



Course: NMS Piano Lab

Grade Level: 8

Unit 1: Technique

Course/Subject: Piano Lab

Grade: 8

Suggested Timeline: Nine mini-lessons, 1/week throughout the length of the course.

Grade Level Summary	This course is a bridge between the middle school Music Lab and the high school Beginner Piano course. Students will review and explore musical elements through guided practice and performance on a variety of keyboard instruments. By the end of the course, students will gain independent practice skills and fundamental knowledge of the history of the piano.
Grade Level Units	Unit 1: Technique Unit 2: Pitch/Melody Unit 3: Harmony Unit 4: Rhythm Unit 5: Style/Interpretation

Unit Title	Technique
Unit Summary	Playing the piano is both a mental and physical activity. Developing healthy and efficient habits will provide a solid foundation for effective communication on a keyboard instrument. The lessons in this unit will provide weekly reinforcement of posture and a thorough understanding of the workings of modern keyboards.

Unit Essential Questions:

1. How do we sit when playing a keyboard instrument?
2. What stretches and exercises can help us stay healthy as we practice?
3. What is a five-finger position?
4. How are modern pianos/keyboards constructed?

Key Understandings:

1. Describe and demonstrate posture checkpoints when playing a keyboard instrument.
2. Describe and demonstrate a series of stretches and exercises designed to strengthen specific physical skills related to piano playing.
3. Use a five-finger position (in both hands) to improve the accuracy and consistency of rhythm and pitch.
4. Describe and demonstrate common and unique design elements of modern keyboards.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.8 G	Explain the function and benefits of rehearsal and practice sessions.
9.1.8 H	Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.

9.1.8 F	Explain works of others within each art form through performance or exhibition.
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Important Standards Addressed in the Unit:

9.1.8 C	Identify and use comprehensive vocabulary within each of the art forms.
9.2.8 A	Explain the historical, cultural, and social context of individual works in the arts.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Playing the piano requires too much coordination. Playing the piano causes soreness and fatigue. Someone invented the piano a long time ago. 	<ul style="list-style-type: none"> Piano skills are a series of short, simple techniques that require repetition and careful attention to detail. Piano players have unique exercises to increase the flexibility and strength needed to play for extended sessions. The piano has been evolving for nearly a thousand years. The current piano's ancestor is the <i>Piano e Forte</i>, modified 300 years ago.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Demonstrate appropriate keyboard posture Demonstrate stretches and exercises designed to improve piano technique Identify essential elements of a piano/keyboard schematic 	<ul style="list-style-type: none"> Self-monitor the checkpoints for good posture while sitting at a piano Practice independently for 40 minutes (with breaks) Pilot the MIE keyboard and classroom pianos, using all appropriate functions of each instrument 	<ul style="list-style-type: none"> Use and develop practice techniques to perform un/familiar songs Learn healthy and efficient techniques for playing a keyboard instrument Understand the history of the keyboard

Academic Vocabulary:

<ul style="list-style-type: none"> <i>Analyze</i> and <i>Apply</i> Leschetizky exercises <i>Develop</i> a personalized warm-up <i>Identify</i> parts of the piano and keyboard; <i>demonstrate</i> (show) the use of each part: <ul style="list-style-type: none"> White keys/Black keys Damper Pedal Sostenuto Pedal Una Corda Pedal 	<ul style="list-style-type: none"> Revise un/familiar finger patterns <i>Demonstrate</i> deep breathing and finger stretches <i>Demonstrate</i> Leschetizky and Hanon exercises with either or both hands <i>Synthesize</i> and <i>perform</i> original warm-up exercises 	<ul style="list-style-type: none"> <i>Identify patterns</i> in a series of songs <i>Estimate/Anticipate</i> complex fingerings <i>Connect</i> similarities and differences in the development of the modern piano <i>Self-Monitor (critique)</i> posture
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Evidence: Assessments and Performance Task(s)

- Weekly student journal entries that describe and evaluate their posture and technique (Type I/II writing)
 - Ongoing peer and teacher feedback during class practice
 - Written, video, or live presentation of the parts of the modern piano
 - Formal discussion (with rubric) of the history and development of the piano
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Interdisciplinary Connections:

