

## KEYBOARD MUSIC: YEAR I

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 and grouped eighth notes in 2/4, 3/4, and 4/4 time signatures.
- Students will compose and perform rhythms in 3/4 time using a variety of note values including half notes, dotted half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests.

| <b>Responding</b><br><i>Understanding and evaluating how the arts convey meaning.</i>   | <b>Performing</b><br><i>Realizing artistic ideas and work through interpretation and presentation.</i>  | <b>Creating</b><br><i>Conceiving and developing new artistic ideas and work.</i>   |
|---|---|--|
| <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music.<br/>(PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Evaluate</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance ready to present to an audience?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p> |
| <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will analyze rhythms in 2/4, 3/4, 4/4 time and will identify whole notes, whole rests, dotted half</li> </ul>  | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will analyze, rehearse, evaluate and refine rhythms using standard enumeration. Note values include dotted half notes, half</li> </ul>   | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will compose (plan and make) four measure rhythms in 3/4 time using a combination of dotted</li> </ul>  |

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| <p>notes, half notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes, and eighth rests.</p> <ul style="list-style-type: none"> <li>● Students will evaluate rhythms for accurate use of note values.</li> <li>● Students will listen to and analyze chord progressions involving the I and V chord in varying keys.</li> </ul> | <p>notes, half rests, quarter notes, dotted quarter notes, quarter rests, eighth notes and eighth rests.</p> <ul style="list-style-type: none"> <li>● Students will analyze, rehearse, refine and present songs on the keyboard in contrasting meters (2/4, 3/4, 4/4).</li> <li>● Students will analyze, rehearse, refine and present at least one piece of grade level appropriate keyboard repertoire in the focus meter of ¾.</li> <li>● Students will use appropriate fingerings and correct hand position when performing.</li> </ul> | <p>half notes, half notes, half rests, quarter notes, dotted quarter notes, eighth notes and their corresponding rests.</p> <ul style="list-style-type: none"> <li>● Students will evaluate their four measure compositions for accurate use of note values, and will refine their compositions as needed.</li> <li>● Students will evaluate peer compositions for accurate use of note values.</li> </ul> |
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Assessments:

- Year 1 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 C3-F5
- Students will be able to perform C, G, and F major scales in a one octave pattern with both hands simultaneously in parallel motion with proper fingering.
- Students will be able to perform I-V chord progressions in the keys of C, G and F major.
- Students will identify intervals on the keyboard including seconds, thirds, fourths and fifths.
- Students will create melodies in the keys of C, G and F major.
- Students will be able to harmonize simple melodies with block chord accompaniment in the keys of C, G and F major.
- Students will be able to perform songs in C, G, and F major with both hands within the range of C3-F5.

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

| Instructional Strategies/Process  | Instructional Strategies/Process  | Instructional Strategies/Process   |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Students will identify intervals of seconds, thirds, fourths, and fifths on the keyboard and the grand staff.</li> <li>● Students will analyze intervals used in major chords.</li> <li>● Students will identify all notes on the grand staff between C3 and F5.</li> <li>● Students will analyze written pitches on the staff with corresponding locations on the keyboard between C3-F5.</li> <li>● Students will identify flats, sharps and naturals on the staff and on the keyboard.</li> <li>● Students will analyze the movement of a melodic line, identifying steps, skips and repeated notes.</li> </ul> | <ul style="list-style-type: none"> <li>● Students will rehearse, refine and present one octave scales in C, G, and F major with two hands simultaneously in parallel motion.</li> <li>● Students will identify, rehearse, refine and present I and V block chord progressions in C, G, and F major.</li> <li>● Students will harmonize simple melodies using tonic and dominant block chords in C, G, and F major.</li> <li>● Students will rehearse, perform, evaluate, refine and present songs, in C, G, and F major containing melody and linear harmonic accompaniment, within the range of C3-F5, with melodic lines comprised of mostly stepwise motion and skips no larger than a fifth. Examples include: My Bonnie, Swanee River, and When The Saints Go Marching In.</li> <li>● Students will use appropriate fingerings and correct hand position when performing.</li> </ul> | <ul style="list-style-type: none"> <li>● Students will compose (plan and make) 12 measure melodies in C, G and F major on the keyboard with a variety of intervals including seconds, thirds, fourths, and fifths. Students will also compose (plan and make) 12 measure chordal accompaniment utilizing I and V chords in each key.</li> <li>● Students will evaluate and refine their compositions.</li> <li>● Students will evaluate peer compositions for appropriate steps, skips and repeated notes in the respective keys.</li> </ul> |

Assessments:

- Year 1 Keyboarding Final Assessment
- Melody and Harmony Composition Rubric
- Peer Assessment
- Individual performance

## Form, Style and Musical Expression

### Skill Objectives

- Students will be able to identify musical symbols including: coda, D.C, D.C al fine, D.S., D.S. al fine, repeat sign, fermata.
- Students will be able to identify, interpret and perform musically expressive symbols, including dynamic markings: crescendo, decrescendo, pianissimo, piano, mezzo piano, forte and fortissimo as well as articulation symbols including staccato, legato and accent.
- Students will be able to identify and interpret tempo markings including: adagio, moderato and allegro.
- Students will differentiate between binary and rondo form.
- Students will compose a short musical selection in binary form.

