

**Newport-Mesa Unified School District**  
**Office of Secondary Curriculum and Instruction**  
**High School Course of Study**

|                              |                                                                                                                                                                |                        |     |                           |                                                         |                                    |  |                        |                                            |              |  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----|---------------------------|---------------------------------------------------------|------------------------------------|--|------------------------|--------------------------------------------|--------------|--|
| Course Title                 |                                                                                                                                                                | Intermediate Piano A/B |     |                           |                                                         | Course Code                        |  | N0350-351              |                                            |              |  |
| Transcript Title:            |                                                                                                                                                                | Intermediate Piano A/B |     | Grades Levels:            |                                                         | 9 <sup>th</sup> – 12 <sup>th</sup> |  | Board Adoption Date:   |                                            | June 9, 2020 |  |
| Content Area:                |                                                                                                                                                                | Music                  |     | GPA Scale:                |                                                         | 4.0                                |  | Date Course Submitted: |                                            | March 2020   |  |
| Credential Required:         |                                                                                                                                                                | Music                  |     | Graduation Subject Areas: |                                                         | Electives                          |  | CALPADS Code:          |                                            | 9291         |  |
| UC/CSU “A-G” Area Approvals: |                                                                                                                                                                |                        | Yes |                           | School Site/person that wrote and submitted the course: |                                    |  |                        | Newport Harbor High School – Jeffrey Ledón |              |  |
| Recommend Skills:            | Proficiency in early intermediate piano playing and music theory                                                                                               |                        |     |                           |                                                         |                                    |  |                        |                                            |              |  |
| Next course(s):              | Advanced Piano A/B                                                                                                                                             |                        |     |                           |                                                         |                                    |  |                        |                                            |              |  |
| Textbook to be used:         | Alfred's Basic Adult Piano Course Adult All-in-One Course: Lesson, Theory, Technic, Level 2 – additional supplemental materials (worksheets, repertoire, etc.) |                        |     |                           |                                                         |                                    |  |                        |                                            |              |  |

**COURSE DESCRIPTION** *(catalog summary):*

Intermediate Piano A/B is designed for students with prior musical experience, or knowledge, who are interested in learning to improve upon their piano keyboard skills. Students will receive instruction in music theory, music history, and music composition. They will learn the necessary skills to play the piano with expression while using correct posture and technique.

**GOALS** *(expected performance outcomes for students):*

- Students will work on finger independence, as well as learning to coordinate hands at the piano.
- Students will develop playing skills through technique exercises.
- Students will demonstrate knowledge of playing solo piano literature of varying difficulty levels, genres, cultures, and historical time periods.
- Students will receive an introduction to the great composers of “serious” music of varying musical time periods.
- Students will learn to read a music score, analyze the use of form in music, and analyze and describe how the elements of music are used in selected repertoire.
- Students will learn to notate pitches and rhythms on the grand staff.
- Students will learn to read and notate chords and chord symbols.
- Students will evaluate and critique performances, including their own performances, of piano literature using music terminology.
- Students will compose short pieces using given harmonic progressions.

**CALIFORNIA CONTENT STANDARDS** *(how the course aligns with California and/or national curriculum standards):*

**Read and Notate Music**

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- 1.1 - Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 - Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
- 1.3 - Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

**Listen to, Analyze, and Describe Music**

- 1.4 – Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles and cultures.
- 1.5 – Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension and release in aural examples.
- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres, styles and cultures.

**Apply Vocal or Instrumental Skills**

- 2.4 – Perform on an instrument a repertoire of instrumental music representing various genres, styles and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of one to 6).
- 2.5 – Perform on an instrument in small ensembles, with one performer for each part.

**Compose, Arrange, and Improvise**

- 2.6 – Compose music, using musical elements for expression effect.
- 2.7 – Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- 2.8 – Arrange pieces for voices and instruments other than those for which the pieces were originally written.
- 2.9 – Improvise harmonizing parts, using an appropriate style.
- 2.10 – Improvise original melodies over given chord progressions.