- Physical Education: Surprise walk-throughs to evaluate seated posture (5-10 minutes max)
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Additional Resources:

- Recorded examples of pre-made textbook exercises
 - Pre-recorded performances that involve the piano or keyboard
 - Historical text and video that outlines the general history and development of the modern piano
 - Laminated card-stock keyboards for home practice drills
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Course: NMS Piano Lab

Grade Level: 8

Unit 2: Pitch

Course/Subject: Piano Lab

Grade: 8

Suggested Timeline: 12 lessons over the first six weeks of the class

Grade Level Summary	This course is a bridge between the middle school Music Lab and the high school Beginner Piano course. Students will review and explore musical elements through guided practice and performance on a variety of keyboard instruments. By the end of the course, students will gain independent practice skills and fundamental knowledge of the history of the piano.
Grade Level Units	Unit 1: Technique Unit 2: Pitch/Melody Unit 3: Harmony Unit 4: Rhythm Unit 5: Style/Interpretation

Unit Title	Pitch/Melody
Unit Summary	The unit begins with a brief review of registers applied to the piano keyboard. Pattern recognition and a focus on the black key clusters help establish a solid foundation for note identification. The first few songs will have pitch names written inside the noteheads, followed by opportunities for students to label the notes themselves. The treble clef is introduced first, followed by the bass clef, and finally, the grand staff. The final step in this unit is a switch to finger numbers, as the five-finger pattern introduces an alternate means of practicing pitch literacy.

Unit Essential Questions:

1. What are the registers of a piano keyboard?
 - a. What is a clef?
2. How do we identify notes on a piano keyboard?
3. How do we identify pitches on a staff?
 - a. What letters of the alphabet describe music?
 - b. What is an accidental?
 - c. What is a key signature?
4. How can we identify and perform melodic phrases?
 - a. In what directions can a melody move?
 - b. What are types of melodic motion?
 - c. How is music similar to speech?

Key Understandings:

1. Identify registers and clefs on the piano keyboard and in written music.
2. Demonstrate note names on any given keyboard and match to their position on a grand staff.
3. Read, play, and compose short melodic patterns using skipping, stepping, and repeating motions.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.8 A	Know and use the elements and principles of each art form to create works in the arts and humanities. Elements: PITCH; Principles: COMPOSITION, FORM

9.1.8 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
9.1.8 C	Identify and use comprehensive vocabulary within each of the art forms
9.1.8 E	Communicate a unifying theme or point of view through the production of works in the arts

Important Standards Addressed in the Unit:

9.1.8 F	Explain works of others within each art form through performance or exhibition.
9.3.8. B	Describe works in the arts comparing similar and contrasting characteristics.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The register of a song does not change its meaning. The musical alphabet is the same as our Phonetic alphabet. Listening to music is often confusing or difficult to understand. Reading music is difficult. 	<ul style="list-style-type: none"> The register of the music can dramatically change the mood or style of a song. The musical alphabet uses the first seven letters of the phonetic alphabet before repeating itself. Learning music is similar to learning a new language. Listening and limited imitation will help develop the skills needed to comprehend a musical offering. Learning music is similar to learning a new language. Anyone can assimilate written notation with focused repetition.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Identify all registers on a piano keyboard Identify all pitches on a piano keyboard Identify all written pitches in Treble and Bass clefs Analyze, compose, and perform short melodies for the piano keyboard 	<ul style="list-style-type: none"> Read and perform pitches in Treble and Bass Clef in either or both hands Read and perform pitches on a Grand Staff using both hands Perform short melodies in either or both hands 	<ul style="list-style-type: none"> Develop music literacy specific to horizontal pitch and melody Register awareness, function, and use in composition Focused repetition and practice skills

Academic Vocabulary:

