

Course Information: **HPS MUSIC CURRICULUM**

Topic: Piano

Grade Level: 7/8

Length: Quarter

Periods Per Day: 1 period, 46 minutes

Essential Understanding:

Students will learn the basics of playing piano and will progress at their own pace. The course includes body and hand posture, correct fingerings, rhythm and note reading in both clefs, dynamics, and an assortment of music symbols and terms. Aside from exploring a wide variety of songs from different genres and cultures, students will also get the opportunity to learn several songs by ear, using chord progressions, applying accompaniments, and creating original compositions.

Themes Samples:

- Fundamentals – Note, rhythm, and symbol reading; posture, fingerings.
- Creating – Conceiving and developing new artistic ideas and work; creating new melodies for standard song; create new accompaniment for standard song.
- Performing – Realizing artistic ideas and work through interpretation and presentation; Apply expression and dynamics during performance; perform for audience.
- Responding – Understanding and evaluating how the arts convey meaning; understands and can express the mood and stylistic characteristics of the music.
- Connecting – Relating artistic ideas and work with personal meaning and external context; how it relates to their lives and is linked to the world.

Course Objectives and Expectations:

Rhythm and note-reading basics will be taught using the Accelerated Piano Adventures for the Older Beginner and related supplemental books in that series. Posture, fingerings, notes and rhythms, and music symbols will be covered and stressed as students' progress. Note-reading will be introduced with guide notes and intervals assisting as mnemonic devices. Folk tunes, along with culturally-diverse, classical, and pop songs will be included in the repertoire. Playing by ear and composing will also be explored.

Student Objectives:

- Students can analyze rhythms by demonstrating correct counting when performing
- Students can interpret musical symbols and apply them to piano literature.
- Students can correlate written notes to note locations on the piano keyboard.
- Students can apply performance techniques to their repertoire
- Students can describe the emotions conveyed in a piece of music.
- Students can demonstrate innovation by performing a phrase of music in different ways.
- Students can create unique musical ideas through compositions.
- Students can relate songs to other disciplines and life experiences
- Students can utilize listening skills to play by ear
- Students will reflect on their end-of-quarter piano recital piece and evaluate pragmatically

Pacing and pertinent Montana Content Standard:

Elements of Music	MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Pr4.1.H.5a
Technical: Posture, hands, fingers	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr6.1.H.5a
Expression in Music	MU:Pr4.3.H.5a MU:Pr6.1.H.5a
Rhythmic Accuracy	MU:Cr1.1.H.5a MU:Cr2.1.H.5a MU:Pr6.1.H.5a
Exposure to Varied Genres	MU:Pr6.1.H.5a MU:Cn11.0.T.5a
Creating Music	MU:Cr1.1.H.5a MU:Cr2.1.H.5a MU:Cr3.1.H.5a MU:Cn11.0.T.5a MU:Pr4.1.H.5a
Recital Performance Skills	MU:Pr6.1.H.5a MU:Cr3.2.H.5a MU:Pr4.1.H.5a
Evaluating Performances	MU:Pr4.3.H.5a MU:Re7.1.H.5a MU:Re7.2.H.5a MU:Re8.1.H.5a MU:Re9.1.H.5a MU:Cn10.0.H.5a

Course Outline and Assessments:

Quarter 1

Week 1 Piano Fundamentals & First 2 notes

- A. Body and hand posture
- B. Finger numbers
- C. Keyboard patterns
- D. High and Low
- E. Rhythm exercises
- F. Notation review
- G. Loud and soft dynamics
- H. Middle C
- I. Songs using C and G:
 - a. The Piano Tuner – Middle C

- b. Melody on C and G
- c. Fife and Drum

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 2 Bass Clef F and G & New Concepts

- A. Introduction to bass clef F
- B. Guide notes F, C, G
- C. New Concepts
 - a. 2nd intervals
 - b. Slur
 - c. Repeat
- D. Songs:
 - a. My Invention - bass F
 - b. Scenic Train Ride - repeat
 - c. Roman Trumpets – changes in direction
 - d. Chant of the Monk – slur
 - e. Chant of the Monks – 2 hands together
- E. Introduce bass G
- F. Songs:
 - a. Planetarium
 - b. Minuet

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 3 Bass Clef B and A Notes & New Concepts

- A. Introduce bass B and A
- B. New Concepts:
 - a. Accent marks
 - b. 3rd intervals
 - c. Quarter rest
 - d. Tie
 - e. Eighth notes
 - f. Mp
 - g. Phrase
 - h. Pick-up notes
- C. Songs:
 - a. Russian Folk Song – B and A
 - b. Midnight Ride – accent marks
 - c. Bus Stop Boogie – 3rd intervals
 - d. Camptown Races
 - e. Eine Kleine Nachtmusik – quarter rest
 - f. Gypsy Band – tie
 - g. French Minuet – Eighth Notes, mp

