



Northern York County School District

Curriculum Overview

Course: Piano Lab	
Grade Level: 8	
Approval Date:	Length of Time: 45 days
Course Description: <p>This self-paced piano course is made for middle school students who already play a little or a lot! Through engaging, guided lessons and practice activities, students will learn how to understand music more deeply and play with confidence. The course helps young pianists build skills in reading music, playing the keyboard, and expressing themselves through performance. Step-by-step guidance encourages students to think independently, make their own musical choices, and develop good practice habits. By the end of the course, each student will be able to study and perform new piano pieces with creativity and self-assurance.</p>	
Course Objectives: <p>Students will:</p> <ul style="list-style-type: none"> • Develop a personalized warm-up routine that helps them focus and plan for a productive rehearsal • Perform music with appropriate hand position and body posture • Demonstrate and create examples of pulse, rhythm, and subdivision • Read and interpret written music notation and expressions • Prepare literature that explores a wide variety of meters, keys, and modes • Prepare literature that reflects a wide variety of cultures and styles 	
Related Standards: National Music Standards  PA State Standards for the Arts and Humanities Creating (PA 9.1.8 a-k) <ul style="list-style-type: none"> • (MU:Cr1.1.E.IIa) Imagine- Generate musical ideas for various purposes and contexts • (MU:Cr2.1.E.IIa) Plan and Make- Select and develop musical ideas for defined purposes and contexts • (MU:Cr3.1.E.IIa) Evaluate and Refine- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria • (MU:Cr3.2.E.IIa) Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality Performing (PA 9.1.8 a-k) <ul style="list-style-type: none"> • (MU:Pr4.2.E.IIa) Analyze- Analyze the structure and context of varied musical works and their implications for performance • (MU:Pr4.3.E.IIa) Interpret- Develop personal interpretations that consider the creators' intent • (MU:Pr5.3.E.IIa) Rehearse, Evaluate, and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others. • (MU:Pr6.1.E.IIa) Present- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. Responding (PA 9.3.8 a-g)	

- (MU:Re7.2.E.IIa) **Analyze**- Analyze how the structure and context of varied musical works inform the response
- (MU:Re8.1.E.IIa) **Interpret**- Support interpretations of musical works that reflect creators' /performers' expressive intent.
- (MU:Re9.1.E.IIa) **Evaluate**- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Connecting (PA 9.4.8a-d)

- (MU:Cn10.0.H.IIa) **Synthesize and relate** knowledge and personal experiences to make music.
- (MU:Cn11.0.T.IIa) **Relate** musical ideas and works with varied contexts to deepen understanding.

Units:

- Posture and fundamental techniques
- Keyboard mapping and vocabulary
- C position
- The Grand Staff
- Playing C-G on the Grand Staff
- Introduction to Chords
- G Position
- Middle C Position

Units (Continued)

- Expanded hand positions
- Scales and Chords
- Playing in G Major
- Playing in F Major
- Playing in A Minor
- Playing in D Minor
- Review (full songs)

Concepts:

- Piano technique
- Stretching and conditioning
- Music literacy
- Pulse and rhythm
- Hand positions
- Scales and Chords
- Practice, performance, and advocacy
- The cycle of learning

Competencies:

- Demonstrate proper posture, arm, and hand techniques
- Create a stretching routine to improve strength and reduce physical fatigue
- Accurately express musical notation
- Internalize and interpret aspects of pulse and subdivision
- Maximize efficiency and range by demonstrating proper hand position(s)
- Organize pitches using common scales and chords (with inversions)
- Develop a personalized practice routine and perform familiar music
- Self-evaluate and analyze performances

Learning Activities:

- Daily warm-up and stretching
- Assigned lesson materials/checkpoints
- Music theory lessons
- Self-assessment journal
- Video analysis of piano performance

Performance Tasks:

- Perform repertory to pass weekly checkpoints
- Weekly theory submissions
- Two recital performances

Other Assessment Measures:

- In-class participation
- Peer evaluations

Textbook/Primary Resource:

- Yamaha MIE keyboard lab/Yamaha LC4 keyboard lab*
- *Alfred's Adult All-in-One Course* (Palmer, Manus, Lethco) textbook used in grades 8-12
- *Piano for Kids* (Linn; Hal Leonard publications)

Supplemental Resource Materials:

- Video performances
- Acoustic, upright, and grand pianos throughout the district