

Marking Period 1 (MPI)	Piano Curriculum Pacing Guide -Level II
<p>MP 1</p> <p>Standards for Piano Elective</p>	<ul style="list-style-type: none"> • 1.3.HS.Pr4a Perform piano music with technical accuracy, steady tempo, and appropriate expressive qualities. • 1.3.HS.Pr5a Apply correct posture, hand position, finger numbers, and keyboard technique while performing complete piano works. • 1.3.HS.Pr6a Perform musical selections independently, demonstrating coordination, rhythmic accuracy, and performance readiness. • 1.3.HS.Re7a Analyze and describe musical elements such as melody, harmony, rhythm, dynamics, and form in piano music. • 1.3.HS.Cn10a Relate piano performance to personal experiences, cultural traditions, and future musical goals.
<p>MP 1</p> <p>Topics</p>	<p>Review posture, hand positions, technique</p> <p>Reading fluency in both clefs</p> <p>Two-hand coordination (melody & harmony)</p> <p>Primary chords (I, IV, V)</p> <p>Simple chord progressions</p> <p>Rhythmic subdivision</p> <p>Articulation and dynamics</p> <p>Style and expression</p> <p>Intermediate repertoire</p> <p>Informal performance</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Piano Technique, Coordination & Technical Fluency: Students strengthen finger independence, articulation control, left–right hand coordination, and daily technical exercises to build secure and efficient piano technique.</p>

	<p>Music Literacy, Rhythm Skills & Harmonic Reading: Students read across multiple clefs, subdivide rhythms accurately, interpret chord symbols, and apply expressive markings within musical notation.</p> <p>Performance Skills, Style & Two-Handed Playing: Students perform coordinated two-handed repertoire, execute chord progressions, and apply articulation, dynamics, and stylistic elements for expressive performance.</p> <p>Musicianship, Listening & Practice Development: Students develop active listening across hands, follow expressive cues, begin interpretive decision-making, and establish effective practice routines to support musical growth.</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Intermediate method book • Repertoire sheet music • Scale and chord sheets • Metronome app • Keyboard or piano • Practice journal



Marking Period 2 (MP2)	Piano Curriculum Pacing Guide -Level II
<p>MP 2</p> <p>Standards for Piano Elective</p>	<ul style="list-style-type: none"> • 1.3.HS.Pr4a Perform piano music with technical accuracy, steady tempo, and appropriate expressive qualities. • 1.3.HS.Pr5a Apply correct posture, hand position, finger numbers, and keyboard technique while performing complete piano works. • 1.3.HS.Pr6a Perform musical selections independently, demonstrating coordination, rhythmic accuracy, and performance readiness. • 1.3.HS.Re7a Analyze and describe musical elements such as melody, harmony, rhythm, dynamics, and form in piano music. • 1.3.HS.Cn10a Relate piano performance to personal experiences, cultural traditions, and future musical goals.
<p>MP 2</p> <p>Topics</p>	<p>Review posture, hand shape, finger independence, scales or five-finger patterns, and previously learned repertoire. Establish individual practice goals.</p> <p>Develop two-hand independence through intermediate-level exercises and patterned accompaniments.</p> <p>Expand music reading fluency using extended treble and bass clef ranges and ledger lines.</p> <p>Practice rhythmic accuracy with syncopation, dotted rhythms, ties, and changing rhythmic patterns.</p> <p>Apply harmonic accompaniment using blocked chords, broken chords, and simple arpeggio patterns.</p> <p>Introduce or reinforce scale patterns and key signatures commonly found in intermediate repertoire.</p> <p>Apply expressive elements including dynamics, articulation, phrasing, and tempo variation.</p> <p>Rehearse intermediate piano selections with attention to accuracy, balance between hands, and musical expression.</p> <p>Perform prepared piano pieces individually for teacher or peers, demonstrating performance readiness.</p> <p>Reflect on technical growth, musical interpretation, and effective practice strategies.</p>



<p>MP 2</p> <p>Skills- Concepts</p>	<p>Keyboard Technique, Finger Independence & Coordination: Students refine hand position, finger control, and two-hand coordination while performing melodic lines with harmonic accompaniment patterns across the keyboard.</p> <p>Music Literacy, Rhythm & Harmonic Understanding: Students strengthen music-reading fluency through varied rhythmic patterns, scales, key signatures, chordal playing, and recognition of musical form and structure.</p> <p>Expressive Performance & Musical Interpretation: Students apply dynamics, articulation, phrasing, and stylistic awareness to shape expressive performances with clarity and musical intent.</p> <p>Independent Practice, Goal Setting & Performance Readiness: Students develop effective practice strategies, self-monitor progress, and prepare confident performances through reflection and focused rehearsal habits.</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Keyboards or acoustic pianos • Adjustable benches or chairs • District-approved intermediate piano method books • Supplemental repertoire and scale exercises • Music stands • Headphones for individual practice • Teacher modeling and guided instruction • Audio recordings for listening and analysis

