

Course: Piano Lab Unit #3- <i>Piano Techniques</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 ■ 1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. ■ 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success. ■ 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. ● 2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction ■ 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. ■ 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tool. ■ 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. ■ 9.4.12.Cl.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. ○ 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.
 - 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships
- **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 knowledge to practice the fundamentals of piano with accuracy of rhythm, notes, fingering and articulation to perform a variety of repertoire from different genres.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.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>Enduring Understandings</u> Students will understand that. . . <i>EU 1</i> correct fingering provides for fluidity around the keyboard. <i>EU 2</i> correct posture and hand position has a positive effect on relaxation and tone quality. <i>EU 3</i> articulation and dynamics are essential to effective communication of musicality and interpretation.	<u>Essential Questions</u> • How does posture impact piano technique? • How does articulation affect the listener's interpretation?
<u>Knowledge</u> Students will know . . . <i>EU 1</i> • which finger numbers correspond with each finger. 1.3C.12adv.Pr6a • any finger can play any key at any time. 1.3C.12adv.Pr6a • the thumb is a pivot point for fluid transition. 1.3C.12adv.Pr6a <i>EU 2</i> • the correlation between arm tension and proper playing. 1.3C.12adv.Pr6a • relaxed hand position has a positive effect on playing technique. 1.3C.12adv.Pr6a <i>EU 3</i> • the difference between staccato and legato and other piano articulation nomenclature. 1.3C.12adv.Pr6a	<u>Skills</u> Students will be able to. . . <i>EU 1</i> • physically demonstrate the utilization of each finger in each hand simultaneously and independently. 1.3C.12adv.Pr6a • demonstrate proper technique of crossing the thumb under. 1.3C.12adv.Pr6a <i>EU 2</i> • demonstrate proper posture. 1.3C.12adv.Pr6a • explain the pros and cons of appropriate posture. 1.3C.12adv.Pr6a • apply proper posture to a performance scenario. 1.3C.12adv.Pr6a <i>EU 3</i> • perform each of the various articulations. 1.3C.12adv.Pr6a

- the approach and release of legato from a physical standpoint. 1.3C.12adv.Pr6a
- the symbols that represent various articulations. 1.3C.12adv.Pr6a
- what musicality is. 1.3C.12int.Pr5a
- the various dynamic markings. 1.3C.12adv.Pr6a

- notate various articulations. 1.3C.12adv.Pr6a
- identify and describe the effects of dynamics. 1.3C.12int.Pr5a
- define musical vocabulary relative to dynamics. 1.3C.12adv.Pr6a
- perform music at various dynamic levels. 1.3C.12int.Pr5a

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

- Teacher instruction regarding finger numbers (A EU1)
- Teacher demonstration of proper articulation (A EU1)
- Teacher instruction on the components of effective musicality (A EU3)
- Listen to various performances with varying levels of musicality (A EU1 EU2 EU3)
- Draw a diagram of your hands and label the fingers (A EU1)
- Teacher demonstrates appropriate posture (A EU1)
- Class discussion of various performances of varying levels of musicality (M EU1 EU3)
- Play scales utilizing correct fingering (M EU1)
- Generate a list of five inanimate objects that display appropriate and poor posture (M EU1 EU2 EU3)
- Students will develop and practice accompaniment skills for an ensemble or soloist performance (A,M,T, EU1 EU2 EU3)
- Perform a piece using musicality and proper interpretation (M, T EU1 EU2 EU3)
- Edit a piece of urtext music in three different ways and perform it (M, T EU1 EU2 EU3)
- Create two simple melodies demonstrating various articulations (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

- 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.