<ul style="list-style-type: none"> <i>Analyze, Compare and Contrast</i> pitches in different registers <ul style="list-style-type: none"> Octave designations Octava (8va, 8vb) Frequency Hertz 	<ul style="list-style-type: none"> <i>Apply Concepts</i> to perform un/familiar music in a variety of registers and clefs <ul style="list-style-type: none"> Treble, Bass Grand Staff <ul style="list-style-type: none"> Bracket System Music Alphabet (A-G) 	<ul style="list-style-type: none"> <i>Classify and distinguish</i> the different registers of an existing composition <ul style="list-style-type: none"> Range <ul style="list-style-type: none"> Very high; High; Middle; Low; Very Low Tessitura Timbre
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<ul style="list-style-type: none"> • <i>Predict</i> unfamiliar notes using familiar anchors <ul style="list-style-type: none"> ○ Ledger lines ○ Clusters ○ Register ○ Octave • <i>Synthesize</i> original works using traditional music notation <ul style="list-style-type: none"> ○ Improvisation ○ Composition 	<ul style="list-style-type: none"> ○ Accidental <ul style="list-style-type: none"> ▪ Sharp/Flat/Natural ○ Key signature(s) ○ Scale <ul style="list-style-type: none"> ▪ Major/Minor ▪ Half-step ▪ Whole-step ▪ Tetrachord <ul style="list-style-type: none"> • <i>Analyze, interpret, and perform</i> existing melodies <ul style="list-style-type: none"> ○ Phrase structure ○ Ascending/Descending ○ Call/Response ○ Antecedent/Consequent 	<ul style="list-style-type: none"> • <i>Demonstrate</i> music literacy by <i>labeling</i> pitches in a un/familiar composition <ul style="list-style-type: none"> ○ Pitch inventory ○ Five-finger position <ul style="list-style-type: none"> ▪ Shift ▪ Thumb-under ▪ Finger-over • <i>Display</i> resilience and grit during extended practice sessions • <i>Design or Synthesize</i> a practice plan for un/familiar melodies
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Evidence: Assessments and Performance Task(s)

- Weekly performance assessments (student and teacher) of progress in a textbook
 - Weekly music theory assessments (student and teacher) of progress in a textbook
 - Quarterly composition assignments utilizing pitch and melody parameters
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Interdisciplinary Connections:

- Band/Chorus/Orchestra
 - Analysis of melody and pitch in ensemble music
 - Performance of student compositions on alternative instruments (including voice)
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Additional Resources:

- Review worksheets from sixth/seventh grade Music Lab
 - Teacher-supplied models for composition
 - Student-provided music for analysis
 - Online resources for music theory and composition
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Course: Piano Lab

Grade Level: 8

Unit 3: Harmony

Course/Subject: Piano Lab

Grade: 8

Suggested Timeline: 6 lessons during weeks 2-7 of the class

Grade Level Summary	This course is a bridge between the middle school Music Lab and the high school Beginner Piano course. Students will review and explore musical elements through guided practice and performance on a variety of keyboard instruments. By the end of the course, students will gain independent practice skills and fundamental knowledge of the history of the piano.
Grade Level Units	Unit 1: Technique Unit 2: Pitch/Melody Unit 3: Harmony Unit 4: Rhythm Unit 5: Style/Interpretation

Unit Title	Harmony
Unit Summary	The ability to play more than one note at a time is one of the distinctive features of keyboard instruments. Students will gain the content and coordination needed to play two and three notes simultaneously and use these skills to compose and perform accompaniments to basic melodies. Students will begin measuring and performing two-note intervals, progressing to three-note triads while gaining knowledge of hand positions, chord qualities, and inversions.

Unit Essential Questions:

1. What is Harmony?
 - a. How is harmony achieved?
 - b. How can this relate to our world?
2. What is an interval?
 - a. How do we measure the distance between notes?
 - b. How can we play two (or more) notes at once?
3. What is a Triad?
 - a. How do we identify a chord?
 - b. How do we measure the quality of a chord?
4. How do we accompany a melody?

