

Piano Lab

COURSE SYLLABUS

Course Overview: The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Through understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in a multicultural society. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Piano Lab is a full year course designed to introduce students to the fundamentals of reading, understanding, and performing music at the piano. Students will be introduced to note reading, and performing solo repertoire, scales and chords. Students will gain a fundamental knowledge on playing melodies in the right hand while playing chords and bass lines in the left hand with a focus on musical literacy and performance. The course enables students to make informed critical and aesthetic judgments, build self-assessment skills, and understand the historical and cultural influences of music. No prior music experience is required.

Required Materials:

- Pencil
- Piano (provided by school)
- Charged Chromebook
- Folder with music (provided by school)
- Textbook (provided by school)

Grading Policy:

There are four categories that make up the concert band grade:

20% Class Participation

20% Classwork/Homework

60% Test/Quizzes

Learning Objectives: **UPDATE ONCE UNIT OBJECTIVES ARE FINISHED*

- Proper posture and hand position
- Instrument care.
- Reading notes on the treble and bass clefs, on and beyond the staff..
- Identify notes on the keyboard
- Basic music theory concepts
- Time signatures (Meter)
- Note and rest values
- Music notation terminology
- Playing alone and with others
- Playing simple melodies. (monophonic)
- Playing simple melodies in harmony (homophonic)
- Playing simple melodies with left-hand chordal accompaniment (homophonic)
- Developing hand independence in literature (polyphonic)
- Critical listening/analyzing ensemble and solo music recordings and performance.
- Melodic and harmonic Intervals
- Recognizing elements of multicultural music.
- Audiating melodies, rhythms, and articulations.
- How to perform in front of an audience (Classroom)
- **SEL Competencies**
 - Self-Awareness
 - Recognize one's personal traits, strengths and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
 - Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Social Awareness
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings.
 - Responsible Decision-Making
 - Develop, implement and model effective problem solving and critical thinking skills.
 - Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Unit 1 Overview: An Introduction to the Piano

This unit covers the essential elements of music including rhythm, pitch, and form. The ability of reading musical notation with playing pitches and simple rhythms will be developed. An emphasis on instrumental technique in this unit will help to build self-confidence and establish the accepted norms. **Understanding the correlation between the printed symbols, where it is located on the keyboard, and what is the resulting sound is paramount.** The understanding, application and evaluation of these skills are ongoing throughout the year.

Essential Questions:

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

How does proper posture and hand position and placement affect my facility?

What is the importance of warming up the wrist, hand, and fingers prior to playing the piano?

Why is it important to have a system of notation?

What is the purpose of clefs?

What is reading music useful when learning to play the piano?

How do underlying structures unconsciously guide the creation of musical works?

How is music a universal language?

Why is counting while performing important?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.
Make, Evaluate, Refine, Rehearse

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

- Students will be able to identify correct playing posture, and hand position.
- Students will be able to describe the layout of the piano keyboard.
- Students will be able to apply finger, wrist, and hand warm-up exercises.
- Students will be able to identify and apply basic music notation terminology.
- Students will be able to identify notes on the grand staff, and their correlation on the keyboard.
- **Students will be able to reflect on how their musical preferences and skills shape their performance.**
- Students will be able to evaluate and revise their technique based on established criteria.
- **Students will be able to perform music with technical accuracy and expressive intent.**

Standards in this unit: 1.3C.12nov.Crla; 1.3C.12nov.Pr5a; 1.3C.12int.Pr5a; 1.3C.12nov.Pr6a; 1.3C.12int.Pr6a; 1.3C.12int.Pr6b; 1.3C.12nov.Pr4a; 1.3C.12nov.Pr5a; **1.3C.12nov.Cn11a**. See the highlighted standards below for a full description.

Assessments:

This section establishes HOW student learning will be evaluated.

Assessment will include informal and formal evaluations through individual and small-group lessons, as well as ensemble rehearsals.

Outline & link formative and summative assessments for the unit. Align descriptions with standards.

