



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Fine & Performing Arts

Course: Introduction to Piano

Grade Level: 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Patricia Volino, Program Supervisor of Fine & Performing Arts

The Board acknowledges the following who contributed to the preparation of this curriculum.

Robert Van Wyk

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
INTRODUCTION TO PIANO
Grade 9 - 12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

INTRODUCTION TO PIANO: GRADE 9 - 12

PACING GUIDE

Unit	Title	Pacing
1	An Introduction to the Piano	2 weeks
2	An Introduction to C Position	4 weeks
3	An Introduction to G Position	4 weeks
4	An Introduction to the Shared C Position and Expanding the Five-Finger Position	3 weeks
5	Scales and Chords	8 weeks
6	Building Musical Literacy in the Beginning Pianist	8 weeks
7	Responding: Connecting Music's Relationship to History and Culture	8 weeks
8	An Introduction to Music Technology & Production	3 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide students with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining an agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher Lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign a peer buddy with whom the student can work.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc).
- Have the student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts, possibly through the use of visuals.
- Use manipulatives.

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| | <ul style="list-style-type: none">● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note-taking.● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow students to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read questions to students to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors. |
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UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: An Introduction to the Piano

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Students will continue to develop their proficiency on the instrument through focused instruction. Emphasis will be placed on the C playing position, chord construction, and the development of technical skills.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3D.12nov.Cr1a.** Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1-to-1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions

- 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts

Unit Understandings:

Students will understand that...

- A pianist must use proper playing technique to ensure the student's well-being.
- Performing carefully supervised warm-up and exercises daily is essential for the acquisition of proper technique.
- The keyboard instrument is an intricate tool that requires great care but can yield countless opportunities for creating music.
- The keyboard is made of a pattern of white and black keys
- Utilizing music terminology and reading music is imperative to musical keyboarding.
- A steady beat is essential for performance.
- Rhythm is the most basic and essential element of music.
- A metronome is an essential device for developing tempo maintenance.
- Accurate execution of rhythms is essential for the proper performance of any musical literature.
- Increased fluency of reading rhythms and rhythmic patterns is directly related to skill in sight reading.
- Counting is essential in musical performance, and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What is the importance of warming up the wrist, hand, and fingers before playing the piano?
- How does posture affect playing technique?
- How does music terminology affect piano playing?
- Why is reading music imperative to piano playing?
- How does ear training affect piano playing?
- What are the skills needed to perform by yourself?
- What are the skills needed to perform with others?
- What is the C position?
- What is a clef?
- What is the grand staff?
- What are the notes in the key of C Major on the grand staff
- What is the importance of learning to maintain a steady beat?
- How is using a metronome vital to a musician's development?
- How is rhythm reading fluency essential to proper performance?

Knowledge and Skills:

Students will know...

- Proper hand position and posture for sitting at the piano
- Warmup exercises to prepare the body to play the piano
- The notes in the key of the C major scale on the grand staff
- Fingering positions for the notes on the grand staff in the C position
- The skill of maintaining a steady beat is developed through the use of a metronome and rehearsal experience.
- Various uses and functions of a metronome.
- The mathematical correlation of rhythm and meter.
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Identify and demonstrate appropriate hand position and posture for sitting at the piano.
- Prepare themselves to play by performing warm-up exercises
- Play in right-hand C position
- Play in left-hand C position
- Play the notes in the key of C Major on the grand staff
- Perform with a steady beat individually and within an ensemble.
- Perform musical passages with rhythmic accuracy with and without a metronome.
- Demonstrate a proficiency in the correct performance of melodies, accompaniments, and rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Performance Assessment:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - C Major Chord, G7 Chord (1st inversion)
 - Performance Repertoire Examples from *Alfred Adult Method for Piano*:
 - Right Hand Warmup, Left Hand Warmup, Ode To Joy, Aura Lee
 - Piano Performance Assessment Rubric
 - Rehearsal Assessment Rubric

- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - both hands
- **Performing as an Individual:** performing classroom exercises individually with the headphones or speaker on, without the assistance of the classroom teacher, ensemble
- **Performing as an Ensemble:** performing classroom exercises with the audio speakers on, listening, and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments
- Examples of Repertoire:
C Major Scale, C Chromatic Scale, C Major Chord, G7 Chord (1st inversion)
Suggested performance repertoire examples from *Alfred Adult Method for Piano*:
Right Hand Warmup, Left Hand Warmup, Ode To Joy, Aura Lee