Marking Period 3 (MP III)	Piano Curriculum Pacing Guide -Level II
<p>MP 3</p> <p>Standards for Piano Elective</p>	<ul style="list-style-type: none"> • 1.3.HS.Pr4a Perform piano music with technical accuracy, steady tempo, and appropriate expressive qualities. • 1.3.HS.Pr5a Apply correct posture, hand position, finger numbers, and keyboard technique while performing complete piano works. • 1.3.HS.Pr6a Perform musical selections independently, demonstrating coordination, rhythmic accuracy, and performance readiness. • 1.3.HS.Re7a Analyze and describe musical elements such as melody, harmony, rhythm, dynamics, and form in piano music. • 1.3.HS.Cn10a Relate piano performance to personal experiences, cultural traditions, and future musical goals.
<p>MP 3</p> <p>Topics</p>	<p>Review technique, posture, finger independence, scale or five-finger patterns, and repertoire skills developed in previous units.</p> <p>Develop technical fluency through scale patterns, broken chords, and accompaniment exercises that increase hand independence.</p> <p>Strengthen music reading fluency, including extended ranges, ledger lines, and varied hand positions.</p> <p>Apply rhythmic complexity through syncopation, dotted rhythms, ties, and mixed rhythmic patterns.</p> <p>Expand harmonic understanding through broken-chord patterns, arpeggios, and left-hand accompaniment figures.</p> <p>Introduce stylistic interpretation by exploring repertoire from different musical periods or genres.</p> <p>Apply expressive elements including dynamics, articulation, phrasing, and tempo variation to shape musical intent.</p> <p>Rehearse complete piano selections with focus on balance between hands, accuracy, and expressive detail.</p> <p>Perform prepared piano pieces individually for peers or teacher, demonstrating musical confidence and readiness.</p> <p>Reflect on technical growth, interpretive choices, and effective practice strategies.</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<p>Technique, Coordination & Finger Independence: Students strengthen technical fluency while developing balanced two-hand coordination and greater finger independence.</p> <p>Music Literacy, Rhythm & Harmonic Understanding: Students expand music-reading ability while performing with rhythmic accuracy and understanding melody and harmony interaction.</p> <p>Musical Structure, Expression & Style: Students apply scales and accompaniment patterns while shaping performances through dynamics, articulation, phrasing, and stylistic interpretation.</p> <p>Practice Discipline, Performance & Reflection: Students demonstrate independent practice habits while preparing music for performance and reflecting on their musical progress and goals.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Keyboards or acoustic pianos • Adjustable benches or chairs • District-approved intermediate piano method books • Supplemental repertoire and scale exercises • Music stands • Headphones for individual practice • Teacher modeling and guided feedback • Audio recordings for listening and stylistic reference

Marking Period 4 (MPIV)	Piano Curriculum Pacing Guide -Level II
<p>MP 4</p> <p>Standards for Piano Elective</p>	<ul style="list-style-type: none"> • 1.3.HS.Pr4a Perform piano music with technical accuracy, steady tempo, and appropriate expressive qualities. • 1.3.HS.Pr5a Apply correct posture, hand position, finger numbers, and keyboard technique while performing complete piano works. • 1.3.HS.Pr6a Perform musical selections independently, demonstrating coordination, rhythmic accuracy, and performance readiness. • 1.3.HS.Re7a Analyze and describe musical elements such as melody, harmony, rhythm, dynamics, and form in piano music. • 1.3.HS.Cn10a Relate piano performance to personal experiences, cultural traditions, and future musical goals.
<p>MP 4</p> <p>Topics</p>	<p>Review technique, posture, finger independence, scales or five-finger patterns, and repertoire skills developed throughout the year. Establish individual performance goals.</p> <p>Select intermediate piano repertoire appropriate to individual skill level and analyze key signatures, rhythms, form, and technical demands.</p> <p>Refine technical accuracy through focused practice of scales, arpeggios, accompaniment patterns, and hand balance.</p> <p>Strengthen rhythmic consistency and tempo control across complete pieces.</p> <p>Apply expressive elements including dynamics, articulation, phrasing, and stylistic interpretation.</p> <p>Develop memorization strategies and performance confidence through repeated run-throughs and self-assessment.</p> <p>Participate in peer practice or informal critique to refine accuracy, balance, and musical expression.</p> <p>Rehearse selected piano pieces with attention to musical detail, consistency, and performance readiness.</p> <p>Perform prepared piano selections for peers, teacher, or a small audience, demonstrating intermediate-level musicianship.</p> <p>Reflect on technical progress, interpretive growth, practice habits, and goals for future piano study.</p>



<p>MP 4</p> <p>Skills- Concepts</p>	<p>Technique, Coordination & Hand Balance: Students demonstrate independent intermediate piano performance while refining finger independence, hand balance, and overall technical control.</p> <p>Music Literacy, Rhythm & Harmonic Understanding: Students strengthen music-reading accuracy and rhythmic control while developing understanding of harmony and accompaniment patterns.</p> <p>Expression, Style & Musical Interpretation: Students perform with expressive interpretation and stylistic awareness while shaping phrases through dynamics, articulation, and phrasing.</p> <p>Practice Discipline, Performance & Reflection: Students apply effective practice planning and persistence while building performance confidence, demonstrating performance etiquette, and reflecting on progress in preparation for Piano Level III study.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Keyboards or acoustic pianos • Adjustable benches or chairs • District-approved intermediate piano method books • Supplemental repertoire, scale, and arpeggio exercises • Music stands • Headphones for individual practice • Teacher modeling and performance demonstrations • Reflection prompts and performance checklists