

KEYBOARD MUSIC: YEAR II

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.

<p><u>Course Goals</u> 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.</p> <p>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.</p>	<p><u>Artistic Processes</u></p> <ul style="list-style-type: none"> ● Create ● Perform ● Respond ● Connect <p><u>Anchor Standards</u></p> <ul style="list-style-type: none"> ● 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. 	<p><u>Course Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> ● 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.
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<p><u>Content Topics</u></p> <ol style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form, Style and Musical Expression 		<p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Students will complete a summative assessment for each content topic. ● Summative playing assessments.
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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, 2/2 time signatures.
- Students will compose and perform rhythms in 2/2 time using a variety of note values including whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, dotted 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: 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 and 2/2 time and will identify whole notes, half notes, dotted half notes, quarter 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, half, dotted half, 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will compose (plan and make) a four measure rhythms in 2/2 time using whole notes, half notes, dotted half notes, quarter notes,

<p>dotted quarter notes, eighth notes and grouped sixteenth note rhythms and their corresponding rests excluding sixteenth note rests.</p> <ul style="list-style-type: none"> ● Students will evaluate rhythms for accurate use of note values. 	<p>quarter, dotted quarter, eighth and grouped sixteenth note rhythms and their corresponding rests excluding sixteenth note 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). ● Students will analyze, rehearse, refine and present at least one piece of grade level appropriate keyboard repertoire in the focus meter of 2/2. ● Students will use appropriate fingerings and correct hand position when performing. 	<p>dotted quarter notes, eighth notes and grouped sixteenth note rhythms and their corresponding rests excluding sixteenth note 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 2 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 G2 and F5.
- Students will be able to perform C, G, and F major scales in a two octave patterns with both hands simultaneously with appropriate fingering and correct hand position.
- Students will be able to perform D, A and E major scales in one octave patterns with both hands simultaneously with appropriate fingering.
- Students will be able to perform I-IV-V chord progressions in the keys of D, A and E major.
- Students will identify intervals on the keyboard including seconds, thirds, fourths, fifths and octaves.
- Students will create melodies in the keys of D, A, and/or E major.
- Students will be able to harmonize simple melodies with block chord accompaniment using I, IV and V chords in the keys of D, A, and E major with appropriate fingering.
- Students will be able to perform songs in C, G, F, D, A, and E major with both hands within the range of G2-F5 with appropriate fingering.

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><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: 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, and fifths and octaves on the keyboard and the grand staff. ● Students will identify all notes on the grand staff between G2 and F5. ● Students will analyze written pitches on the staff with corresponding locations on the keyboard between G2 and F5. ● Students will listen to and analyze chord progressions involving the I, IV and V chord in varying keys. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> ● Students will rehearse, refine and present two octave scales in C, G, and F major with two hands simultaneously in parallel motion. ● Students will rehearse, refine and present one octave scales in D, A and E major with two hands simultaneously in parallel motion with appropriate fingering and correct hand position. ● Students will identify, rehearse, refine and present I, IV and V block chord progressions in C, G, F, D, A and E major. ● Students will harmonize simple melodies using tonic, subdominant and dominant block chords in C, G, F, D, A and E major. ● Students will rehearse, perform, evaluate, refine and present songs, in C, G, F, D, A and E major containing melody and linear harmonic accompaniment, within the range of G2-F5, with melodic lines comprised of mostly stepwise motion and skips no larger than a fifth. Examples include: Carnival of Venice and Just As I Am. ● 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 D, A and E major on the keyboard with a variety of intervals including seconds, thirds, fourths, fifths and octaves. Students will also compose (plan and make) 12 measure chordal accompaniments using the I, IV and V chords. ● Students will evaluate and refine their compositions. ● Students will evaluate peer compositions.

Assessments:

- Year 2 Keyboarding Final Assessment
- Melodic Composition Rubric
- Peer Assessment
- Individual performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to interpret musical symbols including: coda, D.C, D.C al fine, D.S., D.S. al fine, repeat sign, fermata, first ending and second ending.
- 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, allegro, andante and vivace.
- Students will differentiate between AAA, AABA, ABAC and Verse/Chorus song form.
- Students will compose a song in AABA 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 interpret musical symbols: Coda, D.C., D.C. al Fine, D.S., D.S. al Fine, repeat sign, fermata, first ending, second ending, staccato, legato (slur), and accent. ● Students will analyze dynamic markings including crescendo, decrescendo, pianissimo, piano, mezzo piano, forte, fortissimo, diminuendo and mezzo. ● Students will listen to music and differentiate between tempi including adagio, moderato, allegro, andante and vivace. ● Students will listen to music in song form and differentiate between songs in AAA form (like Bridge Over Troubled Water), AABA form (popular ballad form), ABAC form (like Moon River) and Verse/Chorus form (most pop songs with repeated choruses). 	<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, fortissimo, diminuendo and mezzo. ● 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, first ending, and second ending, staccato, legato (slur) and accent. ● 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 song in AABA song form in the key of D, A or E major. The song will include 16 measures in total and a block chord accompaniment involving I, IV and V chords. ● Students will evaluate and refine their compositions. ● Students will evaluate peer compositions.

Assessments:

- Year 2 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 Pop Music.
- Students will understand the listed characteristics of Pop Music.

Connecting Experience

- Students will listen to, analyze and interpret various samples of Pop Music.
- Students will analyze, rehearse, refine and present at least one piece of Pop Music.
- Students will understand the characteristics and historical context of Pop Music by answering “focus questions”
 - Focus Question 1: What are the major characteristics of pop music? (simple harmonic structure, similar chord progressions, “catchy” melody.)
 - Focus Question 2: Why is pop music important? (reflective of the time period)