

Course Title – Piano Lab	
Implement start year: 2017-2018	
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Unit #2 - Cultural Impact of the Piano	
Transfer Goal – Students will be able to independently use their learning to interpret, analyze and appreciate various piano pieces of musical literature from past and present. (Department Goal 1, 2, 3, 4, 5, 6)	
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> (www.21stcenturyskills.org)
1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. 1.3.12.B.1 – Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.	<u>21st Century Skills</u> <i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <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>1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 – Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>	<p><i>Life and Career Skills:</i></p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u></p> <p><i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <p>music is a reflection of culture.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How is music a reflection of culture? • What impact did musical icons and their genres have throughout history? • What makes music culturally specific? • How does music translate throughout various cultures around the world? • How does music in other cultures change your world view?

<p><i>EU 2</i> composers and genres from earlier time periods influence current and future artists and genres.</p> <p><i>EU 3</i> the demands of musical composition correspond to the changes over time in keyboard instruments.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why do we continue to study composers of the past? • What makes certain composers timeless? • What will music sound like in the future? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What role does technology play in instrument making? • Why should anyone continue to develop new keyboard instruments?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • historical time periods not related to music. • major musical events throughout same historical time periods. • elements of music such as pitch, rhythm, meter, harmony and melody. • standard repertoire. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • biographies of major composers. • most prominent works from the major composer. • technological innovations in music composition. • characteristics of major composer/artists of each musical time period and genre. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • describe the music of their culture using the elements of music. • connect major musical events and their societal framework. • list specific songs and artists that correlate to historical events. • recognize (aurally) any piece of music from the standard repertoire of their culture. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • explain the compositional features of each time period of music. • outline chronologically the characteristics of major composer/artists of each musical time period and genre.

<p><i>EU 3</i></p> <ul style="list-style-type: none"> • the history of the keyboard. • the mechanics of the piano and keyboard instruments. • the nomenclature of the piano. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • instruments indigenous to other countries and cultures. • famous musicians from other countries and cultures. • the importance of music in other cultures. • political and social trends in other cultures. 	<ul style="list-style-type: none"> • compare and contrast the elements of music used to create the stylistic attributes of each time period and genre. • trace historical trends and forecast how they will influence new trends in music. • explain the role of technology in past, present and future musical composition, performance and listening capabilities. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • explain how the piano produces sound. • explain how the changes made to the instrument are improvements from earlier instruments. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • create a map of countries and cities that have made a major contribution to the history of music. • compare and contrast music listening examples from various cultures with that of their own.
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Stage 2 – Assessment Evidence

Other Recommended Evidence:

- Tests, quizzes, journal entries

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.*

- Explore the elements of music such as pitch, rhythm, meter, harmony and melody (A)
- Explore the indigenous keyboard instruments of other cultures and their unique timbres through modeling, live performance, videos and recordings. (A)
- Model the listening map by playing a piece of music from another culture and dissect it with the goal of critiquing the piece using musical terms. (A, M)
- Explore the function of music as it pertains to other cultures by identifying trends in musical events of a region. (A)
- Teachers will play examples of the standard repertoire, as students attempt to identify the title, composer, genre, and time period. (A, M)
- Have students present listening examples of multicultural music and provide a completed listening map. Have the rest of the class fill out a similar listening map of the song. (Another idea would be to utilize the “listening maps” as a part of an on-going journal for the students’ thoughts). (A, M, T)
- Students will take on the role of a radio-programming director. They will program an hour of music that traces the history of classical music. (M, T)