



Beginner Piano / Grades 9-12

Unit 1- Music Fundamentals

Subject

Beginner Piano

Grade

9-12

Unit

Music Fundamentals

Suggested Timeline

Semester Class-90 days
Continuous

Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes* of:

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies.

Students need to have experience in creating to be successful musicians and to be successful 21st century citizens.

Students need to perform – as singers, as instrumentalists, and in their lives and careers.

Students need to respond to music, as well as to their culture, their community, and their colleagues.”

Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Hand Positions

Unit 3 Scales and Chords

Unit 4 Analyzing and Responding to Music

Unit Title:

Music Fundamentals

Unit Summary

This unit’s structure is to introduce, remind, examine, evaluate, and describe many symbols and elements of music notation to further the understanding of music as it pertains to creating, performing and responding to music.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How do I describe and demonstrate the elements of music (melody, harmony, rhythm, timbre, texture, form and dynamics)? 2. How do I play melody/harmony by ear? 3. How do I identify and perform the notes and rhythms found in our piano literature? 4. How do I recognize time signatures and identify their meaning? 5. How do I identify and describe the form in our piano music? 6. How do I identify and perform different dynamics found in our piano music? 7. How do I identify and perform different tempi found in our piano literature? 	<ol style="list-style-type: none"> 1. Students will understand and demonstrate the elements of music. 2. Students will play melodies/harmonies by ear. 3. Students will identify notes and rhythms found in piano literature. 4. Students will identify and describe time signatures. 5. Students will identify and describe form found in piano music. 6. Students will identify and perform different dynamics found in piano music. 7. Students will identify and perform different tempi found in piano music.

Focus Standards Addressed in the Unit	
9.1.12	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
9.1.12	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
9.1.12	C. Integrate and apply advanced vocabulary to the arts forms.

Important Standards Addressed in the Unit	
9.1.12	G. Analyze the effect of rehearsal and practice sessions.
9.2.12	A. Explain the historical, cultural and social context of an individual work in the arts.
9.2.12	C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
9.2.12	F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 1. Playing the piano is easy. 2. Playing the piano is hard. 	<ol style="list-style-type: none"> 1. Piano playing is a skill that can be learned. 2. Piano playing is a skill that can be developed.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> ● Melody/Harmony ● Rhythm ● Pitch ● Score Reading ● Form ● Dynamics ● Tempo ● Timbre ● Texture ● Key ● Tonal Center ● Intervals & Scales 	<p>Students will be able to identify, describe and perform the notes of the pentatonic and diatonic scales.</p> <p>Students will be able to recognize and describe relationships between scale steps?</p> <p>Students will be able to explain how a key signature helps us understand the music's tonal center.</p> <p>Students will be able to identify Major versus Minor music.</p> <p>Students will be able to identify the pitches in Major and Minor chords.</p> <p>Students will be able to describe why composers use dynamics to make music more interesting.</p>	<ul style="list-style-type: none"> ● Musical Form ● Music Concepts ● Create ● Demonstrate ● Dynamics ● Elements of Music ● Pitch ● Rhythm ● Harmony ● Timbre ● Texture ● Style/Articulation ● Ensemble ● Explore ● Meter ● Time Signature ● Clefs ● Intervals ● Scales ● Keys and Key Signatures ● Improvisation ● Interpret ● Major Scale ● Melody ● Range ● Notation ● Perform ● Primary Chords ● Respond ● Score ● Sight-reading ● Rhythmic Pattern ● Score ● Many symbols and tempo words ● Many symbols and dynamic terms ● Many symbols and terms for form.

