

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Piano</b>	<b>Grade Level(s): 8</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: October 2016</b>	<b>Revision Date(s): October 2019; September 2022</b>

## **ABSTRACT**

Piano is designed to teach the concepts and fundamentals needed to perform on the piano. In this course students will explore the theoretical concepts needed to successfully read and write music, and increase their musical understanding of chords and keys and accompaniment patterns for this instrument. In this lab class students will play melodies (*from the perspective of?*) several positions, practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. At the completion of this course, the students will write and perform their own piece of music including but not limited to lyrics, chordal accompaniment and performance. Course work will focus on the following:

1. Developing a strong sense of rhythm, pitch, timing, note recognition, meter, tempo, clef recognition and musical vocabulary throughout this course. Students will be able to demonstrate their knowledge and understanding of these musical concepts through the consistent performance, formative testing, summative testing and peer to peer critique.
2. Perform both independent and in groups and the application of theoretical understanding of expressive and dynamic music terminology to the performance of written music in the grand staff.
3. Examine and discuss the effect music had on popular pianists of a time period of their choosing.
4. Compose and perform student authored music inclusive of all concepts presented throughout the courses 18 weeks. This student composition will be performed in front of their classmates for constructive feedback, celebration and critique.

**Proficiencies and Pacing Guide:**

**Course Title: Music 8 - Keyboarding**

**Prerequisite(s): None**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b> Understanding Musical Concepts and Theory	2 Weeks  Semester 1 September  Semester 2 February	NJSLS VPA. ● 1.3A.8.Cr2b	<ul style="list-style-type: none"> <li>● Students will understand that identifying musical elements is the key to music literacy.</li> <li>● Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff, Clef, Pitch identification</li> <li>● Rhythm, Beat and Rests</li> <li>● Meter, Time Signature Note Duration</li> <li>● Musical vocabulary and application.</li> </ul>
<b>Unit 2:</b> Performing Musical Pieces and Applying Musical Concepts	13 Weeks	NJSLS VPA. ● 1.3A.8.Pr4c ● 1.3A.8.P4d ● 1.3A.8.Pr4e ● 1.3A.8.Pr5a ● 1.3A.8.Pr6a ● 1.3A.8.Pr6b	<ul style="list-style-type: none"> <li>● Students will synthesize the basic musical concepts learned into the performance of selected piano repertoire.</li> <li>● Students will be able to perform independently for teacher.</li> <li>● Students will be able to perform in in a large group setting.</li> <li>● Students will be able to use musical vocabulary to critique their performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform alone and with others.</li> <li>● Apply musical concepts through solo and small group performance.</li> <li>● Critique performance of others.</li> <li>● Perform music accurately and expressively.</li> <li>● Differentiate between musical styles.</li> </ul>
<b>Unit 3:</b> Composition	2 Weeks	NJSLS VPA. ● 1.3A.8.Cr3a ● 1.3A.8.Cr3b:	<ul style="list-style-type: none"> <li>● Students will synthesize the basic musical concepts learned into the</li> </ul>	<ul style="list-style-type: none"> <li>● Public Performance</li> <li>● Public Presentation</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>creation of a musical composition.</p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate their understanding of musical elements by performing musical documents in a group setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Composition Project</li> <li>• Music writing and application.</li> <li>• Application of lyrics in a musical piece</li> </ul>

