

# Pequannock Township School District

## Curriculum Syllabus

### Piano I/Grade 9-12

### Course Description:

This course provides the student with the basis for lifelong enjoyment of playing the piano. Building on the student's prior experience, the students work at their own pace, continuing to develop their piano proficiency. Developing piano skills will benefit any student of music, regardless of their chosen instrument. It helps to enhance the student's conceptualization of music theory. When working with music software, the student will be able to more quickly and accurately record their music ideas. The first half of this course focuses on reading written notation. The second half of this course focuses on comping — the art of playing by chord employed by many professional musicians. This allows the student to develop their own accompaniments for a practically unlimited variety of songs based on websites such as chordify.net or published “fake” books. Students in Piano II develop skills that build on those learned in Piano I. Finally, this course gives the student an introduction to music theory, which is utilized in Music Technology, its companion course.

### Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

- 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.

- 1.3B.12prof.Re8a Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
- 1.3B.12prof.Re9a Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3D.12int.Cr1a Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
- 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.
- 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.
- 1.3D.12int.Pr5a Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
- 1.3D.12int.Pr6a Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
- 1.3D.12int.Re7a Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- 1.3D.12int.Re8a Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## Scope and Sequence

### **Unit 1 (Marking Period 1-2)**

#### **Intermediate Piano Skills**

Building on skills learned in Piano I (or other previous instruction), students develop a mastery of piano pieces that gradually build on each other. Students work at their own pace and the teacher provides suggested milestones for the class as a whole. This unit ends with a formal playing assessment of a piece selected by the student, under the guidance of the teacher. Throughout this unit, students will also complete daily skills tests, which will provide practice in identifying pitches and rhythms. Students in Piano II may be permitted to opt out of the daily skills tests if they demonstrate mastery of the concepts.

### **Unit 2 (Marking Period 2)**

#### **Intermediate Harmony and Comping**

Students continue to develop their knowledge of chord symbols, and harmonic progressions. They are expected to display a much bigger vocabulary of chords than the students in Piano I. Students explore the harmonic structure of various songs, including some they choose. Students continue to develop their comping abilities by learning to perform songs with more complicated chords and/or progressions. They develop intermediate solo and accompaniment skills. This unit further develops the knowledge necessary for the student to complete some of the projects they will be assigned in Music Technology.

# Assessments

Evaluation of student achievement in this course will be based on the following:

- a. Daily progress (i.e. Is the student working at their skills on a daily basis?)
- b. Daily basic skills tests (using [musictheory.net](http://musictheory.net))
- c. Informal playing tests (as students complete each assigned piece of music)
- d. Formal playing assessment at the end of Unit 1
- e. Harmony test (written)
- f. Song structure aural quiz
- g. Demonstration of comping skills

# Curriculum Resources

## Anchor Programs/Teacher Materials

- Alfred's All-In-One Course (Level 1 or 2)
- Other repertoire selected by students with the teacher's guidance
- [Musictheory.net](http://Musictheory.net)
- [Hookedtheory.com](http://Hookedtheory.com)
- [Chordify.net](http://Chordify.net)
- The Ultimate Guide to Common Chord Progressions

# Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- If students have a keyboard at home, they may spend time working on their current piece.
- Students may wish to repeat daily basic skills tests at home. These are found on [musictheory.net](http://musictheory.net) and daily links will be provided in our google classroom.