- *Include general descriptions of the types of formative assignments that reflect assessment of progress & process.*
- *Include descriptions of major assessments & performance projects that reflect critical thinking & prompt original creation.*

**Include options for students to demonstrate performance and include rubrics when applicable.*

Formative	Summative
<ul style="list-style-type: none">● Daily Warm-Up● Teacher Feedback (one-on-one and group)● Self-Assessment and reflection● Verbal checks for understanding● Peer Feedback<ul style="list-style-type: none">- <i>Students listen to each other and offer feedback on one element (e.g. pitch, rhythm, etc.)</i>● Exit Tickets (<i>written or verbal</i>)	<ul style="list-style-type: none">● Before and after recordings● Small group assessments● Solo assessments● Written Reflections

Instructional Strategies & Unit Resources:

- Lecture and practice to learn the structure and layout of the piano keyboard.
- Warm up and technique exercises.
- Modeling and demonstration of technique
- Call and response melodic and rhythmic pattern training.
- Whole group instruction.
- Individual checks and redirection.
- Posture and hand position modeling.
- Guided independent study.
- Study and practice of reading musical notation, and how to transfer it to the keyboard.
- Create mnemonic devices for remembering the lines and spaces of both clefs.
- Demonstration and practice of simple five-finger exercises and simple songs from the text book.
- Recording and evaluation of piano technique.
- Listening to recorded examples of quality instrumentalists.

- Integrate the interactive Lessons and Exercises of Note Identification, and Keyboard Note Identification in the [MusicTheory.net](https://www.musictheory.net) website.

Vocabulary

- Posture, hand position, key names, half-step, whole step, the staff, lines and spaces, treble clef, bass clef, grand staff, ledger lines, time signature (meter), whole notes, whole rests, half notes, half rests, quarter note, quarter rests, two-note, finger patterns, three-note, finger patterns, four-note, finger patterns, five-note, finger patterns.

Accommodations & Modifications

FROM LENAPE:

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.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES:						
#	Description	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
1	Generating and conceptualizing ideas.	Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Proficient 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety	Accomplished 1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Advanced 1.3.Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.

				of historical periods or cultures studied in rehearsal.		
2	Organizing and developing ideas.	<p>Novice</p> <p>1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Intermediate</p> <p>1.3C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Proficient</p> <p>1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.</p>	<p>Accomplished</p> <p>1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p>	<p>Advanced</p> <p>1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p>
3	Refining and completing products.	<p>Novice</p> <ul style="list-style-type: none"> 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria. 1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts 	<p>Intermediate</p> <ul style="list-style-type: none"> 1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria. 1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<p>Proficient</p> <ul style="list-style-type: none"> 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and 	<p>Accomplished</p> <ul style="list-style-type: none"> 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes. <p>Advanced</p>	<p>Advanced</p> <ul style="list-style-type: none"> 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified

		studied in rehearsal.		arrangements (individually or as an ensemble) that address identified purposes.		purposes and contexts.
4	Selecting, analyzing and interpreting work.	<p>Novice</p> <ul style="list-style-type: none"> 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	<p>Intermediate</p> <ul style="list-style-type: none"> 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. 	<p>Proficient</p> <ul style="list-style-type: none"> 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through 	<p>Accomplished</p> <ul style="list-style-type: none"> 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances. 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music 	<p>Advanced</p> <ul style="list-style-type: none"> 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate

				prepared and improvised performances.	influences prepared and improvised performances as well as performers' technical skills to connect with the audience.	how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
5	Developing and refining techniques and models or steps needed to create products.	Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Intermediate 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.	Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Accomplished 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.	Advanced 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
6	Conveying meaning through art.	Novice • 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • 1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances	Intermediate • 1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. • 1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.	Proficient • 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. • 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and	Accomplished • 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. • 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	Advanced • 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. •