<b>Unit: 1:</b> Understanding Musical Concepts and Theory	<b>Recommended Duration:</b> 2 Weeks in September and in January
<b>Unit Description:</b> This unit is an introduction to the basic elements of music theory. Throughout this unit, students will be introduced to the concepts of music theory as it relates to this course, basic pitch notation, meter and rhythm, note duration and recognition, dynamics, tempo and vocabulary. Students will demonstrate their understanding of these musical concepts by writing musical documents and critiquing the work of others.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, &amp; advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved <a href="#">Instructional &amp; Assessment Supports: Accommodations/Modifications Reference Sheet</a>. These must be used in the planning and delivery of instruction.</i>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Why is it important for music students to learn and understand music theory?</p> <p>How do the varied concepts of music come together to form a musical composition?</p>	<ul style="list-style-type: none"> <li>• The process of creating music is a highly personal one but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other’s works.</li> <li>• The process of creating music is neither haphazard nor random. The way that the elements of rhythm, melody and harmony are used by each artist results in an aesthetically pleasing but unique composition. This, taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals: Students Will...</b>	<b>Learning Objectives: Students will be able to...</b>
<ul style="list-style-type: none"> <li>• 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that identifying musical elements is the key to music literacy.</li> <li>• Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music.</li> </ul>	<p>Students will be able to identify the elements of basic pitch notation including the staff, clefs, ledger lines, grand staff, intervals, vocabulary.</p> <p>Students will be able to identify meter, time signature, beat, rhythm, dynamics, and articulation.</p> <p>Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom.</p> <p>Students will be able to apply their knowledge of musical elements through the performance of music.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily review of musical terms</li> <li>• Music work/note book</li> <li>• Peer critique</li> <li>• Group Work</li> <li>• Pre-Test</li> </ul>	<ul style="list-style-type: none"> <li>• Terms Quiz</li> <li>• Pitch Quiz</li> <li>• Rhythm Quiz</li> <li>• Theory Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic playing test.</li> <li>• Pitch identification playing test.</li> </ul>	<ul style="list-style-type: none"> <li>• Formally critique/discuss the use of music theory in a piece of music.</li> <li>• Analyze a musical composition presented in written form and identify the musical concepts contained in that composition.</li> <li>• Perform rhythms on various percussive instruments or sticks on desks.</li> <li>• Perform pitches on the marimba in the classroom.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Formally critique/discuss the use of music theory in a piece of music.</li> <li>• Analyze a musical composition presented in written form and identify the musical concepts contained in that composition</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Perform rhythms on various percussive instruments or sticks on desks.</li> <li>• Perform pitches on the marimba in the classroom</li> </ul>

Instructional Strategies
<ul style="list-style-type: none"> <li>• Identifying Critical Information</li> <li>• Previewing New Content</li> <li>• Chunking</li> <li>• Reflecting on Learning</li> <li>• Reviewing Content</li> <li>• Organizing students to practice and deepen knowledge</li> <li>• Practicing skills, strategies and Process</li> <li>• Providing Resources and Guidance</li> </ul>

**Unit Vocabulary:****Essential:** Staff, treble clef, bass clef, ledger line, grand staff, meter, rhythm, pitch, notation, time signature, bar line, double bar line, beat**Non-Essential:** percussion, marimba, tempo, dynamics

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA:  Mathematics:  Science:  Visual and Performing Arts:  Health/PE:  World Languages:  Social Studies:  Library:	Technology: Chromebook You Tube, Digitally recorded music examples	21 <sup>st</sup> Century Life and Careers: 9.3.12.AR-PRF .4 Demonstrate knowledge of music theory	9.3.12.AR-PRF .4 Demonstrate knowledge of music theory

**Resources:****Texts/Materials:**

- Percussion Instruments
- Theory Worksheets
- Staff paper
- Notebook
- Teacher constructed exercises and examples
- Various recorded musical examples

<b>Unit: 2:</b> Performing Musical Pieces and Applying Musical Concepts	<b>Recommended Duration:</b> 13 Weeks starting Mid-Sept to January
<b>Unit Description:</b> This unit is intended to introduce students to the basic performance of a synthesizer keyboard. Throughout this unit, students will synthesize the basic musical concepts learned into the performance of a musical composition. Students will be able to perform alone and in front of others. Students will be able to use musical vocabulary to critique the performance of others.	
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<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>How do we successfully and effectively rehearse and perform?</p> <p>How do we communicate musical concepts into a piece of music?</p> <p>Why do I need to know musical vocabulary and how does it enhance my musical knowledge?</p>	<ul style="list-style-type: none"> <li>• Regular practice is essential to student progress.</li> <li>• Communicating concepts through music gives music its meaning. The concepts help make a piece of music come alive, it's not about reading the notes on a page, it's about making more out of the notes on a page.</li> <li>• In order to discuss/critique music with others, it is imperative that we develop a musical vocabulary we all understand. In order to achieve musicality, displaying knowledge through performance will help you achieve success.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals: Students Will...</b>	<b>Learning Objectives: Students will be able to...</b>
<ul style="list-style-type: none"> <li>• 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</li> <li>• 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> <li>• 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to apply their knowledge of musical elements through the performance of music.</li> <li>• Perform independently and in groups.</li> <li>• Apply theoretical understanding of the concepts included in their repertoire and prove it through performance.</li> <li>• Synthesize skills appropriate to performing and presenting and piece of music.</li> </ul>	<p><b>Students will be able to perform</b> concepts of note duration, note recognition, meter, time signature, rhythm and beat.</p> <ul style="list-style-type: none"> <li>• <b>Students will be able to perform</b> dynamics and articulations.</li> <li>• <b>Students will be able to demonstrate</b> their understanding of musical vocabulary through performance.</li> <li>• <b>Students will be able to perform</b> independently and within groups.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/ Assignments (required):</b>
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance piece Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic playing test.</li> </ul>	<ul style="list-style-type: none"> <li>• Formally critique/discuss the</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Rehearsal technique</li> <li>• Peer critique</li> <li>• Group Performance</li> <li>• Pre-Test</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch Quiz</li> <li>• Rhythm Quiz</li> <li>• Performance Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch identification playing test.</li> <li>• Music Performances</li> <li>• Performance of Final Project</li> </ul>	<p>performance of others in the classroom.</p> <ul style="list-style-type: none"> <li>• Perform a musical composition presented in written form and apply the musical concepts contained in that composition.</li> <li>• Perform rhythms on various percussive instruments or sticks on desks.</li> <li>• Perform pitches on the keyboard in the classroom.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of music.</li> <li>• Analyze a musical composition presented in written form and perform the musical concepts contained in that composition.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Performance of various pieces of music.</li> <li>• Perform musical concepts contained in a piece of music.</li> </ul>

