Pequea Valley School District
Music

Unit 1: Music Reading **Course: Piano** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does learning to read standard music notation help you play piano using different styles and techniques?

Keystone Eligible Content/PA Core Standard

- 9.1.8.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8.C - Identify and use comprehensive vocabulary within each of the arts forms.

Pacing: Approximate number of class sessions per unit

- 90

Tier 3 Vocabulary (Content specific vocabulary)

- Note names/registers. Middle C = C4
- The grand staff- Treble and Bass Clef
- Ledger lines
- Accidentals: Sharps, flats, natural
- Enharmonic notes

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Read, count aloud, and play rhythms accurately on the piano.
- Read music notation, locate pitches on the keyboard and play them accurately.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners need to understand the pitches, registers, and rhythms notated on the grand staff (treble and bass clef) and will need to connect what they see on the page to where their fingers are placed on the piano keyboard. Learners will need to play with correct technique. This is equivalent to a typist learning how to type.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to accomplish a variety of successful performances throughout the course. These performances will be recorded on photobooth, and live in front of peers (recital performances (2))

Software/Resources: Piano Marvel piano program

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 2: Parts of the acoustic piano **Course: Piano** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will understand the various parts of the acoustic piano, and their functions.

Unit Essential Question(s)

- How can understanding the parts of the acoustic piano motivate your ability to play the piano successfully?

Keystone Eligible Content/PA Core Standard

- 9.1.8.A - Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8.C - Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8.G - Explain the function and benefits of rehearsal and practice sessions

Pacing: Approximate number of class sessions per unit

- 5

Tier 3 Vocabulary (Content specific vocabulary)

- Keyboard
- Leg
- Key Slip & Bed
- Pedal Rod
- Lyre Post
- Pedal Box
- Soft, Sostenuto, Sustaining Pedal
- Caster
- Top Board, Long Hinge, Pro Cups, Long Prop, Short Prop

- Music Shelf
- Music Rack

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Recognize the main parts of the acoustic piano and understand their function.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners need to understand the various parts of the acoustic piano, and how they function during the act of playing the instrument.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to complete a written assessment on schoology that demonstrates their understanding of the various parts of the acoustic piano.

Software/Resources: Piano Marvel piano program

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 3: Individual Practice **Course: Piano** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will need to understand how to maintain, use, and care for their practice station, and practice piano professionally on their own.

Unit Essential Question(s)

- How could taking responsibility and ownership of your piano practice help prepare you for future circumstances (outside of music)?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.A
Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.12.B
Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Standard - 9.1.12.H
Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Pacing: Approximate number of class sessions per unit

- 90- continuous

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Practice independently and with other learners
- Assume individual responsibility for individual and class goals

- Maintain and care for assigned piano station.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand expectations for their individual learning as they practice piano technique and music reading skills.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- When learners are ready, they will need to demonstrate the mastery of their practice by performing a pre-assigned piece from the unit being practiced, on photobooth, and uploaded to schoology for evaluation.

Software/Resources: Piano Marvel piano program

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 4: Performance **Course: Piano** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does performing for your peers help to build confidence?
- In preparation for a recital, how does performing for your peers help you manage your practice time?
- Describe the emotional differences between submitting a pre-recorded performance to schoology, and performing live in front of your peers.

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.A
Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.12.D
Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

Standard - 9.1.12.I
Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

Pacing: Approximate number of class sessions per unit

- 90

Tier 3 Vocabulary (Content specific vocabulary)

- Five Finger position
- Major and Minor Keys
- Photobooth program
- Melody

- Chord
- Piano Recital

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Using photobooth, learners record their hands playing a required piece from each unit, and upload the video to schoology to be graded.
- Play melodies in five-finger positions of C, F, G, D, A, E major
- Perform exercises and short selections both alone and as a group while demonstrating control of tempo and understanding of rhythmic notation.
- Play chords.
- Sight read melodies and chords.
- Transpose melodies with harmony.
- Play melodies and harmonies including accidentals.
- Play two professional recitals on the grand piano,in front peers, on the auditorium stage.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how to record their performances on schoology.
- Learners will need to understand how to upload their recorded performances for facilitator evaluation/response.
- Learners will need to understand the professional components and expected behaviors at a recital (both as a performer and audience member).

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to submit as many units as possible on schoology (moving at an appropriate self pace).
- Learners will need to successfully play in two recitals throughout the semester (one at the end of each marking period) to perform a piece in front of their peers on the PV auditorium stage using the baby grand piano.

Software/Resources: Piano Marvel piano program

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 5: Technology **Course: Piano** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will need to understand how to use their practice station with headphones, microphone, keyboard, and sustain pedal.

Unit Essential Question(s)

- How does technology alleviate stress in comparison to pre-technology time when all instruments were acoustic?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.J
Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Pacing: Approximate number of class sessions per unit

- 90- ongoing

Tier 3 Vocabulary (Content specific vocabulary)

- Synthesia

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Study, play, and experience key placements through Synthesia piano software program.
- Using photobooth, learners record their hands playing a required piece from each unit, and upload the video to schoology to be graded.
- Utilize the electronic piano keyboard lab with headphones, performance, and verbal communication using microphones with facilitator station.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how to work several components of technology within their individual piano stations to successfully practice, record, and submit assignments during the course.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will accomplish submitting piano units through photobooth and schoology.
- Learners will accomplish turning on and off keyboards, changing settings on keyboards, using headphones/microphone, and will successfully connect sound to the main hub.

Software/Resources: Piano Marvel piano program

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

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Unit 6: Composition **Course: Piano** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will need to know how to notate music in keyboard style writing to create a complete composition using an original melody with added harmony.

Unit Essential Question(s)

- How does composing a piece of music promote and express/convey personal emotion in comparison to performing an already composed piece by another composer?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.A
Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.12.B
Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- Measures
- Bar Lines
- Keyboard style writing
- MuseScore notation program

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Learners compose a piano piece using a minimum of eight measures on the grand staff: whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, title, and time signature.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand pitches of the grand staff and their relationship to the keys on the piano.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will accomplish an original piano composition, using the grand staff, melody/harmony, and a minimum of 8 measures. Each piece will be played for the class by the learner or the learning facilitator.

Software/Resources: Piano Marvel piano program

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.