

Marking Period 1 (MPI)	Piano Curriculum Pacing Guide -Grade: 6
<p><b>MP 1</b></p> <p><b>Standards for Piano Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.8.Pr4a</b> Perform music with technical accuracy, appropriate expression, and stylistic awareness while playing the piano or keyboard.</li> <li>• <b>1.3.8.Pr5a</b> Apply appropriate posture, hand position, finger independence, and coordination while performing increasingly complex piano music.</li> <li>• <b>1.3.8.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, expressive intent, and ensemble awareness.</li> <li>• <b>1.3.8.Re7a</b> Analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, articulation, and form in performed music.</li> <li>• <b>1.3.8.Cn10a</b> Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p><b>Technique Review</b> Hand shape, curved fingers, wrist alignment</p> <p><b>Reading Skills for Both Hands</b> Bass + treble staff, note placement, intervals</p> <p><b>Two-Hand Independence</b> Simple melodies with LH accompaniment</p> <p><b>Harmony (I–V Chords)</b> Simple chord progressions, root position</p> <p><b>Improvisation &amp; Creative Patterns</b> Pentatonic improv, call-and-response</p> <p><b>Rhythm Complexity</b>  Quarter/half/whole + dotted-half + eighth note patterns</p> <p><b>Articulation (Legato/Staccato)</b> Consistent touch, connected phrases</p> <p><b>Musical Expression</b> Dynamics, tempo, phrasing</p>



	<p><b>Cultural Repertoire</b> Folk or world pieces, style and meaning</p> <p><b>Performance &amp; Reflection</b> Classroom demonstration, peer and self-evaluation</p>
<p><b>MP 1</b> <b>Skills- Concepts</b></p>	<p><b>Developing Piano Technique &amp; Coordinated Hand Control</b> Students strengthen proper finger alignment, relaxed wrist motion, balanced touch, and coordinated right-hand melody with left-hand accompaniment patterns for smooth, controlled playing.</p> <p><b>Music Literacy, Rhythm &amp; Harmonic Foundations</b> Students read two staves fluently, recognize melodic intervals, interpret eighth-note and dotted-rhythm patterns, and perform basic harmonic structures including I and V chords with simple chord changes.</p> <p><b>Expressive Performance &amp; Musical Phrasing</b> Students apply dynamics, tempo markings, and musical phrasing to shape performances with balance, clarity, and expressive intent.</p> <p><b>Creative Musicianship &amp; Cultural Connections</b> Students improvise using pentatonic patterns and call-and-response structures while exploring folk and world piano repertoire to understand musical traditions and cultural meaning.</p>
<p><b>MP 1</b> <b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Classroom keyboards</li> <li>• Staff paper</li> <li>• Beginning/intermediate piano method book</li> <li>• Rhythm cards</li> <li>• Keyboard diagrams</li> <li>• Practice tracks</li> <li>• Repertoire from multiple cultures</li> <li>• Headphones (optional)</li> </ul>

Marking Period 2 (MPII)	Piano Curriculum Pacing Guide -Grade: 6
<p><b>MP 2</b></p> <p><b>Standards for Piano Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.8.Pr4a</b> Perform music with technical accuracy, appropriate expression, and stylistic awareness while playing the piano or keyboard.</li> <li>• <b>1.3.8.Pr5a</b> Apply appropriate posture, hand position, finger independence, and coordination while performing increasingly complex piano music.</li> <li>• <b>1.3.8.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, expressive intent, and ensemble awareness.</li> <li>• <b>1.3.8.Re7a</b> Analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, articulation, and form in performed music.</li> <li>• <b>1.3.8.Cn10a</b> Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review keyboard geography, posture, hand position, finger numbers, and rehearsal routines. Establish expectations for focused and independent practice.</p> <p>Develop rhythmic accuracy using combinations of eighth notes, quarter notes, rests, ties, and syncopated patterns.</p> <p>Strengthen pitch reading skills by identifying intervals, melodic patterns, and hand shifts across a wider keyboard range.</p> <p>Practice finger independence through scales, broken chords, and arpeggio-based patterns in multiple keys.</p> <p>Develop two-hand coordination by playing melody and accompaniment patterns with contrasting rhythms and articulations.</p> <p>Improve reading fluency by following longer pieces and recognizing repeat signs, dynamic markings, articulation symbols, and basic form.</p> <p>Explore musical expression through dynamics, articulation, tempo changes, and phrasing to shape musical interpretation.</p> <p>Develop ensemble skills by playing duets or group parts, maintaining steady tempo, balance, and listening awareness.</p>



