

Course: Piano Lab Unit #2: <i>Cultural Impact Of The Piano</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 ■ 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas. ■ 1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. ■ 1.3B.12adv.Cr3a: Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions ■ 1.3B.12adv.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent. ■ 1.3B.12adv.Pr4b: Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance. ■ 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music ○ 2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction ○ 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. ○ 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. ○ ○ 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***
 - 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
 - 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- ***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 use their learning to interpret, analyze and appreciate various piano pieces of music literature from the past and present.

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

1. develop creative thinking and problem-solving skills
2. understand the principles that govern the elements of music
3. apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
4. critique and be critiqued in a helpful and ethical manner
5. communicate creative responses, processes, and works about themselves, their culture, and society
6. analyze the performing arts and their effects on the life-long learner

<u><i>Enduring Understandings</i></u> Students will understand that. . . <i>EU 1</i> music is a reflection of culture. <i>EU 2</i> composers and genres from earlier time periods influence current and future artists and genres. <i>EU3</i> the evolution of musical composition correspond to the changes over time in keyboard instruments	<u><i>Essential Questions</i></u> <i>EU1</i> • How is music a reflection of culture? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? <i>EU2</i> • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? <i>EU3</i> • How do musicians improve the quality of their creative work?
<u><i>Knowledge</i></u> <i>Students will know . . .</i> <i>EU 1</i> • historical time periods not related to music. • major musical events throughout same historical time periods. • elements of music such as pitch, rhythm, meter, harmony and melody. • standard repertoire. <i>EU 2</i> • biographies of major composers. • most prominent works from the major composer. • technological innovations in music composition. • characteristics of major composer/artists of each musical time period and genre.	<u><i>Skills</i></u> <i>Students will be able to. . .</i> <i>EU 1</i> • describe the music of their culture using the elements of music. • connect major musical events and their societal framework. • list specific songs and artists that correlate to historical events. • recognize (aurally) any piece of music from the standard repertoire of their culture. <i>EU 2</i> • explain the compositional features of each time period of music.

EU 3

- the history of the keyboard.
- the mechanics of the piano and keyboard instruments.
- the nomenclature of the piano.

- outline chronologically the characteristics of major composers/artists of each musical time period and genre.
- compare and contrast the elements of music used to create the stylistic attributes of each time period and genre.
- trace historical trends and forecast how they will influence new trends in music.
- explain the role of technology in past, present and future musical composition, performance and listening capabilities.

EU 3

- explain how the piano produces sound.
- explain how the changes made to the instrument are improvements from earlier instruments.

Stage Two - Assessment

Other Evidence:

- Tests, quizzes, self-assessment through checklist or rubric
- Rhythmic dictation quizzes

Stage Three - Instruction

Learning Plan: 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*

- Explore the elements of music such as pitch, rhythm, meter, harmony and melody (A, EU3)
- Explore the indigenous keyboard instruments of other cultures and their unique timbres through modeling, live performance, videos and recordings. (A, EU1 EU2)
- Model the listening map by playing a piece of music from another culture and dissect it with the goal of critiquing the piece using musical terms. (A, M, EU1 EU2)
- Explore the function of music as it pertains to other cultures by identifying trends in musical events of a region. (A, EU1 EU2)
- Teachers will play examples of the standard repertoire, as students attempt to identify the title, composer, genre, and time period. (A, M, EU1 EU2)
- Have students present listening examples of multicultural music and provide a completed listening map. Have the rest of the class fill out a similar listening map of the song. (Another idea would be to utilize the “listening maps” as a part of an on-going journal for the students’ thoughts). (A, M, T, EU1 EU2)
- Students will take on the role of a radio-programming director. They will program an hour of music that traces the history of classical music. (M, 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

- Spotify membership
- Computer
- Projector/Screen
- 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

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.