**Role of Music**

- 3.1 – Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 - Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

**Diversity of Music**

- 3.3 – Describe the differences between styles in traditional folk genres within the United States.
- 3.4 – Perform music from various cultures and time periods.
- 3.5 – Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

**Analyze and Critically Assess**

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

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4.2 – Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

**Derive Meaning**

4.3 – Explain how people in a particular culture used and respond to specific musical works from that culture.

4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

**Connections and Applications**

5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 – Analyze the role and function of music in radio, television and advertising.

**Careers and Career-Related Skills**

5.3 – Research musical careers in radio, television, and advertising.

**EVALUATION** *(how the effectiveness of the course will be monitored and assessed):*

Classes will be held in a keyboard lab where students will be able to hear themselves as they practice independently using headphones. Students will also have the ability to work collaboratively, as keyboards have built-in speakers. Students will also explore playing in ensembles. At the end of this course, students will have a furthered foundation in music theory, piano literature, music composition, and piano performance skills.

Students will be assessed as they perform for the teacher, individually, each of the pieces included in *Alfred's Basic Adult Piano Course Level 2* along with supplemental repertoire. Performances are scored, and students must receive a passing score to advance to the next musical selection in the book. Students will be monitored during practice time, and the teacher will model for students. Students will be given supplemental piano performance pieces and exercises, and they will be provided with opportunities to perform these pieces for extra credit. Students will complete written music theory assignments and will be scored on understanding of music concepts. Students will also be scored on the quality of musical compositions and the ability to collaborate successfully with other students in group projects.

This will be assessed through various Quizzes (oral and written), unit tests, homework, classwork (collaborative and individual), class discussion, and successful completion of final exam.

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| Unit 1                                                             | Length of Unit ... (3 – 4 week unit) ...            |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                   |
|--------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | Key Vocabulary                                      | Standards (referenced)                        | Model Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Tools / Texts                                                                                                                                                                                                     |
| Unit I Review of Keyboard Techniques and Beginning Theory Concepts | <i>Major Scales, Time Signatures, Minor Scales,</i> | <b>1.1, 1.4, 2.4, 2.5, 3.2, 3.4, 4.1, 5.1</b> | <p>Through daily practice, students will review the following major scales: C, A, F and G. They will also review simple time signatures of 2/4, 3/4 and 4/4 and learn the compound time signature 6/8 as well as the new scale of D minor. They will play repertoire related to these concepts in Book 2 of Alfred's Basic All-in-One Course, Level 2. Students will be assessed each week. Students will read, notate, listen to, analyze and describe music and other aural information, using the technology of music as it applies to the piano repertoire. While practicing students will perform with accuracy and expression. They will concentrate on rhythmic accuracy, precision, and tempo.</p> <p>Through the discipline of daily practice (and log keeping), students will learn music theory concepts (i.e. scales, chords, rhythm, harmony, and musical form.) Students will read, notate, listen to, analyze and describe music and other aural information, using the technology of music as it applies to the piano repertoire. While practicing students will perform with accuracy and expression. They will concentrate on rhythmic accuracy, precision, and tempo and demonstrate their understanding of these concepts by performing the following pieces in the review section: <i>Down in the Valley, Bridal Chorus, Guantanamera, Hungarian Rhapsody</i> and <i>For He's A Jolly Good Fellow</i>. At end of class, at least twice a week, students write in journals about you're their piano practice. Include what went well, things to practice, and questions they plan to ask the teacher. Each week, students will include at least one entry for free comment and one entry for specific questions or</p> | <i>Alfred's Basic Adult Piano Course Adult All-in-One Course: Lesson, Theory, Technic, Level 2, will be supplemented using additional worksheets and materials selected by the teacher (Artistic Perception).</i> |