		<ul style="list-style-type: none"> Many symbols and terms for rhythm
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Assessments:

- Rehearsing: Students will rehearse/practice each class. The teacher will observe and correct incorrect notes/rhythms of the students.
 - Piano Assessment: Students will complete performance assessments after each lesson.
 - Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
 - Tests: Students will be tested on Music Fundamentals.
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3a Communicating with Students

Directions and Procedures, Goals and objectives, whiteboards

Domain 3b Using Questioning and Discussion Techniques

Student participation, Hands on materials

Domain 3c Engaging Students in Learning

Student groups, activities and assignments, instructional materials and resources, cooperative groups, gradebook

Domain 3d Using Assessment in Instruction

Feedback to students, students self-assessment and monitoring, collecting classwork, examples of student work, teacher observations, rubrics

Domain 3e Demonstrating Flexibility and Responsiveness

Response to students, recordings

Differentiation:

- Students who need assistance will be partnered with students who are high achievers.
 - Students will receive individual attention to aid their understanding.
 - Students will be given additional worksheets/assignments to aid in the understanding of elements of music.
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Interdisciplinary Connections:

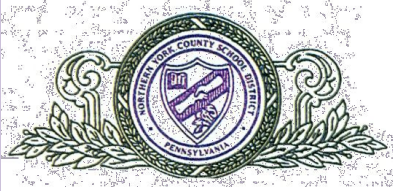
- English/Language Arts:** Reading, Vocabulary
 - Mathematics:** Fractions, Division, Multiplication, Addition
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Additional Resources:

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 - www.musictheory.net
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Created By:
Laura Bissell

		<p align="center">Beginner Piano / Grades 9-12</p> <p align="center">Unit 2- Hand Positions and Grand Staff</p>	
Subject Beginner Piano	Grade 9-12	Unit Hand Positions and Grand Staff	Suggested Timeline Semester Class-90 days Continuous

Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes* of

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies.

Students need to have experience in creating to be successful musicians and to be successful 21st century citizens.

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Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Hand Positions & The Grand Staff

Unit 3 Scales and Chords

Unit 4 Analyzing and Responding to Music

Unit Title

Hand Positions & The Grand Staff

Unit Summary

In this unit, students will learn C, G and Middle C Hand positions and will play piano literature using both hands at the same time.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How do I read notes on two different clefs at the same time? 2. How do I describe and demonstrate the elements of music (melody, harmony, rhythm, timbre, texture, form and dynamics)? 3. How do I play melody/harmony by ear? 4. How do I identify and perform the notes and rhythms found in our piano literature? 5. How do I recognize time signatures and identify their meaning? 6. How do I identify and describe the form in our piano music? 7. How do I identify and perform different dynamics found in our piano music? 8. How do I identify and perform different tempi found in our piano literature? 	<ol style="list-style-type: none"> 1. Students will read notes in the treble clef and bass clef at the same time. 2. Students will understand and demonstrate the elements of music. 3. Students will play melodies/harmonies by ear. 4. Students will identify notes and rhythms found in piano literature. 5. Students will identify and describe time signatures. 6. Students will identify and describe form found in piano music. 7. Students will identify and perform different dynamics found in piano music. 8. Students will identify and perform different tempi found in piano music.

Focus Standards Addressed in the Unit	
9.1.12	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
9.1.12	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
9.1.12	C. Integrate and apply advanced vocabulary to the arts forms.
9.3.12	<p>A. Explain and apply the critical examination processes of works in the art and humanities.</p> <ul style="list-style-type: none"> ● Compare and contrast ● Analyze ● Interpret ● Form and test hypotheses ● Evaluate/form judgments
9.3.12	C. Apply systems of classification for interpreting works in the arts and forming a critical response.
9.3.12	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Important Standards Addressed in the Unit	
9.1.12	G. Analyze the effect of rehearsal and practice sessions.
9.1.12	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 1. Playing the piano is easy. 2. Playing the piano is hard. 3. I don't need to sit up tall at the piano, with my fingers curled. 4. Why isn't all music written in C, G or Middle C position? 	<ol style="list-style-type: none"> 1. Piano playing is a skill that can be learned. 2. Piano playing is a skill that can be developed. 3. Proper playing position is encouraged in order to establish good habits while playing. 4. It's important to develop skills and continue making progress in order to learn more difficult music.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> ● Melody/Harmony ● Rhythm ● Pitch ● Score Reading ● Form ● Dynamics ● Tempo ● Timbre ● Texture ● Key ● Tonal Center ● Intervals & Scales 	<p>Students will play music written for Grand Staff.</p> <p>Students will learn C hand position.</p> <p>Students will learn G hand position.</p> <p>Students will learn Middle C Position.</p> <p>Students will learn the Primary Chords.</p> <p>Students will learn to play with correct dynamics.</p> <p>Students will learn to play with good phrasing.</p> <p>Students will learn to play with good articulation.</p> <p>Students will learn to play with correct tempo.</p> <p>Students will learn to play major scales.</p> <p>Students will learn to play Major Scales in different key signatures.</p> <p>Students will learn to play Major Chords in different key signatures.</p>	<ul style="list-style-type: none"> ● Musical Form ● Music Concepts ● Create ● Demonstrate ● Dynamics ● Elements of Music ● Pitch ● Rhythm ● Harmony ● Timbre ● Texture ● Style/Articulation ● Ensemble ● Explore ● Meter ● Time Signature ● Clefs ● Intervals ● Scales ● Keys and Key Signatures ● Improvisation ● Interpret ● Major Scale ● Melody ● Range ● Notation ● Perform ● Primary Chords