Instructional Strategies:
<ul style="list-style-type: none"> <li>• Organizing students to interact with new Knowledge</li> <li>• Previewing New Content</li> <li>• Chunking</li> <li>• Engage students in cognitively complex tasks.</li> <li>• Providing Resources and Guidance</li> </ul>

Unit Vocabulary:
<p><b>Essential:</b> Staff, treble clef, bass clef, ledger line, grand staff, meter, rhythm, pitch, notation, time signature, bar line, double bar line, beat</p>
<p><b>Non-Essential:</b> tempo, dynamics, solo, accent</p>



<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA: NJSLSA. R5. RI 8.4</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>Library:</p>	<p>Technology:</p> <p>Computer Synthesizers</p>		

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various pieces of music provided by the teacher</li> <li>• Alfred's Basic Piano for the Later Beginner Level1</li> <li>• Alfred's Basic Piano for the levels 2 and 3</li> <li>• Notebook</li> <li>• Teacher constructed exercises and examples</li> </ul>

<b>Unit: 3:</b> Composition	<b>1. Recommended Duration:</b> 2 Weeks in January, 2 Weeks in June
<b>Unit Description:</b> This unit examines the use of lyrics in a composition and performance of such composition. In addition, this unit gives students the opportunity to apply the concepts learned thus-far to create a musical composition.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, &amp; advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved <a href="#">Instructional &amp; Assessment Supports: Accommodations/Modifications Reference Sheet</a>. These must be used in the planning and delivery of instruction.</i>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How can one develop a composition using concepts of theory?  What is the role of a composer and lyricist?	<ul style="list-style-type: none"> <li>• Developing a piece of music is like a puzzle you have to put together.</li> <li>• A piece of music includes theory concepts.</li> <li>• Lyric interpretation includes concept of rhythm.</li> <li>• Composers and lyricists are generally two different jobs.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals: Students Will...</b>	<b>Learning Objectives: Students will be able to...</b>
<ul style="list-style-type: none"> <li>• 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</li> <li>• 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> <li>• 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize the basic musical concepts learned into the creation of a musical composition.</li> <li>• Examine the role of the composer and Lyricist.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will be able to</b> develop and create an original piece of music with lyrics.</li> <li>• <b>Students will be able to</b> apply music theory concepts into a written piece of music.</li> <li>• <b>Students will be able to</b> create lyrics and tie them to rhythms in student authored piece of music.</li> <li>• <b>Students will be able to</b> distinguish between the job description/expectations of a lyricist and a composer.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Lyric creation</li> <li>• Rhythmic tie-in</li> <li>• Note placement in the correct clefs.</li> <li>• Correct note duration with careful attention to time signature.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of Project</li> <li>• Written Project</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of Project to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Formally critique/discuss the performance of others in the classroom.</li> <li>• Produce a piece of music and present it to the class.</li> <li>• Critique on presentation by classmates.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Formally critique a musical composition written by another in your class and please use musical vocabulary learned in this unit.</li> <li>• Present a piano project originally written by you including lyrics, notes and title.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Play your piano project to the class.</li> <li>• Analyze your neighbor's piece of music.</li> </ul>

Instructional Strategies:
<ul style="list-style-type: none"> <li>• Tracking Student Progress</li> <li>• Celebrating Success</li> <li>• Recording and Representing Knowledge</li> <li>• Reflecting on Learning</li> <li>• Providing Resources and Guidance</li> </ul>

Unit Vocabulary:
<p><b>Essential:</b> staff, grand staff, meter, time signature, beat, rhythm, lyric, note duration, bar line, double bar line</p> <p><b>Non-Essential:</b> staff paper, notation</p>