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|                 |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                             | focus for further study. |           |
| Differentiation | Support -- for students who are struggling with the content                                                                                                                                                                                                                                                            | Content: <i>worksheets and exercises remediated, additional simplified worksheets and/or supplemental aid.</i><br>Process: <i>teacher and/or peer one-on-one tutoring to clarify concepts and materials.</i><br>Product: <i>successful completion of performing piece(s)/worksheets assigned.</i>                                                                                                           |                          |           |
|                 | Extension – for high achieving students.                                                                                                                                                                                                                                                                               | Content: <i>Supplemental pieces that would challenge the player.</i><br>Process: <i>Students would be given supplemental repertoire that they would challenge their skills as well as supporting any struggling students with the class wide repertoire.</i><br>Product: <i>Students are able to present the class assignments and supplemental repertoire to the teacher through in class performance.</i> |                          |           |
| Evaluation      | <b>Formative Assessments</b> (ongoing & mid-lesson):<br><i>Students will demonstrate their ability to play the required repertoire pieces and notes/exercises during class playing. Student worksheets are corrected in class as a group and teacher reviews student work.</i>                                         |                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |
|                 | <b>Summative Assessments</b> (unit final evaluation):<br><i>Students will complete a written test on the following information: Major Scales, Time Signatures, D minor, 6/8 time, and music notation. Students will also demonstrate their understanding of the repertoire through a playing test for the teacher.</i> |                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |

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| Unit 2                                                                         | Length of Unit ... (3 - 4 week unit) ...                        |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
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|                                                                                | Key Vocabulary                                                  | Standards (referenced)                        | Model Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Tools / Texts                                                                                                                                                                                                            |
| Unit II: E minor, D Major, Chromatic Scale, Inversions and Two-Part Inventions | <i>Minor scales, Major scales, Chromatic Scales, Inversions</i> | <b>1.1, 1.4, 2.4, 2.5, 3.2, 3.4, 4.1, 5.1</b> | <p>Students will learn and be able to demonstrate understanding in the following concepts:</p> <ul style="list-style-type: none"> <li>• E minor scale</li> <li>• D major scale</li> <li>• the chromatic scale</li> <li>• first and second inversions of chords</li> <li>• two-part writing</li> </ul> <p>Students will understand the mathematical and theoretical foundations of the musical concepts introduced in this unit by playing pieces related to these concepts while performing with accuracy and expression. They will concentrate on rhythmic accuracy, precision, and tempo.</p> <p>Students will be able to perform the following pieces with rhythmic accuracy, proper dynamics and expression: <i>House of the Rising Sun, Brahms Lullaby, Circus March, Chorale, Black Forest Polka and Pomp and Circumstance No. 1</i>. Students will demonstrate their understanding in a series of theoretical ear training exercises and assessments using interactive theory software, Alfred's Essential Elements of Music. Evaluate for mood, expression, form, and other elements of music. Students compose melodies in two parts and perform their own compositions for</p> | <p><i>Alfred's Basic Adult Piano Course Adult All-in-One Course: Lesson, Theory, Technic, Level 2, will be supplemented using additional worksheets and materials selected by the teacher (Artistic Perception).</i></p> |

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|                 |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             | each other. Students will assess each other's' pieces using the performance rubric and include their observations in their journals. |             |           |
| Differentiation | Support -- for students who are struggling with the content                                                                                                                                                                                                                                                        | Content: <i>worksheets and exercises remediated, additional simplified worksheets and/or supplemental aid.</i><br>Process: <i>teacher and/or peer one-on-one tutoring to clarify concepts and materials.</i><br>Product: <i>successful completion of performing piece(s)/worksheets assigned.</i>                                                                                                           |                                                                                                                                      |             |           |
|                 | Extension – for high achieving students.                                                                                                                                                                                                                                                                           | Content: <i>Supplemental pieces that would challenge the player.</i><br>Process: <i>Students would be given supplemental repertoire that they would challenge their skills as well as supporting any struggling students with the class wide repertoire.</i><br>Product: <i>Students are able to present the class assignments and supplemental repertoire to the teacher through in class performance.</i> |                                                                                                                                      |             |           |
| Evaluation      | <b>Formative Assessments</b> (ongoing & mid-lesson):<br><i>Students will demonstrate their ability to play the required repertoire pieces and notes/exercises during class playing. Student worksheets are corrected in class as a group and teacher reviews student work.</i>                                     |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                      |             |           |
|                 | <b>Summative Assessments</b> (unit final evaluation):<br><i>Students will complete a written test on the following information: two-part writing, inversions, major, minor, and chromatic scales. Students will also demonstrate their understanding of the repertoire through a playing test for the teacher.</i> |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                      |             |           |

