

Course: Piano Lab Unit #1: <i>Music Reading</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: ○ Content Standards ■ 1.3D.12adv.Cr1a: Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies. ■ 1.3D.12adv.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies ■ 1.3D.12adv.Cr3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. ■ 1.3D.12adv.Pr4a: Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. ■ 1.3D.12adv.Pr4c: Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. ■ 1.3D.12adv.Pr6a: Perform with expression and technical accuracy, individually and in small groups, varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical). ● 2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction ■ 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.	

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- <https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>
- **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
 - Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - 6.1.2.EconET.1 Individuals make decisions based on their needs, wants, and the availability of resources.
 - NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently apply their understanding of music notation and rhythmic patterns to interpret and perform music on the piano and transfer these skills to other instruments and musical contexts.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

3. Apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing

independently and collaboratively.

Enduring Understandings

Students will understand that. . .

EU 1

- a universal system for representing musical pitch on the staff.

EU 2

- clefs determine range of musical notation.

EU 3

- the relationship between note values is consistent regardless of time signature.

Essential Questions

- Why is it important to have a system of notation?
- Why do you need a clef?

Knowledge

Students will know . . .

EU 1

- the names of the lines and spaces on the grand staff. (1.3B.12adv.Cr2a)
- the horizontal and vertical relationship of the piano to the grand staff and its relation to pitch. (1.3C.12nov.Pr6a)
- the organization of pitches on the keyboard. (1.3B.12adv.Cn11a)
- the relationship between the white keys and black keys on the keyboard. (1.3B.12adv.Cn11a)

EU 2

- that the clef determines range on the keyboard. (1.3B.12adv.Cr2a)
- that either hand can play either clef. (1.3B.12adv.Pr4c)

Skills

Students will be able to. . .

EU 1

- define the musical alphabet. (1.3B.12adv.Cr2a)
- label the lines and spaces in relation to the clefs (1.3B.12adv.Cr2a)
- transfer notes names from the grandstaff to the keyboard. (1.3C.12nov.Pr6a)

EU 2

- play anywhere on the keyboard regardless of clef (1.3B.12adv.Cn11a)

EU 3

EU3 the difference between common time, cut time and compound meter. (1.3B.12adv.Re7b)	read, notate and perform rhythms in various time signatures. (1.3B.12adv.Re7b)
Stage Two - Assessment	
<u>Other Evidence:</u> - Tests, quizzes, self-assessment through checklist or rubric - Rhythmic dictation quizzes	
Stage Three - Instruction	
<u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection - Students will create notecards and memorize note names on the staff. (A EU1 EU2) Students will identify and interpret musical notation. (A EU1) - Students will write note names on staff paper. (A EU1 EU2) - Students will play accurate pitches on the piano from flash cards and a white board. (M EU1 EU2) - Students will practice a variety of repertoire independently utilizing hands separately. (A, M EU1 EU2 EU 3) - Students will practice a variety of repertoire independently using both hands together. (A, M EU1 EU2 EU3) - Students will practice the fundamentals of piano with accuracy of rhythm, notes, fingering and articulation. (A, M EU1 EU2 EU3) - Students will perform various rhythms by clapping, speaking, and playing. (M,T EU3)	

- Students will be able to create their own system of written music notation using any visual art medium (T EU1, EU2, EU3)
- Students will create and perform rhythms in various simple and compound time signatures. (T EU3)
- Students will apply knowledge of rhythm and notation to the performance of appropriate repertoire. (T EU1 EU2 EU3)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Music Literacy	45
2	Cultural Impact of the Piano	45
3	Piano Techniques	45

Instructional Materials

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| <ul style="list-style-type: none">● Fletcher Book 1- Leila Fletcher● Supplementary Solos (Level 1&2)- Frances Clark and Louise Goss● Rock With Jazz Series- Melvin Stecher● The Pleasure Of Your Company- Melvin Stecher● Music By The Masters- edited by Russell E. Lanning● New Orleans Jazz Styles (Book 1&2)- William Gillock● Kabalevsky 30 Pieces For Children● Weighted 88 key keyboards with 2 headphone jacks● Wired Headphones |
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Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.