				improvised performances.		1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
7	Perceiving and analyzing products.	<p>Novice • 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.</p>	<p>Intermediate • 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. • 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p>	<p>Proficient • 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. • 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</p>	<p>Accomplished • 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. • 1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.</p>	<p>Advanced • 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. • 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.</p>
8	Interpreting intent and meaning.	<p>Novice 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of</p>	<p>Intermediate 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text</p>	<p>Proficient 1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of</p>	<p>Accomplished 1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched</p>	<p>Advanced 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing</p>

		the text (when appropriate).	(when appropriate).	music, contexts, the setting of the text (when appropriate), and personal research.	sources.	varied researched sources, including reference to other art forms.
9	Applying criteria to evaluate products.	Novice 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Intermediate 1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.	Proficient 1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	Accomplished 1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	Advanced 1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
10	Synthesizing and relating knowledge and personal experiences to create products.	Novice 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Intermediate 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Proficient 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Accomplished 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	Advanced 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a

1 1	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Novice 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Intermediate 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Proficient 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Accomplished 1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	Advanced 1.3B.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a
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Interdisciplinary Connections & 21st Century Themes & Skills

- **RI.11-12.7.** Integrate and evaluate multiplesources of informationpresented in different media or formats, as well as in words in order to address or solve a problem.
- **ELA: WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **Career & Life Readiness: 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

• **FOR EXPLORING UNIT: 9.4.8.Cl.4:** Explore the role of creativity and innovation in career pathways and industries.

*****UNIT 2 OVERVIEW: MUSICAL LITERACY and C MAJOR-POSITION REPERTOIRE*****

The *Musical Literacy* unit focuses on developing students' ability to read, write, and understand music as it applies to instrumental performance. Students will engage in activities that build skills in pitch and rhythm reading, timbre exploration, music vocabulary, and ethnomusicology. Designed to meet the needs of beginning instrumentalists, this unit helps students build music literacy skills they can use in real-world contexts such as school performances, community groups, theater productions, or personal musical goals. Students will use a variety of sounds and pre-programmed rhythmic patterns to create simple compositions. This is designed to improve their musical independence and confidence. Through exploration, and guided YouTube resources (in the the Google Classroom), students will deepen their understanding of how music is constructed and performed around the globe.

Essential Questions:

- Why is it important to read and write the language of music?
- How is written music a form of communication?
- Why does music differ in different regions, countries, and time periods?
- Why is proper hand position needed to play the piano effectively?
- What is timbre (tone color)?
- In what ways can music be interpreted?
- How is independence of hands developed?
- What is tonality, and how does one perform within those parameters?
- What is C position, C major scale, and C major chord (in root position)
- How do the chords G7 and F relate to the C major tonality.

Learning Targets & Standards

- Students will be able to recall key musical symbols, note values, and pitches on the grand staff
- Students will be able to perform parallel and contrary motion hand patterns in the key of C Major.
- Students will be able to describe the function of various rehearsal markings (repeats, codas, etc.) in a score.
- Students will be able to perform the C Major scale with proper fingering, in both hands, independently and simultaneously.
- Students will be able to perform primary chords in C Major, blocked and broken.
- Students will be able to perform the G7 chord in first inversion, and F major chord in second inversion.
- Students will be able to transition to and from all three chords (C, F, G7) to a steady tempo.
- Students will be able to create simple melodies with culturally-appropriate patches, and perform them in class.
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Standards in this unit: 1.3.C.12nov.Cr1a; 1.3.C.12nov.Cr2a; 1.3.C.12nov.Pr4a; 1.3.C.12nov.Pr4b; 1.3.C.12int.Cr4b; 1.3.C.12int.Pr5a; 1.3.C.12int.Pr6a; 1.3.C.12int.Pr6b; 1.3.C.12int.Re7a; 1.3.C.12nov.PRe8a; [1.3.C.12int.Re9a](#); 1.3.C.12Cn10a; 1.3.C.12int11a See the highlighted standards below for a full description.

Assessments:

This section establishes HOW student learning will be evaluated.