	<p>Rehearse selected piano repertoire, focusing on accuracy, expression, and performance readiness.</p> <p>Participate in an informal performance and reflect on technical growth, musical expression, and practice habits.</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Piano Technique, Posture &amp; Coordination:</b> Students develop independent piano technique, proper posture, finger dexterity, and balanced two-hand coordination to perform fluently and efficiently across the keyboard.</p> <p><b>Music Literacy, Pitch &amp; Rhythm Accuracy:</b> Students strengthen pitch reading, interval recognition, scales, chords, arpeggios, rhythmic patterns, and syncopation while maintaining steady tempo and beat control.</p> <p><b>Expressive Performance &amp; Musical Communication:</b> Students apply dynamics, articulation, phrasing, and melodic contour to shape musical expression and communicate musical ideas with clarity.</p> <p><b>Practice Habits, Ensemble Awareness &amp; Performance Readiness:</b> Students demonstrate focused practice strategies, active listening skills, self-reflection, and preparation techniques to support musical growth and confident performance.</p>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Classroom pianos or keyboards</li> <li>• Adjustable benches or chairs</li> <li>• District-approved piano or keyboard method books</li> <li>• Music stands as needed</li> <li>• Notation, rhythm, and form visual aids</li> <li>• Teacher modeling and guided practice</li> <li>• Audio examples for listening and analysis</li> </ul>



Marking Period 3 (MPIO)	Piano Curriculum Pacing Guide -Grade: 6
<p><b>MP 3</b></p> <p><b>Standards for Piano Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.8.Pr4a</b> Perform music with technical accuracy, appropriate expression, and stylistic awareness while playing the piano or keyboard.</li> <li>• <b>1.3.8.Pr5a</b> Apply appropriate posture, hand position, finger independence, and coordination while performing increasingly complex piano music.</li> <li>• <b>1.3.8.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, expressive intent, and ensemble awareness.</li> <li>• <b>1.3.8.Re7a</b> Analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, articulation, and form in performed music.</li> <li>• <b>1.3.8.Cn10a</b> Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>In Marking Period III, Grade 6 piano students deepen their musicianship by improving technical control, reading fluency, and understanding of musical form. Students perform longer and more detailed repertoire that requires confident two-hand coordination, rhythmic precision, and expressive interpretation. Instruction emphasizes independent practice habits, musical decision-making, and preparation for more advanced middle school piano study.</p> <p>Week 1 Review technique, posture, two-hand coordination, and practice routines. Reinforce expectations for accuracy, focus, and musical detail.</p> <p>Week 2 Develop rhythmic control using syncopated patterns, dotted rhythms, ties, and rests while maintaining steady tempo.</p> <p>Week 3 Strengthen pitch reading skills by identifying intervals, chord patterns, and hand shifts across the keyboard.</p> <p>Week 4 Practice scales, broken chords, and arpeggios in multiple keys to improve finger strength, agility, and coordination.</p> <p>Week 5 Explore musical form by identifying phrases, repeated sections, contrasting sections, and simple song forms within piano pieces.</p>



