

Northern York County School District
Curriculum Overview

Course: Music Lab	
Grade Level: 6-7th Grade	
Approval Date:	Length of Time: 45 days
Course Description: Students will learn music fundamentals through the Yamaha Music In Education Keyboard System, combining hands-on performance with interactive technology. Lessons include note reading, chords, rhythm, improvisation, and ensemble playing across a variety of styles.	
Course Objectives: Students will: <ul style="list-style-type: none">• Identify and demonstrate correct keyboard posture, hand position, and playing technique.• Read and interpret basic music notation, including notes on the staff, rhythms, rests, and dynamics.• Play melodies and harmonies with songs.• Apply musical concepts such as melody, harmony, rhythm, and form to keyboard performance.• Improvise short melodies and rhythmic patterns within a given set of guidelines.• Demonstrate knowledge of diverse musical styles through performance and listening activities.• Create and present an original short composition using keyboard and MIE system resources.	
Related Standards:	
National Standards for Musical Ensembles <ul style="list-style-type: none">• MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.• MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.• MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.• MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.• MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.• MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Pennsylvania Standards for the Arts and Humanities <ul style="list-style-type: none">• Standard - 9.1.8.A Know and use the elements and principles of music to create works in the arts and humanities (duration • intensity • pitch • timbre; composition • form • genre • harmony • rhythm • texture)	

- **Standard - 9.1.8.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. (sing • play an instrument • read and notate music • compose and arrange •improvise)
- **Standard - 9.1.8.C** Identify and use comprehensive vocabulary within each of the arts forms.
- **Standard - 9.1.8.J** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. Explain and demonstrate traditional technologies (piano) Explain and demonstrate contemporary technologies (MIDI keyboards)
- **Standard - 9.2.8.G** Relate works in the arts to geographic regions

Units:

- Steady Beat
- Registers
- Melodic Direction
- Tempo
- Note Durations and Rhythm
- Musical Alphabet
- Legato and Staccato
- Grand Staff

Concepts:

- **Steady beat** - performing with accompaniment; listening and playing together
- **Pitch register (high/low)** - tone clusters; recognizing sound range
- **Melodic direction (up, down, same);** contour recognition
- **Tempo (fast/slow)** - maintaining tempo changes in performance
- **Note Values and notation**
- **Ostinato patterns** - layering melodic and rhythmic parts
- **Music alphabet (A–G)** - note naming on the keyboard
- **Steps, skips, and repeated tones in melodies**
- **Repeated melodic patterns** - call-and-response form
- **Articulation (legato vs. staccato);** expressive playing
- **Grand staff layout** - treble and bass clef note recognition

Competencies:

- Maintain a steady beat while performing with accompaniment and in an ensemble setting
- Identify and perform pitches in different registers, including tone clusters
- Recognize and perform melodic direction (up, down, same) and contour
- Demonstrate control of tempo, maintaining consistent speed or adjusting as required in performance
- Identify Whole notes, half notes, quarter notes, and eighth notes as well as their equivalent rests.
- Read and perform quarter notes and quarter rests with accuracy
- Perform and create ostinato patterns
- Identify the music alphabet (A–G) and locate corresponding keys on the keyboard
- Perform melodies that move by step, skip, and repeated tones
- Recognize and perform repeated melodic patterns and participate in call-and-response forms
- Perform with appropriate articulation, demonstrating legato and staccato playing styles

	<ul style="list-style-type: none"> Identify notes on the grand staff in treble and bass clefs and perform them on the keyboard
Learning Activities: <ul style="list-style-type: none"> Steady Beat Practice – Play along with songs using the same tempo Register Exploration – Perform short melodies in low, middle, and high registers Melodic Direction Games – draw and/or trace the melody of a song Tempo Change Exercises – perform familiar songs at various tempos Note/Rest Reading – Sight-read short rhythm patterns using syllables, clapping, and keyboard notes. Ostinato Layering – Create a repeated pattern and play it under a classmate's melody; switch roles to experience both parts Music Alphabet Hunts – Find all instances of a given note name across the keyboard; play scales starting on different letters Step/Skip Challenges – Identify and perform short melodic excerpts that move by step or skip; compose your own Articulation Contrast Practice – Perform melodies and ostinatos in legato and staccato styles Grand Staff Note Drills – Match notes on the treble and bass clefs to their positions on the keyboard 	Performance Tasks: <ul style="list-style-type: none"> Play a simple melody or chord progression along with a recorded accompaniment or class ensemble, maintaining a consistent beat. Perform a short piece demonstrating high, middle, and low keyboard registers, including tone clusters if appropriate. Play a melody that clearly shows ascending, descending, and repeated notes, either solo or with a partner. Perform a familiar song at multiple tempos, showing control of speed changes. Sight-read a short rhythm pattern using various note values. Identify ostinatos from various music genres Perform a layered piece with one hand or student playing an ostinato while another plays the melody Play scales or short exercises that show knowledge of note locations and the music alphabet. Participate in a call-and-response performance with the teacher or classmates Perform the same melody legato and staccato, demonstrating contrast in touch and expression. Play a short piece reading from both treble and bass clefs accurately.
Other Assessment Measures: <ul style="list-style-type: none"> Yamaha MIE quizzes Projects Worksheets 	
Textbook/Primary Resource: <ul style="list-style-type: none"> Yamaha MIE System including teacher and student textbooks 	
Supplemental Resource Materials: <ul style="list-style-type: none"> Edpuzzles Spotify World Music Drumming Books Youtube 	