Formative	Summative
<ul style="list-style-type: none">• Daily Warm-Up• Teacher Feedback (one-on-one and group)• Self-Assessment and reflection• Verbal checks for understanding• Peer Feedback<ul style="list-style-type: none">– Students listen to each other and offer feedback on one element (e.g., pitch, rhythm, etc.).• Exit Tickets (written or verbal)	<ul style="list-style-type: none">• Sight-Reading Tests• Rhythm reading Tests• Individual Student Performances• Technique checks for each element• Written and identification checks for note names.

Instructional Strategies & Unit Resources:

- **Sight-Reading Routine:** Short, daily sight-reading practice, scaffolded by level.
- Study and application of music fundamentals.
- Demonstration of C scale and C chord
- Implementation of proper fingering and technique.
- Practice and performance of selected repertoire.
- Exploration of sounds on the keyboard.
- Analyze the form of simple songs, and how that applies to the compositional process.
- Create and perform a simple song with culturally appropriate patches.
- Class discussion and critique of student performances.
- Use popular music beat tracks to encourage consistent counting while practicing and performing selected repertoire.
- Clapping rhythms (call and response)
- Integrate the interactive Lessons and Exercises of Scale Identification, Scale Construction, and Keyboard Scale Identification in the [MusicTheory.net](https://www.musictheory.net) website.

Vocabulary

- Time Signature, Key Signature, Dynamics, chord (block and broken) Tempo, Rhythm, Pitch, Interval, Notation, Sight-Reading, Measure,

Clef (treble, bass) Form, Phrase, Timbre, Tonality, Composition, Patch, instrument classifications, ethnomusicology, repeat signs, coda.

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

FROM LENAPE:

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.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES:						
#	Description	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
1	Generating and conceptualizing ideas.	Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Proficient 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Accomplished 1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Advanced 1.3.Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.

2	Organizing and developing ideas.	<p>Novice</p> <p>1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Intermediate</p> <p>1.3C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Proficient</p> <p>1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.</p>	<p>Accomplished</p> <p>1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p>	<p>Advanced</p> <p>1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p>
3	Refining and completing products.	<p>Novice</p> <ul style="list-style-type: none"> 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria. 1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<p>Intermediate</p> <ul style="list-style-type: none"> 1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria. 1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<p>Proficient</p> <ul style="list-style-type: none"> 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes. 	<p>Accomplished</p> <ul style="list-style-type: none"> 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes. <p>Advanced</p>	<p>Advanced</p> <ul style="list-style-type: none"> 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
4	Selecting, analyzing and interpreting work.	<p>Novice</p> <ul style="list-style-type: none"> 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of 	<ul style="list-style-type: none"> 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in 	<p>Proficient</p> <ul style="list-style-type: none"> 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and 	<p>Accomplished</p> <ul style="list-style-type: none"> 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and 	<p>Advanced</p> <ul style="list-style-type: none"> 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of

		<p>the structure of the music, context, and the technical skill of the individual or ensemble.</p> <ul style="list-style-type: none"> 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	<p>prepared or improvised performances.</p> <ul style="list-style-type: none"> 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. 	<p>structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <ul style="list-style-type: none"> 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 	<p>expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <ul style="list-style-type: none"> 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances. 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience. 	<p>theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <ul style="list-style-type: none"> 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
5	Developing and refining techniques and models or steps needed to create products.	<p>Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of</p>	<p>Intermediate 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from</p>	<p>Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate</p>	<p>Accomplished 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and</p>	<p>Advanced 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual</p>

		music.	ensemble peers and other sources to refine performances.	their success using feedback from ensemble peers and other sources to refine performances.	evaluate their success.	and ensemble challenges in a varied repertoire of music.
6	Conveying meaning through art.	<p>Novice •</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. •</p> <p>1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances</p>	<p>Intermediate •</p> <p>1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. •</p> <p>1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.</p>	<p>Proficient •</p> <p>1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. •</p> <p>1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p>	<p>Accomplished •</p> <p>1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. •</p> <p>1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p>	<p>Advanced •</p> <p>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. •</p> <p>1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.</p>
7	Perceiving and analyzing products.	<p>Novice •</p> <p>1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. •</p> <p>1.3C.12nov.Re7b: Identify how knowledge of</p>	<p>Intermediate •</p> <p>1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. •</p> <p>1.3C.12int.Re7b: Describe how understanding context and the way</p>	<p>Proficient •</p> <p>1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose</p>	<p>Accomplished •</p> <p>1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. •</p> <p>1.3C.12acc.Re7b: Explain how the analysis of structures</p>	<p>Advanced •</p> <p>1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble</p>