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|---|---|--|
| <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music.<br/>(PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>● How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance ready to present to an audience?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p> |

| Instructional Strategies/Process  | Instructional Strategies/Process  | Instructional Strategies/Process  |
|---|---|---|
| <ul style="list-style-type: none"> <li>● Students will identify musical symbols: Coda, D.C., D.C. al Fine, D.S., D.S. al Fine, repeat sign, fermata, staccato, legato (slur), and accent.</li> <li>● Students will listen to music and identify tempi including adagio, moderato and allegro.</li> <li>● Students will listen to music and differentiate between tempi including: adagio, moderato and allegro.</li> <li>● Students will listen to musical examples, and will analyze dynamic markings including crescendo, decrescendo, pianissimo, piano, mezzo piano, forte and fortissimo.</li> <li>● Students will listen to and identify musical samples in binary and rondo form.</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will play, rehearse and refine songs which include articulation symbols: staccato, legato and accent.</li> <li>● 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.</li> <li>● Students will play, rehearse and refine songs at different tempi including but not limited to adagio, moderato and allegro.</li> <li>● Students will analyze performances for correct interpretation and use of musically expressive markings.</li> <li>● Students will use appropriate fingerings and correct hand position when performing.</li> </ul> | <ul style="list-style-type: none"> <li>● Students will compose (plan and make) 12 measure melodies in C, G and F major on the keyboard with a variety of intervals including seconds, thirds, fourths, and fifths. Students will also compose (plan and make) 12 measure chordal accompaniments using the I, and V chords.</li> <li>● Students will evaluate and refine their compositions.</li> <li>● Students will evaluate peer compositions.</li> </ul> |

Assessments:

- Year 1 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

#### Skill Objective

- Students will perform various styles of repertoire, one of which will be Patriotic Music.
- Students will understand the listed characteristics of Patriotic Music.

#### Connecting Experience

- Students will analyze, interpret, rehearse and refine the melody My Country Tis of Thee.
- Students will understand the historical context, and reasoning behind its creation and will answer the following "focus questions" about the song:
  - Why was this song written and what genre does it belong to?
  - The song was written by Samuel Francis Smith in 1831 to the tune of Great Britain's "God Save the Queen" and was the unofficial anthem of the United States until the Star Spangled Banner was officially adopted in 1931.
  - This song is an example of patriotic music.
  - What are characteristics of patriotic music?
  - Written to evoke feeling of honor and respect for founding fathers, those fighting in wars and for freedom, as well as pride in and unification of the country.
  - Includes hymns, show tunes, military tunes and songs based on poetry.



# 1. America

(My Country, 'Tis of Thee)

Several nations have used this splendid dignified tune, either as a national anthem, or as a composition of the utmost importance. Parts of the melody have been traced back as far as Dr. John Bull (1563-1628), but the composer of the melody in its final form is still unknown, though many continue to credit it to Henry Carey, an Englishman (1690-1743). The words were written in 1832 by Reverend S. F. Smith, an American clergymen. The song was first sung publicly at a children's celebration of American independence in the Park Street Church, Boston, July 4, of that year. Numerous other verses have been written to this melody. Two of the best are the ones below by Henry Van Dyke.

S.F. Smith

Henry Carey (?)

*mf* *Andante con moto*

My coun - try, 'tis of thee, Sweet land of lib - er - ty,

The first system of musical notation for the piano accompaniment of 'America'. It consists of two staves, treble and bass clef, in 3/4 time with a key signature of one sharp (F#). The tempo and dynamics are marked 'mf Andante con moto'. The lyrics are: 'My coun - try, 'tis of thee, Sweet land of lib - er - ty,'.

5 *f*

Of thee I sing: Land where my fa - thers died! Land of the

The second system of musical notation, starting at measure 5. The dynamics are marked 'f'. The lyrics are: 'Of thee I sing: Land where my fa - thers died! Land of the'.

10 *ff*

Pil - grims' pride! From ev - 'ry moun - tain - side Let free - dom ring!

The third system of musical notation, starting at measure 10. The dynamics are marked 'ff'. The lyrics are: 'Pil - grims' pride! From ev - 'ry moun - tain - side Let free - dom ring!'.