Key Understandings:

1. Discover examples of harmony in our world that mirror or exemplify musical harmony
2. Analyze, perform, and compose a variety of intervals and triads
3. Perform a melody and appropriate accompaniment using two hands

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.8 A	Know and use the elements and principles of each art form to create works in the arts and humanities; Principles: Harmony, Composition
9.1.8 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts; Music: Sing, Play and instrument, read and notate, compose and arrange
9.1.8 C	Identify and use comprehensive vocabulary within each of the arts' forms.
9.3. 8 B	Analyze and interpret specific characteristics of works within the arts.

Important Standards Addressed in the Unit:

9.1.8 D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.3.8. D	Evaluate works in the arts and humanities using a complex vocabulary of critical response.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• Harmony refers to musical concepts.• It is often challenging to hear the distance between notes.• Hearing more than one note at a time is confusing.• Hearing a melody and accompaniment means that multiple musicians performed it, or the parts were recorded separately.	<ul style="list-style-type: none">• Musical harmony often relates directly and indirectly to many different aspects of harmony in our world.• Hearing a musical interval involves comparing the interval to a series of familiar songs to determine the distance; e.g., A Major second corresponds to the first few notes of the <i>Happy Birthday</i> song.• Learning a cluster of notes as one chunk of information takes focused practice and is similar to learning to form words.• Keyboards offer the ability to play multiple parts simultaneously. Musicians gain this coordination through measured practice and focused repetition.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Describe harmony and relate to concepts outside of the musical realm. Identify and compose simple intervals by quantity, ascending, and descending. Analyze and compose triads in root position and inversion. Analyze keyboard music in terms of style and construction; use a limited vocabulary to describe the connection between the left and right hands. 	<ul style="list-style-type: none"> Compare and contrast harmony in musical vs. non-musical applications. Perform simple intervals (up to an octave) on the keyboard in either or both hands. Perform both melodic and harmonic intervals. Read both musical notation and modern chord notation to perform triads and arpeggios in root position and inversion. Use both hands to accompany simple melodies on the keyboard. 	<ul style="list-style-type: none"> Seek harmony in music and outside of practice; recognize dissonance and strive to resolve any conflicts. Develop music literacy specific to harmonic constructs. Exhibit patient and consistent practice habits; build solid and flexible hand positions on the keyboard. Perform self-accompanied melodies on a keyboard instrument using both hands.

Academic Vocabulary:

<ul style="list-style-type: none"> Explain harmony in terms of musical and non-musical function: <ul style="list-style-type: none"> Consonance Dissonance Tension-release Texture Differentiate intervals by size <ul style="list-style-type: none"> Unison 2nd 3rd 4th 5th 6th 7th Octave Construct and modify triads <ul style="list-style-type: none"> Chord Root, 3rd, 5th First/Second inversions Major Minor *Transposition Analyze a given piece of keyboard music in terms of style/construction of melody and accompaniment: <ul style="list-style-type: none"> Call-and-response Chordal accompaniment Texture <ul style="list-style-type: none"> Monophonic Homophonic Polyphonic 	<ul style="list-style-type: none"> <i>Identify</i> examples of harmony and non-harmonic tones <ul style="list-style-type: none"> Blend/Balance Harsh/conflicting Resolution Non-Harmonic tones (NHT) <i>Distinguish/Classify</i> simple intervals by ear and by performance; <i>Compare/Categorize</i> with anchor songs. <ul style="list-style-type: none"> 2nd- Happy Birthday 3rd- Doorbell 4th- Wedding song 5th- Wedding song 6th- NBC 7th- West Side Story <i>Apply</i> finger numbers to <i>create</i> root-position and inverted triads in a variety of keys <ul style="list-style-type: none"> 135 145 125 C Major G Major F Major *Transpose existing music to a new key/area Interpret music notation and modern chord notation to generate chordal/arpeggiated accompaniments for a given melody: <ul style="list-style-type: none"> C⁷; F⁷; G⁷; D⁷ Arpeggio Block chord(s) 	<ul style="list-style-type: none"> <i>Apply</i> the concept of harmony and balance to other aspects of life. <ul style="list-style-type: none"> Balance Centered Coordinated Organized Use visual cues to <i>infer</i> harmonic information and <i>predict</i> the texture of a given unfamiliar song. <ul style="list-style-type: none"> Dense Sparse Contrast Wide/Narrow Even/Odd intervals Transpose band/orchestra music to concert pitch using intervals of *transposition. <i>Display</i> resilience and grit during extended practice sessions. <i>Design or Synthesize</i> a practice plan to perform un/familiar intervals and triads with consistency and accuracy.
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Evidence: Assessments and Performance Task(s)