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition

- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
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Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: An Introduction to C Position

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Students will continue to develop their proficiency on the instrument through focused instruction. Emphasis will be placed on the C playing position, chord construction, and the development of technical skills, and relating those skills to beginning piano literature. Students will work toward playing with both hands simultaneously and independently, utilizing a diverse repertoire that encompasses various genres, styles, cultural traditions, and historical periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

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 - 1. Interpret expressions that represent a quantity in terms of its context.
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- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- The fingering positions in C (both hands)
- The relationship between a Major Scale and the fingering in C Position
- The relationship between a Major Scale and a Major Chord
- The finger transition between a C Major Chord and a G7 Chord (1st inversion)
- The relationship between melody and accompaniment (texture)
- Independence and the development of both hands are essential to the growth of the young pianist
- Utilizing music terminology and reading music is imperative to musical keyboarding. A steady beat is essential for performance.
- Rhythm is the most basic and essential element of music.
- A metronome is an essential device for developing tempo maintenance.
- Accurate execution of rhythms is essential for proper performance of any musical literature.
- Increased fluency of reading rhythms and rhythmic patterns is directly related to skill in sight reading.
- Counting is essential in musical performance, and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What is melody?
- What is accompaniment?
- What is musical texture?
- What is the grand staff?
- What is a clef?
- What are the notes in the key of C Major on the grand staff
- What are the fingerings in C position?
- What are the fingering transitions between the C Major Chord and G7 Chord (1st inversion)?
- What is the importance of developing independence between both hands on the piano?
- What is the importance of learning to maintain a steady beat?

- How is rhythm reading fluency essential to proper performance?

Knowledge and Skills:

Students will know...

- Proper hand position and posture for sitting at the piano
- Warmup exercises to prepare the body to play the piano
- The notes in the key of the C major scale on the grand staff
- Fingering positions for the notes on the grand staff in C position (both hands)
- Finger position for a C Major chord, G7 Chord (1st inversion) in both hands
- Fingering transitions for a C Major chord, G7 Chord (1st inversion) in both hands
- Melody vs. Accompaniment
- Examples of Musical Texture
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Identify and demonstrate appropriate hand position and posture for sitting at the piano
- Play in right-hand C position
- Play in left-hand C position
- Play the notes in the key of C Major on the grand staff
- Perform with a steady beat individually and within an ensemble.
- Perform with two hands, demonstrating independence
- Perform musical passages with rhythmic accuracy with and without a metronome.
- Demonstrate a proficiency in the correct performance of notes/rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Performance Assessment:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - C Major Chord, G7 Chord (1st inversion)
 - Performance Repertoire Examples from *Alfred Adult Method for Piano*:
 - On the Grand Staff, Merrily We Roll Along, Largo, What Can I Share

- Piano Performance Assessment Rubric
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes from a C Major Chord to a G7 Chord (1st inversion), both hands
- **Performing as an Individual:** performing classroom exercises individually with the headphones or speaker on, without the assistance of the classroom teacher, ensemble
- **Performing as an Ensemble:** performing classroom exercises with the audio speakers on, listening, and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
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- Examples of Repertoire:
C Major Scale, C Chromatic Scale, C Major Chord, G7 Chord (1st inversion)
Suggested performance repertoire examples from *Alfred Adult Method for Piano*:
On the Grand Staff, Merrily We Roll Along, Largo, What Can I Share

RESOURCES

Teacher Resources:

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- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
- www.youtube.com
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- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: An Introduction to G Position

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Students will continue to develop their proficiency on the instrument through focused instruction. Emphasis will be placed on the G playing position, chord construction, and the development of technical skills, and relating those skills to beginning piano literature. Students will work toward playing with both hands simultaneously and independently, utilizing a diverse repertoire that encompasses various genres, styles, cultural traditions, and historical periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3D.12nov.Cr1a.** Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 - 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- A key signature indicates the key of a piece of music and defines the notes that are sharp or flat throughout the piece.
- The key of G major has one sharp, F#, and follows a specific pattern of whole and half steps: W-W-H-W-W-W-H
- The relationship between whole steps and half steps
- Recognizing and identifying the key signature of G major in a piece of music is essential for accurate playing and interpretation
- The fingering positions in G (both hands)
- The finger transition between a G Major Chord and a D7 Chord (1st inversion)
- The Dominant 7th chord
- Independence and the development of both hands are essential to the growth of the young pianist
- The relationship between different keys
- Utilizing music terminology and reading music is imperative to musical keyboarding.
- A steady beat is essential for performance.
- Rhythm is the most basic and essential element of music.
- A metronome is an essential device for developing tempo maintenance.
- Accurate execution of rhythms is essential for the proper performance of any musical literature.
- Increased fluency of reading rhythms and rhythmic patterns is directly related to skill in sight reading.
- Counting is essential in musical performance, and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What is a key signature?
- What is a whole step?
- What is a half step?
- What are the notes in the key of G Major on the grand staff
- What are the fingerings in G position?

