

Marking Period 1 (MPI)	Piano Curriculum Pacing Guide -Level I
<p><b>MP 1</b></p> <p><b>Standards for Piano Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.HS.Pr4a</b> Perform piano music with technical accuracy, steady tempo, and appropriate expressive qualities.</li> <li>• <b>1.3.HS.Pr5a</b> Apply correct posture, hand position, finger numbers, and keyboard technique while performing complete piano works.</li> <li>• <b>1.3.HS.Pr6a</b> Perform musical selections independently, demonstrating coordination, rhythmic accuracy, and performance readiness.</li> <li>• <b>1.3.HS.Re7a</b> Analyze and describe musical elements such as melody, harmony, rhythm, dynamics, and form in piano music.</li> <li>• <b>1.3.HS.Cn10a</b> Relate piano performance to personal experiences, cultural traditions, and future musical goals.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Introduction to keyboard layout, posture, hand position</p> <p>Finger numbers and simple five-finger patterns</p> <p>Treble and bass clef note reading</p> <p>Simple melodies (right hand)</p> <p>Beginning left-hand notes</p> <p>Two-hand coordination (simple)</p> <p>Basic chord patterns (I and V)</p> <p>Simple accompaniment patterns</p> <p>Beginning repertoire</p> <p>Informal performance and reflection</p>
<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Piano Technique, Posture &amp; Coordination:</b> Students develop correct posture, balanced hand position, finger independence, and coordinated two-hand movement to build strong foundational piano technique.</p>

	<p><b>Music Literacy, Pitch Reading &amp; Rhythm Skills:</b> Students read treble and bass clef fluently, identify note names, perform rhythmic patterns with rests and time signatures, and maintain steady tempo and pulse.</p> <p><b>Performance Skills &amp; Two-Hand Playing:</b> Students perform simple melodies, basic chord patterns, and coordinated two-hand exercises while sustaining accurate tempo and technical control.</p> <p><b>Musicianship, Listening &amp; Expressive Awareness:</b> Students strengthen listening skills, follow tempo consistently, demonstrate positive rehearsal habits, and begin applying expressive markings to enhance musical performance.</p>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Piano or digital keyboard</li> <li>• Beginning method book (Faber, Alfred, Bastien, etc.)</li> <li>• Repertoire pieces</li> <li>• Music notation handouts</li> <li>• Metronome app</li> <li>• Practice journal (optional)</li> </ul>

Marking Period 2 (MPIO)	Piano Curriculum Pacing Guide -Level I
<p><b>MP 2</b></p> <p><b>Standards for Piano Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.HS.Pr4a</b> Perform music on the piano with technical accuracy, appropriate tone, and steady tempo.</li> <li>• <b>1.3.HS.Pr5a</b> Apply proper posture, hand position, finger numbers, and basic keyboard technique while performing.</li> <li>• <b>1.3.HS.Pr6a</b> Perform musical selections individually, demonstrating rhythmic accuracy and coordination between hands.</li> <li>• <b>1.3.HS.Re7a</b> Identify and analyze musical elements such as pitch, rhythm, melody, harmony, and form in piano music.</li> <li>• <b>1.3.HS.Cn10a</b> Relate piano performance to personal experiences, cultural traditions, and other disciplines.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review piano posture, hand shape, finger numbers, keyboard geography, and previously learned rhythms and notes.</p> <p>Develop right- and left-hand independence through simple two-hand exercises and patterns.</p> <p>Read and perform music using both treble and bass clef, focusing on correct note identification.</p> <p>Practice rhythmic accuracy using quarter notes, half notes, whole notes, and rests.</p> <p>Introduce simple harmonic accompaniment using blocked intervals or basic chords.</p> <p>Develop dynamic control by applying soft and loud contrasts in piano pieces.</p> <p>Read and follow musical symbols including repeat signs, bar lines, and basic articulation markings.</p> <p>Rehearse short piano selections, focusing on steady tempo and hand coordination.</p> <p>Perform prepared piano pieces individually for teacher or peers.</p> <p>Reflect on progress in technique, music reading, 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 proper hand position, keyboard alignment, and two-hand coordination to play with control, comfort, and technical accuracy.</p>

	<p><b>Music Literacy, Pitch Reading &amp; Rhythm Accuracy:</b> Students read treble and bass clef notation, recognize melodic and harmonic patterns, and maintain steady tempo while performing rhythmic and metered music.</p> <p><b>Expressive Performance &amp; Dynamic Control:</b> Students apply dynamics, articulation, and musical symbols to shape expressive playing and communicate musical ideas clearly.</p> <p><b>Practice Habits, Musical Understanding &amp; Performance Readiness:</b> Students build independent practice strategies, reflect on performance growth, and develop confidence through preparation and musical self-assessment.</p>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Keyboards or acoustic pianos</li> <li>• Adjustable benches or chairs</li> <li>• District-approved beginner piano method books</li> <li>• Music stands</li> <li>• Headphones for individual practice</li> <li>• Teacher modeling and guided practice</li> <li>• Audio examples for listening and reinforcement</li> </ul>