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| Unit 3                                                                                                             | Length of Unit ... (4 - 6 week unit) ...                                                         |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | Key Vocabulary                                                                                   | Standards (referenced)                        | Model Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tools / Texts                                                                                                                                                                                                            |
| Unit III: 7th Chords and Inversions, 8th and 16th notes, Bb and Eb major, G minor, Diminished and Augmented Triads | <i>Inversions, 8<sup>th</sup>/16<sup>th</sup> notes, major, minor, diminished, and augmented</i> | <b>1.1, 1.4, 2.4, 2.5, 3.2, 3.4, 4.1, 5.1</b> | <p>Students will learn and be able to demonstrate understanding in the following concepts:</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> chord and inversions</li> <li>• 8<sup>th</sup> notes and 16<sup>th</sup> notes</li> <li>• Diminished and Augmented Triads</li> <li>• Bb and Eb major, G minor</li> </ul> <p>Students will understand the mathematical and theoretical foundations of the musical concepts introduced in this unit by playing pieces related to these concepts while performing with accuracy and expression. They will concentrate on rhythmic accuracy, precision, tempo and expression. Students will continue to assess each other's performances and their own performances using a rubric, thereby applying their budding music theoretical skills as well as their skills in analysis and musical observations.</p> <p>Choose and research a composer and make a Power point or Prezi presentation about the composer to the class. The presentation will include things such as, a brief biography of the composer, historical context in which the composer lived and created music, a basic analysis of the elements of music in a piece of choice. Students will listen to and write a summary ("music review") detailing tone,</p> | <p><i>Alfred's Basic Adult Piano Course Adult All-in-One Course: Lesson, Theory, Technic, Level 2, will be supplemented using additional worksheets and materials selected by the teacher (Artistic Perception).</i></p> |

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|                 |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             | mood and the historical background of the work using correct music terminology. Students will learn and perform a simplified piece by that composer and play it for the class. |             |           |
| Differentiation | Support -- for students who are struggling with the content                                                                                                                                                                                                                                                        | Content: <i>worksheets and exercises remediated, additional simplified worksheets and/or supplemental aid.</i><br>Process: <i>teacher and/or peer one-on-one tutoring to clarify concepts and materials.</i><br>Product: <i>successful completion of performing piece(s)/worksheets assigned.</i>                                                                                                           |                                                                                                                                                                                |             |           |
|                 | Extension – for high achieving students.                                                                                                                                                                                                                                                                           | Content: <i>Supplemental pieces that would challenge the player.</i><br>Process: <i>Students would be given supplemental repertoire that they would challenge their skills as well as supporting any struggling students with the class wide repertoire.</i><br>Product: <i>Students are able to present the class assignments and supplemental repertoire to the teacher through in class performance.</i> |                                                                                                                                                                                |             |           |
| Evaluation      | <b>Formative Assessments</b> (ongoing & mid-lesson):<br><i>Students will demonstrate their ability to play the required repertoire pieces and notes/exercises during class playing. Student worksheets are corrected in class as a group and teacher reviews student work.</i>                                     |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                |             |           |
|                 | <b>Summative Assessments</b> (unit final evaluation):<br><i>Students will complete a written test on the following information: two-part writing, inversions, major, minor, and chromatic scales. Students will also demonstrate their understanding of the repertoire through a playing test for the teacher.</i> |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                |             |           |

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| Unit 4                                                     | Length of Unit ... (2 – 3 week unit) ...                                                   |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                   |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | Key Vocabulary                                                                             | Standards (referenced)                        | Model Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Tools / Texts                                                                                                                                                                                                     |
| UNIT IV: careers in music and the performing arts industry | <i>Careers in music, music technology, recording software, audio engineers, music tech</i> | <b>1.1, 1.4, 2.4, 2.5, 3.2, 3.4, 4.1, 5.1</b> | <ul style="list-style-type: none"> <li>Students will learn about careers in music and performing arts will be explored, making practical applications to the course content in the unit.</li> <li>Students will continue to practice keyboarding and performance skills throughout the year. Students will hear from guest speakers who work in the music industry.</li> <li>Students will learn about careers requiring a four-year college degree.</li> <li>Students will learn about performance opportunities in the local community and in academic venues.</li> <li>Students will also learn about international opportunities to study and perform music.</li> </ul> <p>Students will evaluate presentations of guest speakers. Students will research one career in the music industry and write a one-page summary of the education and experience needed to pursue the career of their interest. Each student will present orally on their findings.</p> | <i>Alfred's Basic Adult Piano Course Adult All-in-One Course: Lesson, Theory, Technic, Level 2, will be supplemented using additional worksheets and materials selected by the teacher (Artistic Perception).</i> |