- What are the fingering transitions between the G Major Chord and the D7 Chord (1st inversion)?
- What is the importance of developing independence between both hands on the piano?
- What is the importance of learning to maintain a steady beat?
- How is rhythm reading fluency essential to proper performance?

Knowledge and Skills:

Students will know...

- The key signatures of C Major and G Major
- The accidentals (sharps, flats, natural signs) found within music notation
- Proper hand position and posture for sitting at the piano
- The notes in the key of the G major scale on the grand staff
- Fingering positions for the notes on the grand staff in G position (both hands)
- Finger position for a G Major chord, D7 Chord (1st inversion) in both hands
- Fingering transitions for a G Major chord, D7 Chord (1st inversion) in both hands
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Identify and demonstrate appropriate hand position and posture for sitting at the piano.
- Play in right-hand G position
- Play in left-hand G position
- Play the notes in the key of G Major on the grand staff
- Perform with a steady beat individually and within an ensemble.
- Perform with two hands, demonstrating independence
- Perform musical passages with rhythmic accuracy with and without a metronome.
- Demonstrate a proficiency in the correct performance of notes/rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Performance Assessment:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)

- G Major Scale
 - G Major Chord, D7 Chord (1st inversion)
 - Performance Repertoire Examples from *Alfred Adult Method for Piano*:
 - Harp Song, The Cuckoo, Beautiful Brown Eyes
 - Piano Performance Assessment Rubric
 - Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
 - **Student Conference:** One-on-one conversation with students to check their level of understanding.
 - **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- **Scales:** G Major Scale
- Fingering Position Changes from a G Major Chord to a D7 Chord (1st inversion), both hands
- **Performing as an Individual:** performing classroom exercises individually with the headphones or speaker on, without the assistance of the classroom teacher, ensemble
- **Performing as an Ensemble:** performing classroom exercises with the audio speakers on, listening, and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments
- Examples of Repertoire:
G Major Scale, G Major Chord, D7 Chord (1st inversion)
Suggested performance repertoire examples from *Alfred Adult Method for Piano*:
Harp Song, The Cuckoo, Beautiful Brown Eyes

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
- www.youtube.com
- Palmer, W, Manus, M, Lethco, A. Alfred Adult Piano Method, Book One. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J. Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW TEMPLATE

Content Area: Instrumental Music

Unit Title: An Introduction to Shared C Position and Expanding the Five-Fingered Positions

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Students will continue to develop their proficiency on the instrument through focused instruction. Emphasis will be placed on the Shared C playing position, expanding fingering positions past C position or G position, chord construction, the continued development of technical skills, and relating those skills to beginning piano literature. Students will work toward playing with both hands simultaneously and independently, utilizing a diverse repertoire that encompasses various genres, styles, cultural traditions, and historical periods.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3D.12nov.Cr1a.** Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 - 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
- **D.** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- The key of F major has one flat, Bb, and follows a specific pattern of whole and half steps: W-W-H-W-W-W-H
- The relationship between whole steps and half steps
- Recognizing and identifying the key signature of F major in a piece of music is essential for accurate playing and interpretation
- Independence and the development of both hands are essential to the growth of the young pianist
- The relationship between different keys
- Utilizing music terminology and reading music is imperative to musical keyboarding.
- A steady beat is essential for performance.
- Rhythm is the most basic and essential element of music.
- The subdivision of rhythms from whole notes, half notes, dotted half notes, quarter notes, eighth notes
- Accurate execution of rhythms is essential for the proper performance of any musical literature.
- Increased fluency of reading rhythms and rhythmic patterns is directly related to skill in sight reading.
- Counting is essential in musical performance, and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What are the notes in the key of F Major on the grand staff
- What are dynamics? (forte, piano, mezzo)
- What are the fingerings in the Shared C position?
- What necessitates changing finger position?
- What are the fingering transitions between C Major and Shared C?
- What is the importance of developing independence between both hands on the piano?

