piano Studio
MELODY & HARMONY COMPOSITION
PEER EVALUATION - ACCOMPANIMENT

1. Does the accompaniment have I, IV, V and V7 chords?

Yes or No

2. Does the accompaniment start and end on the I chord?

Yes or No

3. Does the accompaniment rhythm include a variety of note values including half notes, dotted half notes, quarter notes, eighth notes, and sixteenth notes?

Yes or No

4. Does the accompaniment contain no more than one whole note measure?

Yes or No

Name: _____

Piano Studio
MELODY & HARMONY COMPOSITION
PEER EVALUATION - MELODY

Does the melody include an interval of a second?

Yes or No

Does the melody include an interval of a third?

Yes or No

Does the melody include an interval of a fourth?

Yes or No

Does the melody include an interval of a fifth?

Yes or No

Does the melody have stepwise motion?

Yes or No

Does the melody begin AND end on Do?

Yes or No

Does the accompaniment rhythm include a variety of note values including half notes, dotted half notes, quarter notes, eighth notes, and sixteenth notes?

Yes or No

Does the accompaniment contain no more than one dotted half note measure?

Yes or No

PIANO STUDIO

PERFORMANCE ASSESSMENT

Name: _____

Date: _____

Rep Being Performed: _____

Year: 1 2 3

	100% of the time	Almost 100% of the time	Most of the time	Some of the time	Rarely	Never
Correct Fingering Right Hand	10	8	6	4	2	0
Correct Fingering Left Hand	10	8	6	4	2	0
Hands: Shape and Placement	10	8	6	4	2	0
Note Accuracy Right Hand	10	8	6	4	2	0
Note Accuracy Left Hand	10	8	6	4	2	0
Rhythmic Accuracy Right Hand	10	8	6	4	2	0
Rhythmic Accuracy Left Hand	10	8	6	4	2	0
Steady Tempo	10	8	6	4	2	0
Dynamics	10	8	6	4	2	0
Expressive Markings (articulation, phrasing)	10	8	6	4	2	0

TEACHER'S COMMENTS:

SCORE : _____

PIANO STUDIO
PEER EVALUATION RUBRIC
PIANO PERFORMANCE

Criteria	Yes	No	Comments
Right hand notes were accurately performed.			
Left hand notes were accurately performed.			
Tempo was steady throughout the piece.			
Musically expressive symbols and markings were performed accurately.			
Posture was correct.			