		<ul style="list-style-type: none"> ● Respond ● Score ● Sight-reading ● Rhythmic Pattern ● Score ● Many symbols and tempo words ● Many symbols and dynamic terms ● Many symbols and terms for form. ● Many symbols and terms for rhythm
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Assessments:

- Rehearsing: Students will rehearse/practice each class. The teacher will observe and correct incorrect notes/rhythms of the students.
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 - Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
 - Tests: Students will be tested on Music Fundamentals.
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Suggested Strategies to Support Design of Coherent Instruction

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Differentiation:

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Interdisciplinary Connections:

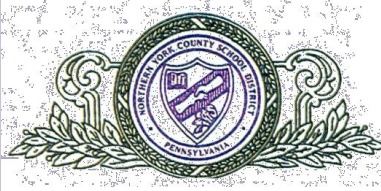
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Additional Resources:

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Created By:

Laura Bissell

		<p align="center">Beginner Piano / Grades 9-12</p> <p align="center">Unit 3- Scales and Chords</p>	
Subject Beginner Piano	Grade 9-12	Unit Performing	Suggested Timeline Semester Class-90 days Continuous

Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes* of

- Creating,
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Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Hand Positions & The Grand Staff

Unit 3 Scales and Chords

Unit 4 Analyzing and Responding to Music

Unit Title

Scales and Chords

Unit Summary

In this unit, students will learn to build major scales and determine the Primary Chords (I, IV and V or V7). They will learn how the Primary Chords work within a melody and experiment with improvisation.

Unit Essential Questions <ol style="list-style-type: none"> 1. How do I build a major scale? 2. How do I form major and minor chords? 3. How do I play notes out of the five finger position? 4. How do I perform on the piano accurately and independently, with good posture, and in good playing position? 5. How do I perform on the piano with expression and technical accuracy a large and varied repertoire of piano literature with a difficulty level appropriate for my ability? 6. What is the function of the Primary Chords? 7. How do I improvise? 	Key Understandings <ol style="list-style-type: none"> 1. Students will learn the half steps and whole steps in a major scale. 2. Students will form and play major and minor scales with correct fingerings. 3. Students will learn when to cross fingers to complete an 8-note scale. 4. Students will perform the piano literature accurately and independently, with good posture, and in good playing position. 5. Students will perform on the piano using expressive and technical accuracy in a level of difficulty appropriate for each individual student. 6. Students will be able to identify Primary Chords and demonstrate their function in a melody. 7. Students will be able to improvise an accompaniment to a simple melody.
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Focus Standards Addressed in the Unit	
9.1.12	A. Know and use the elements and principles of each art form to create works in the arts and humanities: Elements: duration, intensity, pitch, timbre Principles: composition, form, genre, harmony, rhythm, texture
9.1.12	B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts: Sing, Play an instrument, read and notate music, compose and arrange, improvise.
9.1.12	C. Integrate and apply advanced vocabulary to the arts forms.
9.3.12	A. Explain and apply the critical examination processes of works in the art and humanities. <ul style="list-style-type: none"> ● Compare and contrast ● Analyze ● Interpret ● Form and test hypotheses ● Evaluate/form judgments
9.3.12	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Important Standards Addressed in the Unit	
9.1.12	G. Analyze the effect of rehearsal and practice sessions.
9.1.12	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 1. Playing the piano is all about talent-you either have it or you don't. 2. I want to play "The Entertainer" by Chopin. 3. If I start at the beginning again, I won't make any mistakes. 	<ol style="list-style-type: none"> 1. If you commit yourself and practice regularly, you can learn to play with a high degree of proficiency. 2. At this beginning level, you have many skills to learn before you can play something more difficult. But, with practice and study, you can eventually obtain your goal. 3. Students must practice the sections of music they are having difficulty with many time. Then practice a little before and after that section until you can play it throughout flawlessly.

