

KEYBOARD MUSIC: YEAR III

Keyboard Music is a full year course that meets three times per week and is open to all beginning keyboard students. This course offers a hands-on approach to learning basic piano and music literacy skills by implementing the *Four Artistic Processes* of creating, performing, responding and connecting. Keyboard Music utilizes individual digital workstations and software to teach students to become artistically literate citizens through reading, notating, composing and playing music on the piano keyboard. Class size is limited based on number of workstations in the classroom.

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:

- Perform on keyboard instruments, alone and with others, a varied repertoire of music.
- Create and compose rhythms and melodies.
- Read and notate music.
- Listen to, analyze, interpret, and evaluate music.

Content Topics

- I. Rhythm
- II. Melody and Harmony
- III. Form, Style and Musical Expression

Assessments:

- Summative written assessment for each content topic.
- Summative playing assessments

Rhythm

Skill Objectives

- Students will be able to read 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 2/4, 3/4, 4/4, 2/2 and 6/8 time signatures.
- Students will be able to read and enumerate sixteenth notes and sixteenth rests in simple meter.
- Students will compose and perform rhythms in 6/8 time using a variety of rhythms including half notes, dotted half notes, half rests, dotted half rests, quarter notes, quarter rests, eighth notes and eighth rests.

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. (PROGRESSIVE BY GRADE LEVEL) <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 ready to present to an audience? <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 2/4, 3/4, 4/4, 2/2 and 6/8 time and will identify whole notes, half notes, 	<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 whole 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will compose (plan and make) four measure rhythms in 6/8 time using a combination of half notes, dotted half

<p>dotted half notes, quarter notes, dotted quarter notes, eighth notes and grouped sixteenth note rhythms and their corresponding rests.</p> <ul style="list-style-type: none"> ● Students will evaluate rhythms for accurate use of note values. 	<p>notes, half notes, dotted half notes, quarter notes, dotted quarter notes, eighth notes and grouped sixteenth note rhythms and their corresponding rests.</p> <ul style="list-style-type: none"> ● Students will analyze, rehearse, refine and present songs on the keyboard in contrasting meters (2/4, 3/4, 4/4, 2/2 and 6/8). ● Students will analyze, rehearse, refine and present at least one piece of grade level appropriate keyboard repertoire in the focus meter of 6/8. ● Students will use appropriate fingerings and correct hand position when performing. 	<p>notes, quarter notes, dotted quarter notes and eighth notes and their corresponding rests.</p> <ul style="list-style-type: none"> ● Students will evaluate their four measure 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:

- Year 3 Keyboarding Final Assessment
- Rhythmic Composition Rubric
- Peer Assessment
- Individual performance

Melody and Harmony

Skill Objectives

- Students will be able to identify notes on the grand staff and keyboard between C2-C6
- Students will be able to perform D, A and E major scales in two octave patterns in with both hands simultaneously in parallel motion with appropriate fingerings.
- Students will be able to perform Bb and Eb major scales in one octave patterns with both hands simultaneously in parallel motion with appropriate fingerings.
- Students will be able to perform I-IV-V-V7 chord progressions in the keys of Bb and Eb major.
- Students will identify all major and perfect intervals on the keyboard.
- Students will create melodies in the keys of Bb and Eb major.
- Students will be able to harmonize simple melodies with block chord accompaniment using I, IV, V and V7 in the keys of Bb and Eb major with appropriate fingering and correct hand position.
- Students will be able to perform songs in C, G, F, D, A, E, Bb and Eb major with both hands within the range of C2-C6 with appropriate fingering and correct hand position.

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><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 ready to present to an audience? 	<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?