- What are eighth notes?
- What does subdividing mean?
- What is the importance of learning to maintain a steady beat?
- How is rhythm reading fluency essential to proper performance?

Knowledge and Skills:

Students will know...

- Proper hand position and posture for sitting at the piano
- The subdivision of rhythm from whole notes, half notes, dotted half notes, quarter notes, eighth notes
- The notes in the key of the F major scale on the grand staff
- The musical dynamics of forte, piano, and mezzo
- Fingering positions for the notes on the grand staff in C position and Shared C (both hands)
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Identify and demonstrate appropriate hand position and posture for sitting at the piano.
- Play in right-hand C position
- Play in right-hand Shared C position
- Play in left-hand C position
- Play in left-hand Shared C position
- Identify and perform the musical dynamics of forte, piano, and mezzo
- Perform with a steady beat individually and within an ensemble.
- Identify eighth notes
- Perform with two hands, demonstrating independence
- Perform musical passages with rhythmic accuracy with and without a metronome.
- Demonstrate a proficiency in the correct performance of notes/rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Assessment:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - F Major Scale
 - Performance Repertoire Examples from *Alfred Adult Method for Piano*:
 - The Gift To Be Simple, London Bridge, Happy Birthday, Thumbs on C,
 - Standing in the Need
 - Piano Performance Assessment Rubric
 - Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- **Scales:** F Major Scale
- **Performing as an Individual:** performing classroom exercises individually with the headphones or speaker on, without the assistance of the classroom teacher, ensemble
- **Performing as an Ensemble:** performing classroom exercises with the audio speakers on, listening, and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments
- Examples of Repertoire:
 - F Major Scale
 - Suggested performance repertoire examples from *Alfred Adult Method for Piano*:
 - The Gift To Be Simple, London Bridge, Happy Birthday, Thumbs on C, Standing in the Need

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
- www.youtube.com
- Palmer, W, Manus, M, Lethco, A. Alfred Adult Piano Method, Book One. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J. Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Scales and Chords

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Students will continue to navigate the instrument. Students will continue to play in C and G position, shared C position, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, and periods.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3D.12nov.Cr1a.** Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- **1.3D.12int.Cr1a.** Create melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions or AB/ABA forms, as well as two to three-chord accompaniments for given melodies
- **1.3D.12prof.Cr1a.** Create melodic, rhythmic, and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.

- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 - 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Core SEL Competencies

Self Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement
- Coordination and independence of both hands on the piano is a lifelong musical skill
- Scales and chords are at the foundation of all music
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What is a mode?
- What is a Db, Ab, Eb, Bb major scale?
- What is a D, A, E, B major scale?
- What is the Circle of Fourths?
- What is a Major Chord?
- What is a minor chord?
- What is a diminished chord?
- What are inversions?
- What is an arpeggio?
- What is a chord progression?
- What is the blues?

Knowledge and Skills:

Students will know...

- Db, Ab, Eb, Bb major scale
- D, A, E, B major scale
- Circle of Fourths
- C diatonic chord progression
- B diminished chord
- C and G blues scale
- How to alter a chord from major to minor to diminished
- How to perform in multiple time signatures and key signatures
- How to perform the melody in one hand and the accompaniment in the other
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences (AAH, AAPI)

Students will be able to...

- Perform a Db, Ab, Eb, Bb major scale

- Perform a D, A, E, B major scale
- Perform a C diatonic chord progression
- Perform a C, G pentatonic scale
- Perform a C, G blues scale
- Transition between simple chord progressions in the right hand, left hand
- Perform in multiple time signatures and key signatures
- Perform melody and accompaniment in different hands at the same time
- Demonstrate a proficiency in the correct performance of melodies, accompaniments, and rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Performance Hearing:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - Perform a Db, Ab, Eb, Bb major scale
 - Perform a D, A, E, B major scale
 - Perform a C diatonic chord progression
 - Perform a C, G blues scale
 - Piano Performance Assessment Rubric
 - Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening, and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

- **Suggested repertoire:**
 - Db, Ab, Eb, Bb major scale
 - D, A, E, B major scale
 - C diatonic chord progression
 - C, G blues scale

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
- Palmer, W, Manus, M, Lethco, A. Alfred Adult Piano Method, Book One. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Building Musical Literacy in the Beginning Pianist, Reviewing Music Notation