- Weekly performance assessments (student and teacher) of progress in a textbook
 - Weekly music theory assessments (student and teacher) of progress in a textbook
 - Quarterly composition assignments utilizing interval and chordal parameters
 - Transpose un/familiar music using interval information
 - Given simple melodies for chordal accompaniment (improvisation and composition)
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Interdisciplinary Connections:

- Band/Chorus/Orchestra
 - Transpose music to be played with a keyboard instrument
 - Character Ed/Guidance- Harmony and balance in life, conflict resolution
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Additional Resources:

- Review worksheets from sixth/seventh grade Music Lab
 - Teacher-supplied models for composition
 - Student-provided music for analysis
 - Band/Chorus/Orchestra music
 - Online resources for music theory and composition
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Course: NMS Piano Lab

Grade Level: 8

Unit 4: Rhythm

Course/Subject: Piano Lab

Grade: 8

Suggested Timeline: Nine mini-lessons, 1/week throughout the length of the course.

Grade Level Summary	This course is a bridge between the middle school Music Lab and the high school Beginner Piano course. Students will review and explore musical elements through guided practice and performance on a variety of keyboard instruments. By the end of the course, students will gain independent practice skills and fundamental knowledge of the history of the piano.
Grade Level Units	Unit 1: Technique Unit 2: Pitch/Melody Unit 3: Harmony Unit 4: Rhythm Unit 5: Style/Interpretation

Unit Title	Rhythm
Unit Summary	Many of the rhythm concepts taught previously in Music Lab will be a foundation for the skills and content covered in this unit. Beginning with a pulse, students will begin by representing the pulse with the quarter note. The half and whole notes follow quickly, and the time signature of 4/4 provides a framework for these rhythms. Dotted half notes and 3/4 time create a chance to introduce (or review) the tie. Eighth notes and dotted rhythms will be the final concepts introduced, with the remainder of the course spent applying these rhythms to various familiar and unfamiliar songs.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> How do we recognize and perform with a steady beat on the keyboard? How is duration represented with music symbols? <ol style="list-style-type: none"> How is silence represented? How can rhythm be organized and manipulated? <ol style="list-style-type: none"> What is syncopation and how is it achieved? What can the tempo of a song affect its meaning? <ol style="list-style-type: none"> How is tempo traditionally labeled? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> Activate prior knowledge of pulse and apply to keyboard instruments Demonstrate a broader and deeper understanding of music notation Perform fundamental rhythms in a variety of meters and tempos while maintaining a strong sense of pulse
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.8 A	Know and use the elements and principles of each art form to create works in the arts and humanities (Duration, rhythm, composition).
9.1.8 B	Recognize, know, use, and demonstrate various appropriate arts elements and principles to produce, review and revise original works in the arts.
9.3.8 D	Evaluate works in the arts and humanities using a complex vocabulary of critical response.





Important Standards Addressed in the Unit:

9.2.8 J	Identify, explain and analyze historical and cultural differences as they relate to works in the arts
(9.4.5 A) 9.4.8 A	Identify uses of expressive symbols that show philosophical meanings in works in the arts Compare and contrast examples of group and individual philosophical meanings of works in the arts.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Pulse is not essential to music*. *(a review from Music Lab) Music notation can be confusing. All pulses have the same rhythmic weight and should have equal emphasis. The speed of most performances is arbitrary. 	<ul style="list-style-type: none"> Pulse is essential to the creation of most forms of music. It exists in our everyday life and is a reflection of how we interpret a musical performance. The ability to read and write music notation is a tradition that is nearly a thousand years old. It will significantly increase a student's ability to efficiently and effectively communicate a music performance. There are strong and weak beats in music, similar to syllables in a language. The patterns of strong and weak beats create an organized framework for rhythm and create opportunities for syncopation (emphasis on the weak beats). Musicians perform music at various speeds\ but often follow written instructions (at the beginning) regarding the tempo and style.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Describe pulse and relate to concepts outside of the musical realm. Demonstrate rhythmic literacy through reading, composing, and performing. Organize and refine rhythms through the lens of a meter; demonstrate syncopation within the construct of a time signature. Assimilate vocabulary that describes various tempos and tempo alterations. 	<ul style="list-style-type: none"> Compare and contrast pulse in musical vs. non-musical applications. Perform rhythm patterns (with rests) with accuracy and adherence to a pulse. Refine musical performances to highlight the meter and any syncopation that occurs. Perform music at various tempos with rhythmic accuracy. 	<ul style="list-style-type: none"> Acknowledge examples of natural pulse in our world; strive to perform music with a similar, predictable pulse that others can follow. Write in the pulse and count structure while practicing. Begin studying a song by observing the time signature and highlighting any changes to the pulse that may follow. Tempo is one of the last elements to refine/polish when preparing music, but it provides a starting point for practice.

Academic Vocabulary:

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| <ul style="list-style-type: none">• <i>Explain</i> pulse in terms of musical and non-musical function:<ul style="list-style-type: none">○ Macro beat○ Micro beat○ Strong/weak• <i>Classify and differentiate</i> rhythmic values; show how each subdivision <i>relates</i> to a pulse.<ul style="list-style-type: none">○ Quarter ○ Half ○ Whole ○ Eighth ○ Rest(s)○ Dotted notes• <i>Identify patterns</i> in music related to meter and disruptions to the metric pulse.<ul style="list-style-type: none">○ Meters/Time signatures<ul style="list-style-type: none">▪ Common time▪ Simple▪ Duple▪ Triple▪ Compound○ Syncopation<ul style="list-style-type: none">▪ Downbeat▪ Upbeat▪ Tie▪ Dot• Explain the speed of a song in terms of tempo; compare and contrast various tempo terminology.<ul style="list-style-type: none">○ Andante○ Moderato○ Allegro○ Accelerando○ Ritardando○ Rallentando○ Fermata | <ul style="list-style-type: none">• <i>Demonstrate</i> pulse on a keyboard instrument.<ul style="list-style-type: none">○ Macro beat○ Steady/Repeating○ Sequence• Given a pulse and tempo, <i>demonstrate and classify</i> the subdivisions of a Macrobeat.<ul style="list-style-type: none">○ Micro beat○ Count structure• <i>Compare</i> the duration of notes to their resting counterparts.<ul style="list-style-type: none">○ Quarter rest○ Half rest○ Whole rest• <i>Simplify</i> an existing melody by isolating and performing the rhythmic content.• <i>Organize</i> music by meter; <i>Explain/demonstrate</i> syncopation in terms of meter.<ul style="list-style-type: none">○ 4/4○ 3/4○ 2/4○ 6/8○ Downbeat○ Upbeat○ Tie○ Dot• Perform music at various speeds and styles with consistent pulse reference and accurate subdivision of rhythm.<ul style="list-style-type: none">○ Adherence○ Rubato | <ul style="list-style-type: none">• Use context clues to derive a pulse from a musical performance.• Use visual cues to <i>infer</i> pulse information and <i>predict</i> the rhythm of a given unfamiliar song.<ul style="list-style-type: none">○ <i>Interpret</i> written music with rhythmic accuracy and adherence to a pulse.○ Label unfamiliar rhythms using a consistent counting system<ul style="list-style-type: none">▪ Du De▪ 1+▪ Ta Ti• Apply a systematic approach to learning and practicing an unfamiliar piece of music that includes narrowing focus from the big picture to minor details<ul style="list-style-type: none">○ S.T.A.R.S○ K.M.A.R.T• <i>Design or Synthesize</i> a practice plan that relates to the performance tempo of an unfamiliar song:<ul style="list-style-type: none">○ Reduction○ Skeletonizing○ Fragmentation○ Build-a-note/phrase○ Overlapping sub-phrases |
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Evidence: Assessments and Performance Task(s)