		context and the use of repetition, similarities and contrasts inform the response to music.	the elements of music are manipulated inform the response to music.	and context. • 1.3C.12prof.Re7b : Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.	and contexts inform the response to music.	purpose and context. • 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
8	Interpreting intent and meaning.	Novice 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).	Intermediate 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).	Proficient 1.3C.12prof.Re8a : Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.	Accomplished 1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.	Advanced 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
9	Applying criteria to evaluate products.	Novice 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Intermediate 1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.	Proficient 1.3C.12prof.Re9a : Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	Accomplished 1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	Advanced 1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making , research, and understanding of contexts.

10	Synthesizing and relating knowledge and personal experiences to create products.	Novice 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Intermediate 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Proficient 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Accomplished 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	Advanced 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a
1 1	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Novice 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Intermediate 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Proficient 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Accomplished 1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	Advanced 1.3B.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a

Interdisciplinary Connections & 21st Century Themes & Skills

- **ELA:RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- **Career Readiness:**
 - **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - **9.4.12.IML.3:** Analyze information using reasoning, context, and supporting evidence.
 - **9.4.12.CC.1:** Use effective communication and collaboration skills in group and individual settings.

*****UNIT 3 OVERVIEW: The Keys of G and D Major, Scales and Primary Chords*****

This unit helps students build a deeper understanding of what makes a strong instrumental performance, including technique, musical expression, solo and ensemble skills. Students will learn how preparation, focus, and collaboration contribute to confident, meaningful performances. Instruction is designed to support students of all experience levels. Through discussion, rehearsal, and reflection, students will explore how elements like composer intent, musical style, and cultural origin influence performance. The use of accidentals to explore other tonalities, primary chord construction, and hand independence skills foster greater musicianship.

They will engage in critical thinking as they make artistic decisions and respond to feedback. Students will watch and evaluate both live and recorded performances—including their own—to connect classroom learning with real-world performance settings. They will explore how music reflects culture, identity, and community, considering different perspectives and traditions. Throughout the unit, students will shape their own interpretations of music, develop performance readiness, and reflect on their progress through peer and self-assessment. Students will demonstrate their growth and learning in cumulative performances, applying skills and concepts practiced throughout the unit. These performances will serve as both a celebration of progress and a formal assessment of solo and ensemble development.

Essential Questions:

- What makes a live performance effective, expressive, and engaging?
- How do individual preparation and ensemble collaboration contribute to a successful performance?
- How does understanding a piece's cultural and historical context influence how it is performed?
- How do feedback and reflection shape the process of improving as a performer?
- What is transposition?
- How can performing in other keys broaden my musicianship?
- What is G position and the G major scale?
- What is D position and the D major scale?
- How can I play D7 in the first inversion, and C in the second inversion?

- How can hand independence skills bring me greater joy when playing the piano.

Learning Targets & Standards

- Students will be able to prepare and perform piano repertoire with technical accuracy, alone and in groups.
- Students will be able to recognize and apply accidentals in literature. (sharps, flats, naturals, enharmonic spelling)
- Students will be able to recognize, practice and perform G and D major scales, and the primary triads in those keys.
- Students will be able to analyze and evaluate live and recorded performances, including their own, to identify strengths and areas for growth.
- Students will be able to play chords in the left hand while playing a melody in the right hand.
- Students will be able to interpret and express the stylistic and cultural contexts of choral works to deepen musical meaning and audience connection.
- Students will be able to collaborate effectively within the ensemble, balancing individual and group contributions to achieve blend and cohesion.
- Students will be able to set personal goals and reflect on their progress as performers through self- and peer-assessment activities.
- Students will be able to identify and perform triads and dominant seven chords in root position, first, inversion, second, and third inversion

