

Pembroke High School
Music Department
Curriculum

Piano Lab II

Term Class

Course: Piano Lab II

National Music Standard: Reading Music	Read and notate music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Basic Theory</p> <p><u>Timeline:</u> Weeks 1 - 8</p> <p><u>Essential Question(s):</u> Why do I need to know Music Theory to play the piano?</p>	<p>Students will learn/review note names in the treble and bass clefs as well as various musical symbols.</p> <p>Students will learn/review note values and a number counting system for rhythms.</p>	<p>Students will complete worksheets on note names in Treble and Bass Clefs</p> <p>Students will complete worksheets on note values and rhythms. Students will use the PHS Band Rhythm Packets one to two times per week, as needed, as a class, in small groups, and individually to count and play rhythms.</p>	<p>Students will complete worksheets on note values and rhythms. Students will use the PHS Band Rhythm Packets one to two times per week as a class to count and play rhythms.</p> <p>Students will complete worksheets on note names in Treble and Bass Clefs</p> <p>Informal class assessment of students' notation reading.</p> <p>Theory/notation Quizzes</p>	<p>PHS Band Rhythm Packets</p> <p>White board with staves</p> <p>Worksheets</p>	<p><u>MA Frameworks:</u></p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various time signatures.</p>

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National Music Standard: Performing on Instruments	Perform alone, and with others, a varied repertoire of music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Piano Scales</p> <p><u>Timeline:</u> Weeks 1 - 17</p> <p><u>Essential Question(s):</u> What is the importance of scales and why should I learn them?</p>	Students will play scales that will help them become better piano players.	Students will learn major scales through 3 sharps and 2 flats and the chromatic scale. These scales will be played as warm-ups at the beginning of every class to build coordination and proficiency on the piano.	Informal class assessment of students' playing. Individual Class Playing Assessment Rubric.	None needed	<p><u>MA Frameworks:</u></p> 3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.

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<p>National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>				
	<p>Objectives:</p>	<p>Suggested Activities:</p>	<p>Assessments:</p>	<p>Resources:</p>	<p>Standards:</p>
<p>Unit Title: Piano Chords and Arpeggios</p> <p>Timeline: Weeks 1 - 17</p> <p>Essential Question(s): How do I play chords and arpeggios on the piano?</p>	<p>Students will learn major, minor, and dominant 7th chords through 3 sharps and 2 flats.</p>	<p>Through teacher demonstration and model, students will learn to play chords and arpeggios on the piano</p> <p>While students are playing a specific rhythmic pattern, call out chords for them to play.</p> <p>Use the lesson book and supplemental materials to read comping and arpeggio patterns.</p>	<p>Informal class assessment of students' playing.</p> <p>Individual Class Playing Assessment Rubric.</p>	<p>Piano Lesson Book and supplemental materials</p> <p>Pianos</p> <p>Playing Assessment Rubric</p>	<p>MA Frameworks:</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

Piano Lab II

<p>1) National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>	<p>2) National Music Standard: Reading Music</p>	<p>Read and notate music.</p>		
	<p>Objectives:</p>	<p>Suggested Activities:</p>	<p>Assessments:</p>	<p>Resources:</p>	<p>Standards:</p>
<p>Unit Title: Piano Lesson Book Instruction</p> <p>Timeline: Weeks 1 - 17</p> <p>Essential Question(s): What can I do on a daily basis to become a better piano player?</p>	<p>Play progressively harder music as written in the chosen piano lesson books and/or supplemental materials.</p>	<p>Spend time every day after warm-ups working in <i>Alfred's Basic Piano Course Complete Level 1</i> (review), <i>Alfred's Basic Piano Course Complete Level 2 & 3</i>, and supplemental material.</p>	<p>Weekly Class Assessment Rubric</p> <p>Individual Class Playing Assessment Rubric.</p> <p>Informal class assessment of students' playing.</p>	<p><i>Alfred's Basic Piano Course Complete Level 2 & 3</i></p> <p><i>Supplemental material both published and teacher created.</i></p>	<p>MA Frameworks:</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

