

**Wilson Area School District
Planned Course Guide**

Title of Planned Course: Beginner Group Piano

Subject Area: Music

Grade Level: 9-12

Course Description: In this course, students will gain an appreciation of the art of making music. They will study the elements of music-melody, harmony and rhythm. They will have ear-training, sight-reading, technique exercises, composition/improvisation and repertoire study (the songs). They will learn note/rest values, music terminology and symbols. Students will perform as an ensemble as well as individually. Students will participate in two recitals (midterm/final). Students may progress through the book at their own pace. Students may also take the course multiple years.

Time/Credit for this course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Melissa Black

**Wilson Area School District
Planned Course Materials**

Course Title: Piano

Textbook:

Bastien Piano for Adults, Books 1-2
Alfred's Group Piano Course, Books 1-4
By Jane Smisor Bastien, Lisa Bastien, and Lori Bastien
Kjos Music Press, 4380 Jutland Drive, San Diego, CA 92117
www.alfredpubl.com

Supplemental Books and Resources:

- Public Domain Christmas Carols copied from many different sources.
- First 50 Movie Songs You Should Play on the Piano- Hal Leonard
- Musictheory.net
- YouTube
Music Theory resources

Curriculum Map

August: Introduction to the Keyboard, playing legato, correct body posture and C hand position. What do all the buttons do? Black key discovery, whole/half notes, bar line, double bar, measures, beginner rhythms.

September: Whole notes, dynamic signs, repeat signs, low/high pitches, legato, notes moving up/down, ensemble/individual playing, same/different rhythm/melody, rhythm dictation, Left Hand (LH), Right Hand (RH) stem placement, 4/4 time signature, $\frac{3}{4}$ time signature, reading notes on the staff, treble and bass clef, contour, melodic and harmonic intervals of 2nd, 3rd, 4ths, and 5ths,

October: Chord symbols, slur, ties, dotted half notes, upbeat, fermata, harmonizing melodies with C, G7 and F chords, adding pedal, flat, ritardandos, middle C position, sharp sign, tempo marks, 8th notes, staccato touch, 8va sign, 1st and 2nd endings, major/minor tonality, ear-training, sight-reading, rhythmic/melodic dictation, improvisation/composition and theory.

November: G position, 2/4 time signature, harmonizing melodies with G, D7 and C chords, melodic and harmonic intervals of 6th, melodic/rhythmic dictation, ear-training, sight-reading, improvisation/composition, and theory.

December, January, February: D.C. al fine, combining hand positions, D.C. al Coda, single 8th notes and rests, dotted quarter note, D.S. al Fine, crescendos, decrescendo, fortissimo, pianissimo. Recital during midterms

March: F position, harmonizing melodies with F, C7 and Bb chords, natural sign, 12 bar blues, half step, whole step, major and minor chords, scales

April, May: Melodic and harmonic 7th and octaves, C major scale, common time, cut time, chords and inversions, A minor scale and chords, ear-training, sight-reading, improvisation/composition, theory, ensemble/individual playing. Students will review and prepare for the final exit exam and recital. Start book 2 if time

June: Recital

Curriculum Scope & Sequence

Planned Course: Beginner Group Piano

Unit 1: Introduction to the Keyboard and C position

Time Frame: 5 weeks (pgs. 1-29)

State Standards: 9.1A, 9.1B, 9.1C, 9.1G, 9.1H, 9.1J

Essential content/objectives: At the end of this unit, students will be able to:

- Demonstrate good body/hand posture and legato technique
- Locate all notes on the keyboard
- Use correct finger numbers to find C position.
- Identify high/low pitches and hear the pitches moving up/down
- Describe basic music terminology of quarter/half notes, bar line, double bar, measures, repeat
- Perform correct counting/clapping of simple rhythms
- Recognize treble and bass clefs
- Identify melodic and harmonic intervals of 2nd, 3rd, 4th, and 5th.