Concepts	Competencies	Vocabulary
Major Scale Minor Scale Scale Degrees Primary Chords Circle of Fifths Tonality Roman Numerals Ear Training	<p>Students will complete playing assessments periodically.</p> <p>Students will build scales and determine Primary Chords using a standard formula.</p> <p>Students will demonstrate their ability to identify Primary Chords in a certain key.</p> <p>Students will identify the Roman Numerals and the chords they represent.</p> <p>Students will improvise an accompaniment to a simple melody.</p> <p>Students will self-evaluate.</p>	<ul style="list-style-type: none"> • Arpeggio • Chromatic • Dominate • Embellished Chords • Fifths • Harmonic Minor Scale • Harmony • Major • Melody • Minor • Primary Chords • Progression • Root • Scales • Secondary Chords • Sub-dominate • Suspended Chords • Tonality • Tonic

Assessments:

- Rehearsing: Students will rehearse/practice each class. The teacher will observe and correct incorrect notes/rhythms of the students.
 - Piano Assessment: Students will complete performance assessments after each lesson.
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 - Tests: Students will be tested on Music Fundamentals.
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Suggested Strategies to Support Design of Coherent Instruction

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Response to students, recordings

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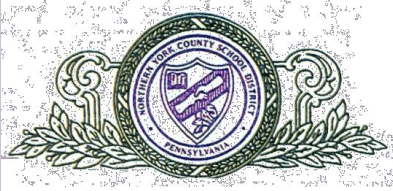
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Created By:
Laura Bissell

		<p align="center">Beginner Piano / Grades 9-12</p> <p align="center">Unit 4 - Analyzing and Responding to Music</p>	
Subject Beginner Piano	Grade 9-12	Unit Analyzing and Responding to Music	Suggested Timeline Semester Class-90 days Continuous

Grade Level Summary

From the **National Coalition for Core Arts Standards**

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Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Hand Positions & The Grand Staff

Unit 3 Scales and Chords

Unit 4 Analyzing and Responding to Music

Unit Title

Analyzing and Responding to Music

Unit Summary

Listening, analyzing, and making adjustments in exercises and in performance literature is a continual process of growth. Reflection on one’s own and others’ performance and application of one’s thoughts to one’s performance practice are the keys to success. Teachers demonstrate exemplary technique, helping students learn the characteristics of exemplary performance. Students evaluate specific performances and learn to make constructive criticism based on musical concepts. Appropriate rehearsal and performance etiquette is developed over time.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. Why is musical meaning and interpretation important when making music? 2. Why is it important to be able to analyze and critique the music that we listen to and perform? 3. Why is it important to discuss how music makes us feel? 4. How does good rehearsal behavior impact our performance behavior? 5. What does our listening audience expect of us and what should we expect from them? 6. How do musicians compare their work to the work of others? 7. Why is it important to be able to create, recreate and perform music independently? 	<ol style="list-style-type: none"> 1. Students will determine why the meaning and interpretation of music is important. 2. Students will understand why it is important to analyze and critique the music that they listen to and perform. 3. Students will understand why it is important to discuss how music makes us feel. 4. Students will understand how good rehearsal behavior impacts our performance behavior. 5. Students will understand what the listening audience expects of them during their performance and what they should expect from them. 6. Musicians use both aesthetic and critical processes to assess their own work and compare it to the work of others. 7. While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.