- Weekly performance assessments (student and teacher) of progress in a textbook
- Weekly music theory assessments (student and teacher) of progress in a textbook, *including review sheets from Music Lab I*
- Quarterly composition assignments Rhythm and Tempo parameters


Interdisciplinary Connections:

- Band/Chorus/Orchestra: Analyze literature for rhythm, tempo, meter, and syncopation content

Additional Resources:

- Music Theory website(s)
- Pre-recorded examples of rhythm patterns and tempos

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			Course: NMS Piano Lab Grade Level: 8 Unit 5: Style/Interpretation
Course/Subject: Piano Lab	Grade: 8		Suggested Timeline: Six mini-lessons, 1/week starting in week 3.

Grade Level Summary	This course is a bridge between the middle school Music Lab and the high school Beginner Piano course. Students will review and explore musical elements through guided practice and performance on a variety of keyboard instruments. By the end of the course, students will gain independent practice skills and fundamental knowledge of the history of the piano.
Grade Level Units	Unit 1: Technique Unit 2: Pitch/Melody Unit 3: Harmony Unit 4: Rhythm Unit 5: Style/Interpretation

Unit Title	Style/interpretation
Unit Summary	While technical proficiency is the foundation of a good performance, the interpretation makes it memorable. Adding dynamics and articulation often involves a deeper understanding of the composer's intent, while creating a musical phrase helps organize musical thoughts into familiar segments that combine to form cohesive thoughts. Smaller, contrasting changes appear in the music during the first third of the course, followed by more subtle changes. The concepts of phrase and style appear during the last few weeks after students have assimilated the fundamentals.

Unit Essential Questions: <ol style="list-style-type: none"> How can a more comprehensive dynamic range increase the expressive qualities of a performance? <ol style="list-style-type: none"> What skills are needed to achieve dynamic contrast? Can the space between notes change how an audience interprets a song? <ol style="list-style-type: none"> How can articulations be expressed on a keyboard instrument? How is music structured similar to a language? <ol style="list-style-type: none"> How can a song be interpreted in different ways? Why/How does style change the technical and expressive qualities of a song? <ol style="list-style-type: none"> What words are unique to a specific style? Which apply to a variety of styles? 	Key Understandings: <ol style="list-style-type: none"> Perform un/familiar songs with dynamic contrast and attention to any specific dynamic markings. Perform familiar songs with appropriate and perceptible articulation and attention to any specific articulation markings. Organize music into phrases and sub-phrases similar to spoken language to increase comprehension and familiarity. Interpret and perform un/familiar songs with appropriate style considerations.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
9.1.8 D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works

9.1.8 F	Explain works of others within each art form through performance or exhibition.
9.2.8 A	Explain the historical, cultural, and social context of individual works in the arts.
9.2.8 D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.3.8 B	Analyze and interpret specific characteristics of works in the arts within each art form.
9.3.8 C	Identify and classify styles, forms, types, and genres within art forms.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Keyboard instruments have only one volume. <ul style="list-style-type: none"> The piano is a percussion instrument. Articulation is a musical term that only applies to wind instruments. Music is often too difficult to comprehend. Written music conveys only pitch and rhythm. 	<ul style="list-style-type: none"> The piano is a member of both string and percussion families and has a wide dynamic range derived from technique and a series of foot pedals. A variety of articulations are possible with the correct training and practice. Composers often organize music into phrases similar to speech. Dividing more extensive works into smaller sections is an effective learning tool. The style of a song can change the performance in many ways. Some are marked directly in the music, while an assumed familiarity implies others.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Develop a vocabulary designed to accommodate a wide dynamic range and any changes (gradual or sudden). Develop a lexicon of articulation terminology that includes symbols and words that describe the length of sound and silence between musical notes. Organize and describe music in terms of specific structural elements; compare music to the construction and organization of language. Interpret the nuances of a limited variety of music styles; describe and demonstrate the stylistic changes to a given un/familiar song. 	<ul style="list-style-type: none"> Practice and implement improved touch needed to perform a variety of dynamic markings. Practice and implement finger exercises designed to elicit clear articulation on a keyboard instrument. Refine the emphasis and flow of a musical selection to outline a musical phrase; compare and contrast several choices of phrase parsing. Change the musical elements of a performance to reflect an accurate interpretation of the musical style. 	<ul style="list-style-type: none"> Recognize and experience dynamics in a wide variety of musical performances; describe and demonstrate the effect of dynamics on a musical performance. Recognize and experience articulations in a wide variety of musical performances; describe and demonstrate the effect of articulation on a musical performance. Relate music to a language. Approach learning music in a similar manner to learning a new (and more effective) language. Experience a wide range of musical styles, and keep an open disposition towards new/unfamiliar musical styles.