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: This unit is designed to help students develop a foundational understanding of pitch, rhythm, and introduce them to the basics of major scales and keys, intervals, meter, tempo, and dynamics. Students will learn to understand notation as a means of compositional intent; discover ways to portray the composer's intent through interpreting the notation. Students will be able to use written notation to convey individual musical ideas.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3B.12adv.Cr1a.** Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- **1.3B.12adv.Re9a.** Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
- **1.3B.12adv.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- **1.3B.12adv.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3B.12prof.Cr2a.** Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
- **1.3B.12prof.Cr3b:** Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards: English Language Arts

- **RI.11-12.3.** Analyze a complex set of ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Unit Understandings:

Students will understand that...

- Achieving literacy in music significantly enhances the singer's enjoyment and appreciation of music. The foundation of music literacy is a working knowledge of clefs, key signatures, scales, intervals, rhythm, pulse and beat, and dynamic and musical symbols.

- Examining aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions is organized and manipulated to establish unity and variety in genres of musical compositions.
- Applying musical knowledge will strengthen students' ability to analyze and critique.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How can our understanding of the elements of music make us stronger singers, performers, listeners, and communicators?
- How do I represent the written notation found within the repertoire?
- What is a musical staff, and how does it relate to notes and pitch?
- How are the notes identified on the staff?
- How are the notes on the staff found within my voice/singing?
- How are intervals important to music?

Knowledge and Skills:

Students will know...

- What pitch is and how it is notated.
- What rhythm is and how it is notated.
- How to utilize accidentals to affect pitch
- What key signatures are, and how they relate to major and minor scales.
- What tempo is and how it is notated.
- What dynamics are and how they are notated.
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Use symbols and terms to describe melodic, harmonic, and rhythmic relationships in performed and notated music.
- Use symbols and terms to describe and apply procedures for melodic and rhythmic transformation in performed and notated music.
- Demonstrate a proficiency in the correct performance of melodies, accompaniments, and rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Performance Hearing:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - Suggested Performance Repertoire Examples from *Alfred Adult Method for Piano*:
 - Alouette, The Can Can
 - When the Saints Go In,
 - Got Those Blues, Why Am I Blue?
 - Piano Performance Assessment Rubric
 - Rehearsal Assessment Rubric
- Discussion
- Warm-Up/Activity
- Peer or Self Journal/Responses
- Rehearsal Assessment:

Formative assessment:

- **Debriefing:** A form of reflection immediately following an activity in which students articulate some aspect about the lesson, a concept, a skill, etc., to demonstrate understanding and/or mastery.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. There is usually a single best answer. Some quiz examples are: Multiple-choice, True/False, Short Answer, Paper and Pencil, Matching, and Extended Response.
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Suggested Performance Repertoire Examples from *Alfred Adult Method for Piano*:
Alouette, The Can Can
When the Saints Go In, Got Those Blues, Why Am I Blue?
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Rehearsal Assessments
- **Interactive Word Wall:** Write related words or symbols on individual cards for your word wall, such as symbols for dynamics, terms for tempos, or different note values. Ask students to arrange the cards in a given order, e.g., softest-to-loudest dynamics, slowest-to-fastest tempos, etc.
- **Note-taking:** Have students create flash cards for each major key that show the key signature in treble and bass clef. Have students exchange cards and check each other's work.
- **Manipulatives/Kinesthetics:** Play a short musical excerpt, and ask students to tap the beat with one hand. If students are hearing different pulses as the beat, help them establish which pulse the group should perform. Then, have them tap the subdivision of the beat with the other hand and identify whether the subdivision is simple or compound.

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications.

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW TEMPLATE

Content Area: Instrumental Music

Unit Title: Responding: Connecting Music's Relationship to History and Culture

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Music throughout history has been a way for people to express themselves. A culture's traditions and history are told through its art. This unit is designed to help students explore the genre, style, composer, and historical background of the repertoire being studied. Students will develop skills to evaluate and communicate about music and musical performances. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- **1.3B.12prof.Pr4b.** Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- **1.3B.12prof.Pr4c.** Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creator's intent.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

- **9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- **RI.11-12.3.** Analyze a complex set of ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

- **Self Awareness:** The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
 - Identifying emotions
 - Accurate self-perception
 - Recognizing strengths
 - Self-confidence
 - Self-efficacy