- h. Morning – phrase
- i. Oh! Suzanna – pick-up notes

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 4 Bass C and Treble A Notes & New Concepts

- A. Introduce bass C and C position
- B. Songs:
 - a. Jump Shots – Bass C
 - b. Locomotive Rhythms – C position
- C. New concepts:
 - a. Theme
 - b. Staccato
 - c. Circled finger number
 - d. Legato
 - e. Half and whole rest
- D. Songs:
 - a. Ode to Joy – theme
 - b. Surprise Symphony – staccato/circled finger number
 - c. Hungarian Dance – legato & staccato
- E. Introduce treble A and FACE spaces
 - a. Irish Washerwoman – treble A
 - b. Waltz – hand position changes
 - c. Dreamscape – FACE spaces
 - d. Halftime Show – F position
 - e. The Lonely Pine
 - f. Racecar Rally – half & whole rest

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 5 Treble C Note/Position & New Concepts

- A. Introduce treble C
 - a. Note Pinball – treble C
 - b. English Minuet – treble C position
- B. New Concepts:
 - a. 8va
 - b. Imitation
 - c. 4th and 5th intervals
- C. Songs:
 - a. Bagpipes – 8va
 - b. Two-Hand Conversation- imitation

- c. When the Saints Go Marching In
- d. More About Intervals
- e. Promenade – 4ths
- f. Chinese Dragon – 4ths
- g. Aloha Oe – 4ths
- h. The King of Hearts – 5ths
- i. No Moon Tonight – 5ths

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 6 Dm Hand Position & New Concepts

- A. Introduce Dm hand position
- B. New concepts:
 - a. Form
 - b. Sharp
 - c. Crescendo
 - d. Flat
 - e. Natural
 - f. Pentascale
 - g. Tonic and dominant
 - h. Rit.
- C. Songs:
 - a. Forest Drums – form
 - b. Pep Rally – sharp
 - c. Go Down Moses – crescendo
 - d. Zum Gali Gali – flat
 - e. Sugarfoot Rag – natural
 - f. Two-Note Flight – tonic and dominant
 - g. Journey By Camel – rit.

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 7 Chords and G Hand Position

- A. Introduce C chord
- B. Songs:
 - a. Chord Crossing – C chord
 - b. Row, Row, Row Your Boat – I chord
 - c. I've Got Music
 - d. Prince of Denmark's March
- C. Amazing Grace
- D. Introduce Reading in Three G Positions
- E. Songs:
 - a. Interval Study in G – low G

- b. Musette
- c. Hard-Drivin' Blues – cross over
- d. Toccata – V7 in G
- e. Polovtsian Dance

Assessment: Performance test, teacher observation, worksheets, bell-ringers

Week 8 Playing by Ear, Composition & Accompaniment Unit

- A. Introduction to playing by ear
 - a. Repetition and patterns in different hand positions
- B. Songs:
 - a. Ukrainian Bell Carol
 - b. Batman
 - c. Addams Family
- C. Creating original compositions
 - a. Create a 5-measure composition based on I, vi, IV, V, I progression
 - b. Record chord progression and improvise the melody
- D. Applying accompaniment patterns to melodies
 - a. Block and broken chord patterns
- E. Songs:
 - a. Barbara Ann
 - b. The Lion Sleeps Tonight
 - c. Hound Dog

Assessment: Self-assessment, teacher observation, peer assessment

Week 9 Recital Preparation/Performance

- A. Prepare a recital piece for performance
 - a. Choose appropriate song according to ability level and interest
- B. Recital etiquette
 - a. Properly acknowledging audience applause as performer
 - b. Properly respond as audience member to performances
- C. Recital performance
 - a. Apply expression and dynamics to musical piece
 - b. Convey the intent of the composer
- D. Recital reflection
 - a. Self-evaluate performance positives and negatives
 - b. Peer evaluation of overall performances

Assessment: Self-assessment, teacher observation, peer assessment, written reflection

Resources:

Accelerated Piano Adventures for the Older Beginner by Nancy and Randall Faber, Book 1 (Book 2 for advanced), Accelerated Piano Adventures for the Older Beginner Performance Book, Accelerated Piano Adventures for the Older Beginner Christmas Book, Accelerated Piano Adventures for the Older Beginner Popular Repertoire Book, various Sibelius arrangements.