Marking Period 3 (MP3)	Piano Curriculum Pacing Guide -Level I
<p><b>MP 3</b></p> <p><b>Standards for Piano Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.HS.Pr4a</b> Perform music on the piano with technical accuracy, appropriate tone, and steady tempo.</li> <li>• <b>1.3.HS.Pr5a</b> Apply proper posture, hand position, finger numbers, and basic keyboard technique while performing.</li> <li>• <b>1.3.HS.Pr6a</b> Perform musical selections individually, demonstrating rhythmic accuracy and coordination between hands.</li> <li>• <b>1.3.HS.Re7a</b> Identify and analyze musical elements such as pitch, rhythm, melody, harmony, and form in piano music.</li> <li>• <b>1.3.HS.Cn10a</b> Relate piano performance to personal experiences, cultural traditions, and other disciplines.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review posture, hand shape, finger numbers, keyboard geography, and previously learned note and rhythm patterns.</p> <p>Develop two-hand coordination through patterned exercises and simple harmonized pieces.</p> <p>Expand music reading fluency using treble and bass clef with increased note range.</p> <p>Practice rhythmic variety including eighth notes, ties, and dotted rhythms.</p> <p>Apply basic harmonic accompaniment using simple chord patterns or broken chords.</p> <p>Introduce expressive elements including dynamics, articulation, and phrasing.</p> <p>Read and interpret additional musical symbols such as tempo markings and expressive terms.</p> <p>Rehearse complete piano selections with attention to accuracy, expression, and steady tempo.</p> <p>Perform prepared piano pieces individually for teacher or peers.</p> <p>Reflect on technical growth, musical understanding, and effective practice strategies.</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Technique, Coordination &amp; Keyboard Range:</b> Students improve two-hand coordination while expanding keyboard range and developing control in both hands.</p>

	<p><b>Music Literacy, Rhythm &amp; Reading Fluency:</b> Students strengthen music-reading fluency while performing with rhythmic accuracy across varied patterns and meters.</p> <p><b>Harmony, Expression &amp; Musical Understanding:</b> Students explore melody and basic harmonic accompaniment while shaping performances through dynamics, articulation, and phrasing.</p> <p><b>Practice Habits, Performance &amp; Reflection:</b> Students develop independent practice strategies while building performance confidence and reflecting on their musical progress.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Keyboards or acoustic pianos</li> <li>• Adjustable benches or chairs</li> <li>• District-approved beginner piano method books</li> <li>• Music stands</li> <li>• Headphones for individual practice</li> <li>• Teacher modeling and guided practice</li> <li>• Audio recordings for listening and reinforcement</li> </ul>



Marking Period 4 (MPIV)	Piano Curriculum Pacing Guide -Level I
<p><b>MP 4</b></p> <p><b>Standards for Piano Elective</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3.HS.Pr4a</b> Perform music on the piano with technical accuracy, appropriate tone, and steady tempo.</li> <li>• <b>1.3.HS.Pr5a</b> Apply proper posture, hand position, finger numbers, and basic keyboard technique while performing.</li> <li>• <b>1.3.HS.Pr6a</b> Perform musical selections individually, demonstrating rhythmic accuracy and coordination between hands.</li> <li>• <b>1.3.HS.Re7a</b> Identify and analyze musical elements such as pitch, rhythm, melody, harmony, and form in piano music.</li> <li>• <b>1.3.HS.Cn10a</b> Relate piano performance to personal experiences, cultural traditions, and other disciplines.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review piano posture, hand shape, finger numbers, keyboard geography, rhythms, and notation learned throughout the year. Establish individual performance goals.</p> <p>Select piano repertoire appropriate to individual skill level and analyze melody, rhythm, and hand coordination requirements.</p> <p>Refine two-hand coordination and accuracy through focused technical practice.</p> <p>Strengthen rhythmic consistency and steady tempo across entire pieces.</p> <p>Apply dynamics, articulation, and phrasing to shape musical expression.</p> <p>Practice memorization strategies and develop performance confidence through repeated run-throughs.</p> <p>Participate in peer practice or informal critique to improve accuracy and expression.</p> <p>Rehearse selected piano pieces with attention to musical detail and performance readiness.</p> <p>Perform prepared piano selections for peers, teacher, or a small audience.</p> <p>Reflect on technical progress, musical growth, practice habits, and goals for future piano study.</p>



<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Technique, Coordination &amp; Tone Control:</b> Students demonstrate independent piano performance while developing clean two-hand coordination and balanced tone production.</p> <p><b>Music Literacy, Rhythm &amp; Reading Accuracy:</b> Students strengthen music-reading skills while maintaining steady tempo and rhythmic control during performance.</p> <p><b>Expression, Form &amp; Musical Interpretation:</b> Students shape performances through dynamics, articulation, and phrasing while developing awareness of musical form.</p> <p><b>Practice Discipline, Performance &amp; Reflection:</b> Students apply practice planning and persistence while building performance confidence, demonstrating performance etiquette, and reflecting on musical growth in preparation for Level II piano study.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Keyboards or acoustic pianos</li> <li>• Adjustable benches or chairs</li> <li>• District-approved beginner piano method books</li> <li>• Supplemental repertoire pieces</li> <li>• Music stands</li> <li>• Headphones for individual practice</li> <li>• Teacher modeling and performance demonstrations</li> <li>• Reflection prompts and performance checklists</li> </ul>