

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Introduction to Piano Curriculum
Grades 9-12

2023

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Introduction to Piano

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

We believe:

Music is an inextricable part of the human experience, and every individual is inherently musical

Every student should be assured a high-quality course of music instruction, taught by qualified music educators.

Music is a pillar of cultural heritage and a means for interdisciplinary learning.

Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.

Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.

All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Introduction to Piano provides students with individualized training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students needs no prior experience playing the piano to enroll in Introduction to Piano

Mastering an instrument cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The music program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through

performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards - Music.

- MU.Pr4.1.E.IIa **Performing/Select:** Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- MU:Pr6.1.H.Ia **Perform/Present:** Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU.Pr4.2.E.Ia **Performing/Analyze:** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.Pr4.3.E.IIa **Performing/Interpret:** Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
- MU:Pr5.1.H.8a **Performing/Rehearse, Evaluate, and Refine:** Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
- MU:Pr5.1.C.Ic **Performing/Rehearse, Evaluate, and Refine:** Identify and implement strategies for improving the technical and expressive aspects of multiple works.

MU:Pr6.1.H.5a	Performing/Present: Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.
MU.Re7.1.E.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
MU:Re9.1.C.Ib	Responding/Evaluate: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
MU:Re9.1.H.8a	Responding/Evaluate: Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.
MU:Cn10.0.H.IIIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of creative work is the culmination of a process of creation and communication
- Performer's interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

COURSE ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do we discern the musical creators' and performers' expressive intent?
- How is music communicated in written form?
- How do composers use markings and symbols to create expression?

- How do the notes of the music staff relate to notes on the piano?
- How do we judge the quality of Musical Performances?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play the piano.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context.
 - Essentials of music literacy including note identification, time signature identification, and rhythm reading.
 - How to demonstrate musical citizenship within an ensemble, the school, the greater community, and throughout life.
- Students will be able to . . .
 - Practice, rehearse, and perform music, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for continued performance and enjoyment of music making after high school.
 - Develop aural skills and music theory concepts within the context of music from a variety of cultures and styles.
Appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Perform a wide variety of historically and culturally significant repertoire of multiple styles.
 - Improve technical skills such as posture, articulation, rhythm, phrasing, expression, scales, and essentials of good musicianship.

COURSE SYLLABUS

Course Name

Introduction to Piano

Level

ACP

Prerequisites

No prerequisites are required for this course.

General Description of the Course

Introduction to Piano provides students with individualized training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students needs no prior experience playing the piano to enroll in Introduction to Piano

Assured Assessments

Formative Assessments:

- Playing Assessments
- Class Participation
- Performance Reflections
- Professional Musician Review
- Music Theory Worksheets

Summative Assessments:

- Class Performances
- Playing Assessments
- Final Examination

Supplemental Texts

- Piano Sheet music
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Piano Technique supplements as necessary

UNIT 1 Music Literacy

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------|--|
| MU:Pr6.1.H.5a | Performing/Rehearse, Evaluate, and Refine: Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances. |
| MU.Pr4.2.E.Ia | Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. |
| MU.Pr4.3.E.IIa | Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience. |
| MU.Pr5.1.E.IIIa | Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music

Performing/Rehearse, Evaluate, and Refine: Identify and implement strategies for improving the technical and expressive aspects of multiple works. |
| MU.Pr6.1.E.IIIa | Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles. |

MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.
MU:Re9.1.C.Ib	Responding/Evaluate: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Unit Essential Questions

- How is music communicated in written form?
- How do composers use markings and symbols to create expression?
- How do the notes of the music staff relate to notes on the piano?
- How do we judge the quality of musical works and performances?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Note Reading
- Rhythm Reading
- Time Signature Identification
- Key Signature Identification
- Basic Harmonic Progressions
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Personal Reflection
- Major Chord Structures
- C Major Position
- Five Finger Melodies
- Practice expectations and etiquette, procedures, practice habits

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance-based class, they will be required to bring their sheet music, and folder to class each day. They will also be required to follow practice etiquette and provide feedback and reflection on their performance.

Students will also be required to fill out weekly performance and practice reflections to track their progress throughout the semester. They will also set weekly goals for themselves which they will have to reflect on throughout the class period.

Students will be required to complete basic music theory assessments to monitor their growth in the areas of basic note and rhythm reading, thus enabling them to be successful in this course.

Summative Assessments:

Students will perform a Piano Recital for the entire class on an acoustic piano once each month. They will be assessed on the appropriate piece selection as well as their personal progress.

Resources

Core

- Music Theory Worksheets
- Sheet Music
- Piano Hand Position Diagrams

Supplemental

- Rhythm supplements
- Basic Piano Warmups
- Scale Supplements
- Piano Technique Supplements

Time Allotment

- Approximately 4-6 Weeks and ongoing throughout the semester

UNIT 2

Basic Playing and Performance

Unit Goals

At the completion of this unit, students will:

- MU:Pr6.1.H.5a **Performing/Rehearse, Evaluate, and Refine:** Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
- MU.Pr4.2.E.Ia **Performing/Analyze:** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.Pr4.3.E.IIa **Performing/Interpret:** Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
- MU.Pr5.1.E.IIIa **Performing/Rehearse, Evaluate, and Refine:** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
- Performing/Rehearse, Evaluate, and Refine:** Identify and implement strategies for improving the technical and expressive aspects of multiple works.
- MU.Pr6.1.E.IIIa **Performing/Present:** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
- MU.Pr6.1.E.IIIb **Performing/Present:** Demonstrate an ability to connect with audience members before and during the

process of engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do we judge the quality of Musical Performances?
- How do performers interpret musical works?

Unit Scope and Sequence

- Basic Harmonic Progressions
- Five Finger Technique
- C Major and G Major Positions
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Personal Reflection
- Major and Minor Chord Structures
- Practice expectations and etiquette, procedures, and habits
- Listening to model recordings and related works
- Practice expectations and etiquette
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Expressive Dynamics ranging from piano to forte
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement.

Students will also be required to fill out weekly performance and practice reflections to track their progress throughout the semester. They will also set weekly goals for themselves which they will have to reflect on throughout the class period.

Students will also be required to listen to several recordings of professional piano players and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance-based class, they will be required to bring their sheet music, and folder to class each day. They will also be required to follow practice etiquette and provide feedback and reflection on their performance.

Summative Assessments:

Students will perform a Piano Recital for the entire class on an acoustic piano once each month. They will be assessed on the appropriate piece selection as well as their personal progress.

Resources

Core

- Piano Sheet Music

Supplemental

- Rhythm supplements
- Hanon Technique Exercises
- Major Scale Sheets
- Piano Positioning Diagrams
- Chord Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One half credit in the Arts
One period for one semester

PREREQUISITES

There are no prerequisites for this course.

CURRENT REFERENCES

- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Introduction to Piano Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p>

Introduction to Piano Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently throughout class period
- Offers insightful during personal reflections and one to one instruction
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently for 80% of class period
- Sometimes offers feedback during personal reflections and one to one instruction
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class and practices no more than 60% of the time.
- Rarely responds to feedback during personal reflections and one to one instruction
- Sometimes distracted or inattentive

2

- Fails to participate in practice for 80% of class period
- Does not respond to other students' ideas
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Does not participate in class
- Disruptive during class discussions
- Disrespectful to others