Process Components: Analyze	Process Components: Analyze, Rehearse, Evaluate, Refine, Present	Process Components: Plan and Make, Evaluate and Refine
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> ● Students will identify intervals of seconds, thirds, fourths, fifths, octaves, sixths and sevenths on the keyboard and the grand staff. ● Students will analyze intervals used in major and dominant V7 chords. ● Students will identify all notes on the grand staff between C2 and C6. ● Students will analyze written pitches on the staff with corresponding locations on the keyboard between C2 and C6. ● Students will listen to and analyze chord progressions involving the I, IV V and V7 chords in varying keys 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> ● Students will rehearse, refine and present two octave scales in D, A and E major with two hands simultaneously in parallel motion. ● Students will rehearse, refine and present one octave scales in Bb and Eb major with two hands simultaneously in parallel motion. ● Students will identify, rehearse, refine and present I, IV V and V7 block chord progressions in C, G,F, D, A, E, Bb and Eb major. ● Students will harmonize simple melodies using tonic and dominant block chords in C, G, F, A, E, Bb and Eb major. ● Students will rehearse, perform, evaluate, refine and present songs, in C, G, F, D, A, E, Bb, and Eb major containing melody and linear harmonic accompaniment, within the range of C2-C6, with melodic lines comprised of mostly stepwise motion and skips no larger than a fifth. Examples include: McPherson’s Lament and Round the Mulberry Bush. ● Students will use appropriate fingerings and correct hand position when performing. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> ● Students will compose (plan and make) 12 measure melodies in Bb and Eb major on the keyboard using a variety of intervals. Students will also compose (plan and make) chordal accompaniments utilizing I, IV, V and V7 chords. ● Students will evaluate and refine their compositions. ● Students will evaluate peer compositions.

Assessments:

- Year 3 Keyboarding Final Assessment
- Melodic Composition Rubric
- Peer Assessment
- Individual performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to perform music expressively, assimilating their knowledge and understanding of musical form, dynamics and articulation: coda, D.C, D.C al fine, D.S., D.S. al fine, repeat sign, fermata, first ending and second ending, crescendo, decrescendo, pianissimo, piano, mezzo piano, forte, fortissimo, staccato, legato and accent.
- Students will be able to identify and interpret tempo markings including adagio, moderato, andante, allegro, vivace and largo.
- Students will compose a song in Rondo form.

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. (PROGRESSIVE BY GRADE LEVEL) <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 ready to present to an audience? <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>

Instructional Strategies/Process	Instructional Strategies/Process	Instructional Strategies/Process
<ul style="list-style-type: none"> ● Students will listen to music and be able to identify form, dynamics and articulation. ● Students will listen to music and differentiate between tempi ranging from largo to vivace. 	<ul style="list-style-type: none"> ● Students will analyze, rehearse, evaluate, refine and play/present songs with different dynamic levels and markings including crescendo, decrescendo, pianissimo, piano, mezzo piano, forte and fortissimo. ● Students will play, rehearse and refine songs which include articulation symbols: staccato, legato and accent. ● Students will play, rehearse and refine songs which include some of the following musical symbols: coda, D.C, D.C al fine, D.S., D.S. al fine, repeat sign and fermata. ● Students will analyze performances for correct interpretation and use of musically expressive markings. ● Students will use appropriate fingerings and correct hand position when performing. 	<ul style="list-style-type: none"> ● Students will compose (plan and make) a 20 measure composition in Rondo form. Using 4 measure phrases, students will create a song with an A, B and C themes, organized in A-B-A-C-A order. Students will also create an accompaniment involving I , IV, V and V7 chords. ● Students will evaluate and refine their compositions. ● Students will evaluate peer compositions.

Assessments:

- Year 3 Keyboarding Final Assessment
- Form Composition Rubric
- Peer Assessment
- Individual 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: Analyze, Interpret

<u>Skill Objective</u>	<u>Connecting Experience</u>
<ul style="list-style-type: none">● Students will perform various styles of repertoire, one of which will be Broadway Music.● Students will understand the listed characteristics of Pop Music.	<ul style="list-style-type: none">● Students will listen to, analyze and interpret various samples of both Broadway and Movie Music.● Students will analyze, rehearse, refine and present at least one piece of Broadway Music and one piece of Movie Music.● Students will understand the characteristics and context of Broadway and Movie Music by answering "focus questions"<ul style="list-style-type: none">● Broadway<ul style="list-style-type: none">○ 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?