Focus Standards Addressed in the Unit	
9.1.12	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
9.1.12	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
9.1.12	C. Integrate and apply advanced vocabulary to the arts forms.
9.3.12	<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> ● Compare and contrast ● Analyze ● Interpret

	<ul style="list-style-type: none"> ● Form and test hypotheses ● Evaluate/form judgments
9.3.12	B. Determine and apply criteria to a person's work and works of others in the arts.

Important Standards Addressed in the Unit	
9.1.12	G. Analyze the effect of rehearsal and practice sessions.
9.1.12	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 1. Knowing the correct notes and rhythms is all I need to put on a good performance. 2. I'll never be able to play this song. 3. People say my performance was good or not good. 	<ol style="list-style-type: none"> 1. We want to add musicality to our music to enhance it and to express the emotion of the piece. 2. With practice at home and in class, you will learn to play accurately. 3. Judging a performance requires one to know what "good" sounds like. One must know what qualities a good performance has. They must be able to judge themselves after having the knowledge to explain what is good and what is not.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> ● Analyze ● Relate ● Examine ● Create ● Aesthetic Response ● Critical Analysis ● Evaluate ● Respond ● Connect ● Perform ● Listen 	<p>Students will reflect on their performance answering specific questions about that performance.</p> <p>Students will communicate a mood and meaning of the music to the listening audience.</p> <p>Students will describe why they like a piece of music and what emotions a piece of music makes them feel.</p> <p>Students will compare the similarities and differences between pieces of music.</p>	<ul style="list-style-type: none"> ● Arrangement ● Composer ● Demonstrate ● Elements of music ● Enduring understanding ● Expression ● Expressive aspects ● Expressive intent ● Expressive qualities ● Intent ● Interpret ● Mood ● Perform ● Performance Practice ● Performance technique ● Piece ● Plan ● Purpose

	<p>Students will compare different performances of themselves and/or others.</p> <p>Students will independently create, recreate, rehearse and perform musical works and explain why this is important.</p>	<ul style="list-style-type: none"> ● Refine ● Respond ● Section ● Sensitivity ● Setting ● Stage Performance ● Staging ● Style ● Technical challenges ● Tension/Release ● Texture ● Tonality ● Variety ● Venue
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Assessments:

- Rehearsing: Students will rehearse/practice each class. The teacher will observe and correct incorrect notes/rhythms of the students.
 - Piano Assessment: Students will complete performance assessments after each lesson.
 - Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
 - Tests: Students will be tested on Music Fundamentals.
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Student groups, activities and assignments, instructional materials and resources, cooperative groups, gradebook

Domain 3d Using Assessment in Instruction

Feedback to students, students self-assessment and monitoring, collecting classwork, examples of student work, teacher observations, rubrics

Domain 3e Demonstrating Flexibility and Responsiveness

Response to students, recordings

Differentiation:

- Students who need assistance will be partnered with students who are high achievers.
 - Students will receive individual attention to aid their understanding.
 - Students will be given additional worksheets/assignments to aid in the understanding of elements of music.
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Interdisciplinary Connections:

- **English/Language Arts:** Reading, Vocabulary
 - **Mathematics:** Fractions, Division, Multiplication, Addition
 - **Social Studies/History:** Historical events
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Additional Resources:

- *Alfred's Adult All-in-One Course for Piano*, by Willard A. Palmer, Morton Manus & Amanda Vick Lethco.
- www.musictheory.net
- www.gmajormusictheory.org
- *54 Word Games for Music Classes*, by Ruth Rice.
- *60 Music Quizzes for Theory & Reading*, by Jay Althouse.
- *Ready to Read Music: Sequential Lessons in Music Reading Readiness*, by Jay Althouse.
- *101 Music Activities*, by Mary Donnelly.
- *99 New Musical Games*, by Bonnie J. Krueger
- <http://www.sharemylesson.com/>

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