Core Activities: Students will complete/participate in the following:

- Using fingers 2,3,4 and keeping a steady 4 beat count (count 1,2,3 move), students will play all 3-black note groups from lowest to highest with the RH and from highest to lowest with the LH, then vice versa.
- Using finger 2,3 and keeping a steady 3 beat count (count 1,2 move), students will play all 2-black note groups the same as above.
- Practice finding all of the C's (white key just before the 2-black key groups) on the keyboard and find all of the F's (white key just before the 3-black key groups).
- The teacher will play high/low pitches and the group/individuals will identify what they hear. (Students can be assigned to do this with each other in groups of 2 or 3.)
- The teacher will play 3 ascending/descending pitches for the group/individuals to identify. (Students can be assigned to this in groups of 2.)
- Through practice and performance of the repertoire, evaluate the production of correct pitches and rhythms and if legato was played.
- Demonstrating simple rhythm mastery by clapping and counting rhythms of the songs out loud.
- Practice songs following the contour of the notes
- Identify different note values
- Label notes on the staff.
- Identify different dynamic symbols.
- Practice songs using the staff
- Practice identifying intervals of 2nds- 5ths
- Read the book and complete theory exercises related to piano theory and notify the teacher when they get to sight-reading, improvisation/compositions as it appears in their books.

Extensions:

- Students will be given assigned supplemental repertoire
- Students may use musictheory.net for extra practice

Remediation:

- Teacher is available before and after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Teacher created worksheets, activities, study guides, and assessments.
- Piano For Adults-Book 1

Assessments:

- Teacher Observation
- Rhythm dictation
- Ear-training
- Sight-reading
- Playing tests pg. 12-29

Curriculum Scope & Sequence

Planned Course: Beginner Group Piano

Unit 2: Harmonizing melodies, Middle C position

Time Frame: 4-5 weeks

State Standards: 9.1A, 9.1B, 9.1C, 9.1G, 9.1H, 9.3A, 9.3E

Essential content/objectives: At the end of this unit, students will be able to:

- Demonstrate and identify the I, IV, and V chords.
- Demonstrate playing skills in the shared middle C position
- Add pedal while playing simple melodies
- Identify and demonstrate flats, sharps, ritardandos, 8th notes, staccatos, 8vas, first and 2nd endings
- Differentiate between major and minor tonality
- Play melodies using different tempo markings

Core Activities: Students will complete or participate in the following:

- Complete theory exercises in book
- Ear-training exercise where students will circle the rhythm pattern they hear clapped/played
- Improvise/compose melodies using a prescribed rhythm pattern
- Clap/count aloud rhythms of songs before playing
- Through the use of repertoire, practice playing loudly (*f*) and softly (*p*) according to the dynamic sign of the song
- Play songs using different tempos.
- Practice songs in the Middle C and regular C positions by first clapping/counting the rhythm, then playing/saying the pitch names aloud
- Teacher plays major and minor tonalities and students will respond with what they hear in a group and individually
- Regular rhythm dictations to reinforce rhythm learning

Extensions:

- Students will be given assigned supplemental repertoire
- Students may use musictheory.net for extra practice

Remediation:

- Teacher is available before and after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Teacher created worksheets, activities, study guides, and assessments
- Piano For Adults-Book 1

Assessments:

- Teacher Observation
- Rhythm dictation
- Ear-training
- Sight-reading
- Playing tests pg. 32-65

Curriculum Scope & Sequence

Planned Course: Beginner Group Piano

Unit 3: Reading in G position; harmonizing melodies with I, IV, V chords, identifying intervals of 6ths.

Time Frame: 4 weeks

State Standards: 9.1A, 9.1B, 9.1C, 9.1G, 9.3B, 9.3E

Essential content/objectives: At the end of this unit, students will be able to:

- Differentiate between the key signatures of C and G.
- Demonstrate and identify the I, IV, V chords and all notes in the G position
- Demonstrate and identify intervals of 6ths
- Read music in 2/4 time signature

Core Activities: Students will complete/participate in the following:

- Complete theory exercises in book
- Ear-training exercises of different intervals
- Improvise/compose melodies using a prescribed rhythm pattern
- Clap/count aloud rhythms of songs before playing
- Practice songs reading in the G position.
- Regular rhythm dictations to reinforce rhythm learning

Extensions:

- Students will be given assigned supplemental repertoire
- Students may use musictheory.net for extra practice

Remediation:

- Teacher is available before and after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Teacher created worksheets, activities, study guides, and assessments.
- Piano For Adults-Book 1

Assessments:

- Teacher Observation
- Rhythm dictation
- Ear-training
- Sight-reading
- Playing tests pg. 66-80

