

Course Title – Piano Lab	
Implement start year: 2017-2018	
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Unit #1 – Music Reading	
Transfer Goal – Students will be able to independently use their learning to read notation and rhythmic patterns in order to play the correct notes and rhythms on the piano (Department Goal 3)	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and <input checked="" type="checkbox"/> Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy

<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.4.12.B.1 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> a universal method exists for representing musical pitch on the staff.</p> <p><i>EU 2</i> clefs are used to simplify musical notation.</p> <p><i>EU 3</i> a constant relationship exists between note values.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is it important to have a system of notation? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What is the purpose of a clef? • Why does the range of the piano allow the use of two clefs instead of one? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What effect does consistency of notation have on performance? • How is music a universal language?

<p><i>EU 4</i> the keyboard is a visual representation of the organization and structure of pitches.</p>	<p><i>EU 4</i></p> <ul style="list-style-type: none"> • What does pitch look like? • What ways other than the keyboard can pitch be expressed? • Why do enharmonic spellings exist?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the names of the lines and spaces on the grand staff. • the horizontal and vertical relationship of the piano to the grand staff and its relation to pitch. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • that the clef determines range on the keyboard. • that either hand can play either clef. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the difference between common time, cut time and compound meters. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • the organization of pitches on the keyboard. • the relationship between the white and black keys on the keyboard. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • how to enharmonically spell the same pitch. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • define the musical alphabet. • label the lines and spaces in relation to the clefs. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • play anywhere on the keyboard regardless of the clef. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • read, notate and perform rhythms in various time signatures. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • transfer note names from the grand staff to the keyboard. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • label and play enharmonic pitches.

Stage 2 – Assessment Evidence
Other Recommended Evidence:
<ul style="list-style-type: none">• Tests, quizzes, self-assessment through checklist or rubric• Rhythmic dictation quizzes

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students will create notecards and memorize note names on the staff. (A)
- Students will write note names on staff paper. (A)
- Students will play accurate pitches on the piano from flash cards and a white board. (M)
- Students will create flash cards and memorize whole notes, half notes, quarter notes, eighth notes and their corresponding rests. (A)
- Students will perform various rhythms by clapping, speaking and playing. (M,T)
- Students will create and perform rhythms in various simple and compound time signatures. (T)
- Students will apply knowledge of rhythm and notation to the performance of appropriate repertoire. (T)