Academic Vocabulary:

<ul style="list-style-type: none">• <i>Classify</i> and <i>differentiate</i> different dynamic levels, including sudden and gradual changes to volume:<ul style="list-style-type: none">○ Piano○ Forte○ Mezzo○ De/Crescendo○ Subito• <i>Compare</i> and <i>contrast</i> several articulations on the piano; relate to written markings in un/familiar music:<ul style="list-style-type: none">○ Staccato○ Tenuto○ Legato○ Slur○ Marcato○ Sforzando• <i>Analyze</i> written music and <i>Identify</i> phrase structures using appropriate vocabulary:<ul style="list-style-type: none">○ Symmetry○ Asymmetrical○ Sub-phrase(s)○ Call-and-response• Explain the style of a song in terms of musical elements:<ul style="list-style-type: none">○ Classical○ Jazz○ Popular○ Ragtime○ Folk○ Blues	<ul style="list-style-type: none">• <i>Modify</i> a familiar song by including dynamics; either add new markings or interpret existing markings.• <i>Observe</i> a musical performance and identify the dynamic range through modeling.<ul style="list-style-type: none">○ Reverberation○ (Dynamic) Spectrum○ Peak/Valley○ Intensity• <i>Interpret</i> various written articulation markings on the piano by performing with accurate technique, combined with other elements of music.<ul style="list-style-type: none">○ Hanon method○ Leschitzky method○ Damper pedal• <i>Infer</i> phrases while performing; <i>Create, Organize</i> and <i>Develop</i> a coherent phrase structure during a performance.<ul style="list-style-type: none">○ Antecedent○ Consequent○ Sub-phrase(s)○ Cadence• Apply style preferences to a given familiar song to affect changes to musical elements:<ul style="list-style-type: none">○ Swing○ Straight○ Rubato○ Blue notes○ Grace notes○ Improvisation○ Cues	<ul style="list-style-type: none">• <i>Identify</i> and <i>evaluate</i> the effective range of a piano/keyboard performance<ul style="list-style-type: none">○ Limited○ Stagnant○ Expansive○ Balance/Blend• Critique the effectiveness of existing articulation, written or performed:<ul style="list-style-type: none">○ Pizzicato○ Arco○ Syncopation (emphasis)○ Light/Heavy○ Sound anatomy (front, middle, back)• Explain a musical phrase in terms of language constructs:<ul style="list-style-type: none">○ Punctuation<ul style="list-style-type: none">▪ Comma▪ Period▪ Semicolon○ Coda○ Reduction/Augmentation• Research and apply stylistic nuances to a rehearsal/performance<ul style="list-style-type: none">○ Idiom○ Motif○ Idee Fixe• Develop a preference for style(s) by experiencing a wide variety of performances in the arts; develop a coherent list of reasons for musical preferences.<ul style="list-style-type: none">○ Genre○ Aesthetic
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Evidence: Assessments and Performance Task(s)

- Weekly performance assessments (student and teacher) of progress in a textbook
 - Weekly music theory assessments (student and teacher) of progress in a textbook, *including review sheets from Music Lab I*
 - Bi-weekly writing assignments and listening journals
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Interdisciplinary Connections:

- English: Sentence structure and phrase diagrams, punctuation chart(s)
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Additional Resources:

- Recordings of a variety of musical styles that involve the keyboard/piano
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