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<p>National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>				
	<p>Objectives:</p>	<p>Suggested Activities:</p>	<p>Assessments:</p>	<p>Resources:</p>	<p>Standards:</p>
<p><u>Unit Title:</u> Repertoire Pieces and Recitals</p> <p><u>Timeline:</u> Ongoing throughout semester. Recitals will be performed during weeks: 5, 10, 15, and Finals week</p> <p><u>Essential Question(s):</u> What do I have to do to prepare myself to perform in front of an audience?</p>	<p>Students will learn pieces to perform for class recitals.</p> <p>The students will perform both solo pieces and duet/ensemble pieces for recitals</p>	<p>Take time during the last 10-15 minutes of piano class for students to learn repertoire independently and with instructor coaching.</p> <p>Students may also work in pairs or small groups when preparing duets or ensemble pieces for a recital.</p> <p>Students will perform in four recitals, including the final exam</p>	<p>Weekly Class Assessment Rubric for how Repertoire time is used.</p> <p>Individual Recital Assessment Rubric for all Recitals.</p>	<p>Auditorium and Grand Piano for end of term recital.</p>	<p><u>MA Frameworks:</u></p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

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National Music Standard:					
Improvising melodies, variations, and accompaniments.	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> The Blues and Improvisation</p> <p><u>Timeline:</u> Weeks 6-17</p> <p><u>Essential Question(s):</u> How does a pianist know what notes they can play when taking a solo?</p>	<p>Students will learn to play a 12 bar blues.</p> <p>Students will learn the blues scale.</p> <p>Students will learn guide tones for improvisation.</p>	<p>Through teacher demonstration and model, students will learn to play a 12 bar blues and the blues scale.</p> <p>Have half the class play the 12 bar blues while the other half improvises using the blues scale and/or guide tones.</p> <p>Listen to recordings in this style of music.</p>	<p>Weekly Class Assessment Rubric</p> <p>Informal class assessment of students' playing</p>	<p>Recordings of the blues</p>	<p><u>MA Frameworks:</u></p> <p>4.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>

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National Music Standard:					
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Improvisation in a Classical Style</p> <p>Timeline: Week 10-17</p> <p>Essential Question(s): How does a pianist create a short piece in the classical Style?</p>	<p>Students will learn to play an Alberti Bass pattern in a I IV V Chord progression in the keys of C and G major.</p> <p>Students will learn to improvise or adapt a short melody in the classical style.</p> <p>Students will learn chord and non-chord tones to use for improvisation.</p>	<p>Through teacher demonstration and model, students will learn the structure of an Alberti Bass pattern and how to transpose it for various chords.</p> <p>Have half the class play the Alberti Bass pattern in a I IV V progression while the other half improvises using the major scale and/or guide tones.</p> <p>Listen to recordings in this style of music.</p>	<p>Weekly Class Assessment Rubric</p> <p>Informal class assessment of students' playing</p>	<p>Recordings of the classical style piano pieces.</p>	<p>MA Frameworks:</p> <p>4.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>

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National Music Standard: Performing on Instruments	Perform alone, and with others, a varied repertoire of music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Duets</p> <p><u>Timeline:</u> Week 7-18</p> <p><u>Essential Question(s):</u> What do I have to do to be successful in playing a duet with another person who will be playing a completely different part?</p>	<p>Perform a duet and/or an ensemble with another member (or members) of the class.</p>	<p>Learn melodies from our Rounds Packet and the Alfred Ensemble book as a class so that students will be able to work on duets and ensemble pieces on the piano.</p>	<p>Weekly Class Assessment Rubric</p> <p>Individual Class Playing Assessment Rubric</p>	<p>Rounds Packet, Alfred's Ensemble Book, Various duet and ensemble pieces supplied by the instructor.</p>	<p><u>MA Frameworks:</u></p> <p>3.6 Perform independent instrumental parts while other students sing or play contrasting parts.</p>
<p><u>Final Exam</u></p>	<p>The Final recital/exam will consist of solo and duet/ensemble pieces</p>				