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| Evaluation      | <b>Formative Assessments</b> (ongoing & mid-lesson):<br><i>Students will demonstrate their ability to play the required repertoire pieces and notes/exercises during class playing. Student worksheets are corrected in class as a group and teacher reviews student work.</i> |                                                                                                                                                                                                                                                                                                                                                                                                             |             |           |
|                 | <b>Summative Assessments</b> (unit final evaluation):<br><i>Students will complete a written test on the following information: careers in music. Students will also demonstrate their understanding of the repertoire through a playing test for the teacher.</i>             |                                                                                                                                                                                                                                                                                                                                                                                                             |             |           |

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| Unit 5                              | Length of Unit ... (4 – 6 week unit) ...                                   |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                          |
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|                                     | Key Vocabulary                                                             | Standards (referenced)                        | Model Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Tools / Texts                                                                                                                                                                                                            |
| Unit V: Final Concert Presentations | <i>Bach, repertoire, performances, music history, performance practice</i> | <b>1.1, 1.4, 2.4, 2.5, 3.2, 3.4, 4.1, 5.1</b> | <p>Students will learn three Bach inventions and perform the best one in a recital for families and school community in the Spring Concert. Students will continue to keep a journal explaining the process of learning the pieces and describing the criteria they used for choosing their best work. After the performance, they will write a one-page reflection on the process of applying what they learned to a live performance as well an assessment of their performance, using appropriate musical vocabulary and musical concepts.</p> <p>Students will participate in a performance of the work they chose to present. They will apply the knowledge they learned about music as well as the piano techniques they practiced in the class to demonstrate their musical and technical understanding of the piano by performing in a concert for the school community. Students will demonstrate proper performance practice and will model appropriate audience concert protocols as well. Students in the class will use the prescribed performance rubric to assess each other's' performances and present their observations to each other in class in small groups.</p> | <p><i>Alfred's Basic Adult Piano Course Adult All-in-One Course: Lesson, Theory, Technic, Level 2, will be supplemented using additional worksheets and materials selected by the teacher (Artistic Perception).</i></p> |

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**Office of Secondary Curriculum and Instruction**  
**High School Course of Study**

| Course Title    | Intermediate Piano A/B                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                             | Course Code | N0350-351 |
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|                 |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |             |           |
| Differentiation | Support -- for students who are struggling with the content                                                                                                                                                                                                                    | Content: <i>worksheets and exercises remediated, additional simplified worksheets and/or supplemental aid.</i><br>Process: <i>teacher and/or peer one-on-one tutoring to clarify concepts and materials.</i><br>Product: <i>successful completion of performing piece(s)/worksheets assigned.</i>                                                                                                           |             |           |
|                 | Extension – for high achieving students.                                                                                                                                                                                                                                       | Content: <i>Supplemental pieces that would challenge the player.</i><br>Process: <i>Students would be given supplemental repertoire that they would challenge their skills as well as supporting any struggling students with the class wide repertoire.</i><br>Product: <i>Students are able to present the class assignments and supplemental repertoire to the teacher through in class performance.</i> |             |           |
| Evaluation      | <b>Formative Assessments</b> (ongoing & mid-lesson):<br><i>Students will demonstrate their ability to play the required repertoire pieces and notes/exercises during class playing. Student worksheets are corrected in class as a group and teacher reviews student work.</i> |                                                                                                                                                                                                                                                                                                                                                                                                             |             |           |
|                 | <b>Summative Assessments</b> (unit final evaluation):<br><i>Students will complete a written test on the following information: careers in music. Students will also demonstrate their understanding of the repertoire through a playing test for the teacher.</i>             |                                                                                                                                                                                                                                                                                                                                                                                                             |             |           |