	<p>Week 6 Improve reading fluency by following longer selections and applying repeat signs, first and second endings, and basic form symbols.</p> <p>Week 7 Refine expressive elements including dynamics, articulation, tempo variation, and phrasing to shape musical interpretation.</p> <p>Week 8 Develop ensemble skills by performing duets or group parts, focusing on balance, listening, and tempo alignment.</p> <p>Week 9 Rehearse selected piano repertoire with attention to accuracy, expression, and performance readiness.</p> <p>Week 10 Participate in an informal performance and reflect on technical growth, musical expression, and independent practice habits.</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Technique, Coordination &amp; Finger Control:</b> Students develop controlled piano technique while strengthening finger agility, coordination, and balanced two-hand independence.</p> <p><b>Music Literacy, Rhythm &amp; Harmonic Awareness:</b> Students expand pitch reading and chord recognition while performing with rhythmic accuracy, tempo control, and awareness of harmonic patterns.</p> <p><b>Musical Structure, Expression &amp; Interpretation:</b> Students apply knowledge of scales, arpeggios, and musical form while shaping performances through dynamics, articulation, and phrasing.</p> <p><b>Practice Discipline, Listening &amp; Reflection:</b> Students demonstrate ensemble awareness and self-directed practice habits while interpreting notation symbols and reflecting on musical growth.</p>

**MP 3**

**Core Materials**

- Classroom pianos or keyboards
- Adjustable benches or chairs
- District-approved piano or keyboard method books
- Music stands as needed
- Notation, rhythm, and form visual aids
- Teacher modeling and guided practice
- Audio examples for listening and evaluation

Marking Period 4 (MPIV)	Piano Curriculum Pacing Guide -Grade: 6
<p><b>MP 4</b></p> <p><b>Standards for Piano Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.8.Pr4a</b> Perform music with technical accuracy, appropriate expression, and stylistic awareness while playing the piano or keyboard.</li> <li>• <b>1.3.8.Pr5a</b> Apply appropriate posture, hand position, finger independence, and coordination while performing increasingly complex piano music.</li> <li>• <b>1.3.8.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, expressive intent, and ensemble awareness.</li> <li>• <b>1.3.8.Re7a</b> Analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, articulation, and form in performed music.</li> <li>• <b>1.3.8.Cn10a</b> Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review technique, posture, two-hand coordination, and rehearsal expectations. Establish individual performance goals and practice plans.</p> <p>Select and analyze piano repertoire, identifying key musical elements such as rhythm patterns, melodic contour, harmony, and form.</p> <p>Develop technical accuracy through focused practice of scales, chord progressions, and arpeggio patterns in multiple keys.</p> <p>Refine rhythm and tempo control, maintaining consistency across longer musical passages.</p> <p>Apply expressive elements including dynamics, articulation, phrasing, and tempo variation to shape musical interpretation.</p> <p>Practice memorization strategies and build confidence through repeated run-throughs and peer feedback.</p> <p>Develop ensemble awareness by performing duets or group parts, maintaining balance, listening, and tempo alignment.</p> <p>Rehearse selected piano pieces with attention to accuracy, expression, and stage presence.</p> <p>Perform prepared piano selections for peers or a small audience, demonstrating performance readiness and musical intent.</p>



	<p>Reflect on performance growth, technical progress, challenges, and musical accomplishments through discussion or written response.</p>
<p><b>MP 4</b> <b>Skills- Concepts</b></p>	<p><b>Technique, Coordination &amp; Tone Control:</b> Students demonstrate independent piano performance while developing two-hand coordination, balance, and control of tone production.</p> <p><b>Music Literacy, Rhythm &amp; Reading Fluency:</b> Students strengthen music-reading fluency while performing with advanced rhythmic and pitch accuracy and recognizing musical form and structure.</p> <p><b>Expression, Interpretation &amp; Musical Roles:</b> Students apply expressive control through dynamics, articulation, and phrasing while understanding melody, harmony, and accompaniment roles.</p> <p><b>Performance Preparation, Listening &amp; Reflection:</b> Students demonstrate performance confidence and ensemble awareness while applying effective practice strategies and engaging in self-assessment and reflective musical growth.</p>
<p><b>MP 4</b> <b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Classroom pianos or keyboards</li> <li>• Adjustable benches or chairs</li> <li>• District-approved piano or keyboard method books</li> <li>• Music stands as needed</li> <li>• Notation, rhythm, and form visual aids</li> <li>• Teacher modeling and guided practice</li> <li>• Audio recordings for listening and reflection</li> </ul>