Curriculum Scope & Sequence

Planned Course: Beginner Group Piano

Unit 4: Musical map terms, combining hand positions, dynamics, midterm recital

Time Frame: 11-12 weeks

State Standards: 9.1A, 9.1B, 9.1C, 9.1E, 9.1G, 9.1H, 9.3A

Essential content/objectives: At the end of this unit, students will be able to:

- Differentiate and play crescendos, decrescendos, fortissimos, and pianissimos.
- Demonstrate an understanding of D.C. al fine, D.C. al Coda, D.S. al Fine
- Recognize the key signature and where to play/combining hand positions
- Recognize the dotted quarter notes

Core Activities: Students will complete/participate in the following:

- Playing more challenging repertoire to expand knowledge and skill.
- Play examples of music using crescendos, decrescendos, fortissimos, and pianissimos.
- Play examples utilizing D.C. al fine, D.C. al Coda, and D.S. al Fine
- Play examples of dotted quarter notes.
- Class recitals during midterms

Extensions:

- Students will be given assigned supplemental repertoire
- Students may use musictheory.net for extra practice

Remediation:

- Teacher is available before and after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Teacher created worksheets, activities, study guides, and assessments.
- Piano For Adults-Book 1

Assessments:

- Teacher Observation
- Rhythm dictation
- Ear-training
- Sight-reading
- Playing tests pg. 81-101

Curriculum Scope & Sequence

Planned Course: Beginner Group Piano

Unit 5: F position, harmonizing melodies with I, IV, V chords, natural signs, 12 bar blues, half and whole step, scales, major and minor chords

Time Frame: 4 weeks

State Standards: 9.1A, 9.1B, 9.1C, 9.1E, 9.1G, 9.1H, 9.3A

Essential content/objectives: At the end of this unit, students will be able to:

- Understand and explain the pitch names of the white keys in the new F position and their location on the musical staff.
- Differentiate between the key signatures of C, G, and F.
- Understand and apply what naturals do.
- Demonstrate and identify I, IV, V chords in the key of F.
- Understand 12 bar blues
- Differentiate between whole and half steps and major and minor chords
- Understand how scales work and play a C major scale.

Core Activities: Students will complete/participate in the following:

- Complete theory exercise in book
- Practice songs reading in the F position
- Practice the 12 bar blues
- Practice playing scales
- Listening exercises on whole and half steps and major and minor chords.

Extensions:

- Students will be given assigned supplemental repertoire
- Students may use musictheory.net for extra practice

Remediation:

- Teacher is available before and after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Teacher created worksheets, activities, study guides, and assessments.
- Piano For Adults-Book 1

Assessments:

- Teacher Observation
- Rhythm dictation
- Ear-training
- Sight-reading
- Playing tests pg. 102-123

Curriculum Scope & Sequence

Planned Course: Beginner Group Piano

Unit 6: Melodic and harmonic 7th and octaves, C major scale, reading in different time signatures, minor scales, final exam/recital

Time Frame: 8-9 weeks

State Standards: 9.1A, 9.1B, 9.1C, 9.1D, 9.1E, 9.1G, 9.1H, 9.3A

Essential content/objectives: At the end of this unit, students will be able to:

- Be fluent in changing positions, with little or no pause in between
- Demonstrate an understand of whole/half steps and the whole tone scale for major and minor scales
- Know and understand the pattern of a major scale through the use of tetrachords
- Demonstrate either Basic, Proficient or Advanced skill in piano playing, using both hands at the same time, for a final recital
- Demonstrate and identify intervals up to an octave.

Core Activities: Students will be able to complete/participate in the following:

- Practice moving hand positions to the point where there is no marking in the book
- Use all facets of music terminology, theory, pitches, notes/rests, time signatures and musical symbols and demonstrate continual improvement via individual performance during class and guided practice.
- Play major and minor scales
- Final recital and exit exam. (Based on individual progression.)

Extensions:

- Students will be given assigned supplemental repertoire
- Students may use musictheory.net for extra practice

Remediation:

- Teacher is available before and after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Teacher created worksheets, activities, study guides, and assessments.
- Piano For Adults-Book 1

Assessments:

- Teacher Observation
- Rhythm dictation
- Ear-training
- Sight-reading
- Playing tests pg. 124-149