Standards in this unit: 1.3.C.12int.Cr1a; 1.3.C.12int.Cr2a; [1.3.C.12.int.Cr3a](#); [1.3.C.12.int.Cr3b](#); 1.3.C.12.intCr4c; 1.3.C.12pr.Prof5a; 1.3.C.12nint.Prof6a; 1.3.C.12.Prof6b; 1.3.C.12int.Prof7a; 1.3.C.12int.PRe8a; [1.3.C.12prof.Re9a](#); 1.3.C.12Prof10a; 1.3.C.12Prof11a See the highlighted standards above in purple for a full description.

Assessments

Formative	Summative
<ul style="list-style-type: none"> • Daily Warm-Up • Teacher Feedback • Verbal checks for understanding • Peer Feedback • Exit Tickets (<i>written or verbal</i>) 	<ul style="list-style-type: none"> • Sight-Reading Tests • Rhythm reading Tests • Individual Student Performances • Technique checks for each element • Written and identification checks for note names. • Written Reflections

Instructional Strategies & Unit Resources:

- Daily finger Warm-ups & Technique Drills
- Prepare music that includes accidentals
- Modeling and Guided Practice
- **Peer and Self-Evaluation**

- Video/Audio Recording & Playback
- Listening to recorded examples of keyboard literature
- Lecture and practice the G and D major scales, and the primary triads in those keys.
- Adding left hand chords to simple melodies that were previously learned.
- Lecture and interpretation of standard musical notation relevant to repertoire.
- Individual checks and redirection.
- Independent work on concepts and practice.
- Guided group practice.
- Integrate the interactive Lessons and Exercises of Chord Identification, Chord Construction, and Keyboard Chord Identification in the [MusicTheory.net](https://www.musictheory.net) website.

Vocabulary

- *Expression, Interpretation, Performance, Technique, Feedback, Collaboration, Articulation, Audience, Focus, Preparation, Confidence, Phrasing, Timbre, Repertoire, Dynamics, Cue, Conductor, Tempo, Accidentals, Sharp, Flat, Natural, Enharmonic Spelling, Primary, Secondary, inversion, Dominant seven chord.*

Accommodations & Enharmonic Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

FROM LENAPE:

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.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Interdisciplinary Connections & 21st Century Themes & Skills

This is where you will include at least one standard that aligns with another content area.

This is where you will note literacy skills embedded in the unit: cite NJSLS reading and writing standards required per content area ([Social Studies, Science & Technical Subjects](#) - Proposed Revisions 2023).

This is where you note any alignment to [Career & Life Readiness](#) (Financial Literacy (9.1); Career Awareness (9.2); 21st -Century Life & Careers (9.3), [Life Literacies & Key Skills](#) (9.4))

UNIT 4 OVERVIEW: EXPLORATION & REFLECTION

The *Exploration & Reflection* unit is an expressive journey through instrumental music which exposes students to diverse genres and equips them with critical analysis skills necessary for success in a musical context. Students will learn proper music analysis terminology and apply that knowledge to their instrument, and ultimately their performance. **This process encourages both artistic curiosity and personal introspection. This unit is designed to deepen students' musical and emotional awareness by engaging with a diverse repertoire spanning different cultures, time periods, and styles.**

Through analysis, and performance, students will explore how composers use music to convey meaning, tell stories, and reflect on the human experience. Discussions and reflective writing will accompany musical study, allowing students to connect personally with the themes in the repertoire and articulate their own interpretations.

Key focus areas include exploration of more tonalities, meters, more complex rhythmic patterns, intervals, dynamics, and interpretive decision-making. Students will also have opportunities to contribute to the classroom process through guided reflection, peer feedback, and creative input.