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- Perspective-taking

- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- Music is a source for the most personal experience as well as the most communal
- Music has influenced world cultures throughout history.
- The study, analysis, and resulting performance of choral literature (secular, sacred, folk songs, spirituals, popular, Broadway, multicultural, and world music) contribute not only to a comprehensive music education but also to the appreciation and respect of other world cultures and societies.
- Music has always been intertwined with various cultures. Various factors influenced how composers of different periods wrote their music and how society/culture acted in response to the artistic creation.
- Knowledge can be gained through careful critique and analysis of musical performance.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)
- Music reflects the historical and cultural context in which it was created, revealing societal values, events, and traditions (AAH, HG, LGBTQ, AAPI)
- Historical and cultural contexts influence musical elements such as melody, rhythm, harmony, and instrumentation (AAH, HG, LGBTQ, AAPI)
- Listening to and analyzing music from different cultures and periods enhances one's ability to appreciate and interpret musical works (AAH, HG, LGBTQ, AAPI)
- Reflecting on music's historical and cultural significance deepens one's connection to the music and informs performance decisions (AAH, HG, LGBTQ, AAPI)
- Music can serve as a tool for cultural preservation and cross-cultural understanding, bridging historical periods and global traditions (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?
- How do music and the arts represent the culture, period from which they come?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the music they produce?
- How does music reflect the historical events, societal values, and cultural traditions of the time and place in which it was created?
- In what ways do cultural and historical contexts influence the musical elements (e.g., melody, rhythm, harmony) of a piece?
- How can understanding the historical and cultural context of a piece of music deepen our appreciation and interpretation of it?
- How does music serve as a tool for preserving cultural identity and fostering cross-cultural understanding across periods and global traditions?
- How can reflecting on the historical and cultural significance of music inform our musical performances and creations?

Knowledge and Skills:

Students will know...

- Develop an appreciation and understanding of the importance of music within culture.
- Develop the skills to understand how culture/society defines art and how art defines culture/society.
- How to compare musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality, and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers from other cultures or history.
- Key historical periods and events that have influenced the development of music, such as the Baroque era, the Harlem Renaissance, and the folk traditions of various cultures
- The cultural traditions and societal values reflected in music from different regions and communities, such as the use of pentatonic scales in East Asian music or the role of spirituals in African American history.
- How specific musical elements (e.g., melody, rhythm, harmony, key signatures) are influenced by historical and cultural contexts (1.2 History of the Arts and Culture).

- The emotional and aesthetic characteristics of music from different historical and cultural contexts
- The role of music in preserving cultural identity and fostering cross-cultural understanding, including examples like folk songs, spirituals, and global music traditions

Students will be able to...

- Listen to recordings of music and analyze and discuss elements of the composition and interpretation as they pertain to history/culture
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Analyze the cultural context of a piece of music, connecting it to specific traditions, identities, or geographic regions.
- Explain how historical and cultural contexts influence specific musical elements, such as melody, rhythm, harmony, or key signatures.
- Reflect on the emotional and aesthetic impact of a piece of music, connecting its historical and cultural context to its mood and meaning.
- Apply their understanding of historical and cultural contexts to inform piano performances, making intentional choices about dynamics, phrasing, or expression.
- Discuss how music preserves cultural identity and fosters cross-cultural understanding, using specific examples from different periods and traditions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** even in smaller information chunks, for ex. padlet
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Unit Final Assessment Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plans the next steps in their learning.
Musical Connections Assessment Rubrics
Rehearsal Assessment Rubric
- **Student Lesson/Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples,

similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications.

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: An Introduction to Music Technology & Production

Target Course/Grade Level: Introduction to Piano: Grades 9 - 12

Unit Summary: Music technology can be an important tool in creating music. This unit immerses students in the fundamentals of creating, recording, and producing music using digital tools. Students will explore digital audio workstations (DAWs), basic recording techniques, and sound manipulation, applying these skills to produce a short musical piece. Through hands-on projects, listening activities, and reflections, students will develop technical proficiency, creative decision-making, and an understanding of how technology shapes modern music production. This unit prepares students for further exploration in music technology while fostering critical listening and self-assessment skills.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms.
- **1.3B.12prof.Pr4b.** Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- **1.3B.12prof.Pr4c.** Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creator's intent.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.2.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- **1.2.12prof.Cn11a:** Examine the historical, social, and cultural contexts of music and describe their impact on the creation, performance, and perception of music.
- **1.3.12prof.Pr4b:** Demonstrate technical accuracy and expressive qualities in performance, using appropriate technology to enhance the presentation.
- **1.3.12prof.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances.
- **1.1.12prof.Cr1a:** Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.
- **1.1.12prof.Cr2b:** Document and share compositions or improvisations using standard notation, audio recordings, or digital tools.
- **1.1.12prof.Cr3a:** Evaluate and refine drafts of compositions or improvisations based on criteria, feedback, and artistic intent, making adjustments to improve the work.
- **1.1.12prof.Cr3b):** Present a finalized version of a composition or improvisation, demonstrating technical and expressive skills appropriate to the context.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- **RI.11-12.3.** Analyze a complex set of ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self Awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- Music is a source for the most personal experience as well as the most communal.
- Music has influenced world cultures throughout history.
- The study, analysis, and resulting performance of choral literature (secular, sacred, folk songs, spirituals, popular, Broadway, multicultural, and world music) contribute not only to a comprehensive music education but also to the appreciation and respect of other world cultures and societies.
- Music has always been intertwined with various cultures. Various factors influenced how composers of different periods wrote their music and how society/culture acted in response to the artistic creation.

- Knowledge can be gained through careful critique and analysis of musical performance.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)
- Music reflects the historical and cultural context in which it was created, revealing societal values, events, and traditions (AAH, HG, LGBTQ, AAPI)
- Historical and cultural contexts influence musical elements such as melody, rhythm, harmony, and instrumentation (AAH, HG, LGBTQ, AAPI)
- Listening to and analyzing music from different cultures and periods enhances one's ability to appreciate and interpret musical works (AAH, HG, LGBTQ, AAPI)
- Reflecting on music's historical and cultural significance deepens one's connection to the music and informs performance decisions (AAH, HG, LGBTQ, AAPI)
- Music can serve as a tool for cultural preservation and cross-cultural understanding, bridging historical periods and global traditions (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How can a drum machine be used to create rhythmic patterns that enhance the style and mood of a musical piece?
- What role does a looper play in building layered compositions, and how can it reflect cultural or historical musical practices? How do DAWs like Logic Pro, Ableton Live, and Soundtrap enable the creation, editing, and production of music, and what unique features do they offer?
- How can music notation be used to document and communicate musical ideas in a digital production environment?
- How can the integration of drum machines, loopers, and DAWs help us create music that reflects a specific historical or cultural context?
- How does reflecting on our use of music technology tools improve our ability to produce and refine a musical piece?

Knowledge and Skills:

Students will know...

- The basic functions and capabilities of a drum machine include how to create and manipulate rhythmic patterns to suit different musical styles.
- How a looper works to record, layer, and playback musical phrases, enabling the creation of multi-layered compositions.
- The core features of DAWs like Logic Pro, Ableton Live, and Soundtrap include recording, editing, mixing, and adding effects to produce a polished piece.
- The purpose and process of music notation in a digital environment, including how to use notation tools or MIDI editors to document musical ideas accurately.
- How drum machines, loopers, and DAWs can be used to reflect historical or cultural influences in music production, enhancing a piece's meaning.

Students will be able to...

- Create and manipulate rhythmic patterns using a drum machine to enhance the style and mood of a musical piece.
- Use a looper to record, layer, and playback musical phrases, building multi-layered compositions that reflect a specific musical idea or cultural influence.
- Record, edit, and produce a musical piece using DAWs like Logic Pro, Ableton Live, and Soundtrap, applying techniques such as mixing, adding effects, and balancing tracks.
- Document musical ideas using music notation in a digital environment, either through a DAW's MIDI editor or notation software, to ensure accuracy and shareability.
- Incorporate historical or cultural influences into their production using drum machines, loopers, and DAWs, making intentional choices to reflect a specific context.
- Reflect on and critique their production choices, identifying strengths and areas for improvement to refine their work and align with their artistic intent.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** even in smaller information chunks, for ex. padlet
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Final Unit Assessment: Creative Portfolio:** A collection of creative work, such as recorded, produced compositions
Creating Music Utilizing Technology Assessment Rubric
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plans the next steps in their learning.
Musical Connections Assessment Rubrics
Rehearsal Assessment Rubric
- **Student Lesson/Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc

RESOURCES

Teacher Resources:

- Screencastify
- Logic, Ableton, Soundtrap
- Noteflight or Flat Notation
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications.

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System