By the end of the unit, students will not only have refined their performance skills through performance analysis and self-reflection, but they will also have developed a deeper understanding of how music can serve as both a mirror and a lens for exploring identity, community, and emotion.

Essential Questions:

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

- What are intervals, and how are they integral in the understanding of composition and performance ?
- In what ways do tonalities communicate musical ideas, emotions, and intentions to an audience?
- How does understanding a piece's cultural and historical context influence how it is performed?
- How do feedback and reflection shape the process of improving as a performer?
- What are dynamics?
- What are eighth notes (and rests), and how are they counted?
- Do I have the resources to continue my musical journey after high school?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.
Imagine, plan, select, Analyze, Evaluate, Interpret, Interconnect

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

Learning Targets & Standards

- Students will be able to prepare and perform piano repertoire with technical accuracy, alone and in groups.
- Students will be able to recognize and apply accidentals in a variety of keys in literature.
- Students will be able to recognize, practice, and perform F, Bb, Eb, A and E major scales, and A, D, and E minor scales.
- Students will be able to recognize, practice, and perform the primary triads, and dominant 7 chords in those keys.
- Students will be able to analyze and evaluate live and recorded performances, including their own, to identify strengths and areas for growth.
- Students will be able to play melodies (bass lines) in the left hand while playing a melody in the right hand.
- Students will be able to interpret and express the stylistic and cultural contexts of repertoire with dynamics to deepen musical meaning and audience connection.
- Students will be able to recognize, practice, and perform chromatic scales, and pentatonic scales.
- Students will be able to set personal goals and reflect on their progress as performers through self- and peer-assessment activities.
- Students will be able to identify and perform triads and dominant seven chords in root position, first, inversion, second, and third inversion
- Students will be able to aurally differentiate six levels of dynamics, and the symbols that represent them.

Standards in this unit: 1.3.D.12nov.Cr1a; 1.3.C.12prof.Cr2a; 1.3.C.12prof.Cr3a; 1.3.C.12prof.Pr4b; 1.3.C.12prof.Pr4c; 1.3.C.12acc.Pr5a; 1.3.C.12acc.Re7a; 1.3.C.12acc.Re8a; [1.3.C.12acc.Re9a](#); 1.3.C.12Prof10a; 1.3.B12acc.Cn10a; 1.3.B12acc.Cn11a

See the highlighted standards above in green for a full description.

Assessments:

This section establishes HOW student learning will be evaluated.

Formative	Summative
<ul style="list-style-type: none">• Daily Warm-Up• Teacher Feedback	<ul style="list-style-type: none">• Sight-Reading Tests• Rhythm reading Tests

- Verbal checks for understanding
- Group Student Performances
- Peer Feedback
- Exit Tickets (*written or verbal*)

- Individual Student Performances
- Technique checks for each element
- Written and identification checks for chord and scale names.
- Written Reflections

Instructional Strategies & Unit Resources:

- Daily finger Warm-ups & Technique Drills.
- Prepare music that includes dynamics.
- Modeling and Guided Practice.
- Peer and Self-Evaluation .
- Video/Audio Recording & Playback.
- Listening to recorded examples of keyboard literature.
- Lecture and practice the F, Bb, Eb, A and E major scales, and A, D, and E minor scales.
- Lecture and practice the primary triads, and dominant 7 chords, with inversions, in those keys.
- Lecture and practice of chromatic and pentatonic scales.
- Adding left hand melodies (bass lines) to simple melodies that were previously learned.
- Lecture and interpretation of standard musical notation relevant to repertoire.
- Individual checks and redirection.
- Independent work on concepts and practice.
- Guided group practice.
- Integrate the interactive Lessons and Exercises of Chord Identification, Chord Construction, and Keyboard Chord Identification in the MusicTheory.net website. Making appropriate parameter adjustments to unit topics.

Vocabulary

Chromatic, Pentatonic, Minor, Bass line, 2/4, 3/4, and 6/8 meter, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, harmonic progression, Eighth notes, Eighth rests, flags, beams.

Accommodations & Modifications

FROM LENAPE:

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.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)