

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

---

<b>Course Name: Beginning Piano</b>	<b>Grade Level(s): 9-12</b>
<b>Department: Music</b>	<b>Credits: 5</b>
<b>BOE Adoption Date: October 2018</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

Beginning Piano is designed to offer students practical experience in the playing of the piano. The concepts set forth in this curriculum – rhythm, articulation, technical development, music theory, musical expression, listening and analysis, – are designed to be taught simultaneously throughout the school year. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc.

Students will continue to address these concepts throughout the school year in ways that engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music. Extensive performance opportunities are provided to students as they progress through the program.

## TABLE OF CONTENTS

<b>Mission Statement</b>	<b>Page 3</b>
<b>Curriculum and Instruction Goals</b>	<b>Page 3</b>
<b>Philosophy of Shared Curriculum Service with South Harrison Township Elementary</b>	<b>Page 3</b>
<b>How to Read this Document</b>	<b>Page 3</b>
<b>Terms to Know</b>	<b>Page 3</b>
<b>Pacing Guide</b>	<b>Page 6</b>
<b>Curriculum Units</b>	<b>Page 11</b>

### Mission Statement

The **Kingsway Regional School District** believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

### Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students’ readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students’ strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires

students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

The concepts in this curriculum – rhythm, articulation, technical development, music theory, musical expression, listening and analysis, – are designed to be taught simultaneously throughout the school year. Students study the concepts by scrutinizing the concepts evident in different styles of music. They are then given the opportunity to experiment and apply the concepts on their own, in a cycle of increasing complexity, as they move through the course work and demonstrate their understanding in extensive performance opportunities.

**Course Title: Beginning Piano**

**Prerequisite(s): None**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1: Technical Development</b>	Throughout the school year	NJSLS.VPA.1.3.12.B.1  World Languages: NJSLS.7.1NH.A.3.  Social Studies: 6.3  Technology: NJSLS.8.1.12.B.1.  21 <sup>st</sup> Century Life and Careers: CRP12	Students will be able to: Approach the piano and use appropriate hand position/wrist/arm/body posture  Demonstrate the ability to execute proper finger stroke technique.  Execute teacher directed warm-up routine and eventually transition to independent warm-up.	Proper instrument carriage and hand position.  Specific piano warm-up routine.  Scales and scale based exercises.
<b>Unit 2: Rhythm</b>	Throughout the school year	NJSLS.VPA.1.3 NJSLS.VPA.1.3.12.B.1  World Languages: NJSLS.7.1NH.A.3.  Social Studies: 6.3  Technology: NJSLS.8.1.12.B.1.  21 <sup>st</sup> Century Life and Careers:	Students will be able to: Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, eighth and tied notes of all lengths.  Execute an external steady beat while maintaining an internal steady beat.  Use a metronome regularly during practice and rehearsals.	Rhythmic Notation  Pulse  The concept of subdivision.  Various counting systems  The concept of syncopation.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		CRP12	<p>Understand, discuss, and demonstrate the concept of subdivision and apply it to their lesson and band music.</p> <p>Analyze and perform music with the universal counting system such as 1+2+3+4+ and 1e+a 2e+a 3e+a 4e+a.</p> <p>Understand, discuss, and demonstrate the concept of syncopation and apply it to their lesson and piano music.</p>	
<b>Unit 3: Articulation</b>	Throughout the school year	<p>NJSLS.VPA.1.3 NJSLS.VPA.1.3.12.B.1</p> <p>World Languages: NJSLS.7.1NH.A.3.</p> <p>Social Studies: 6.3</p> <p>Technology: NJSLS.8.1.12.B.1.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12</p>	<p>Students will be able to: Verbalize, define, identify, and perform the following articulation styles: Accent, Slur, Staccato and Legato. In addition, adapt the length of the articulation to the style and tempo of the music.</p>	Correct striking motion of the keys to be able to perform specific articulations for all percussion instruments.
<b>Unit 4: Music Theory</b>	Throughout the school year	<p>NJSLS.VPA.1.1.5 NJSLS.VPA.1.2.5 NJSLS.VPA.1.3.5 NJSLS.VPA.1.4.5</p> <p>World Languages: NJSLS.7.1NH.A.3.</p>	<p>Students will be able to: Identify and perform time signatures of (4/4, 3/4).</p> <p>Perform and differentiate common time and cut time.</p> <p>Compose and perform music in Simple</p>	<p>The use of time signatures and apply the knowledge to their music performance.</p> <p>Common time vs. cut time</p> <p>Compound meters vs. simple meters</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Social Studies: 6.3  Technology: NJSLS.8.1.12.B.1.  21 <sup>st</sup> Century Life and Careers: CRP12	and Complex meters.  Perform music in major key signatures up to 2 sharps and 2 flats.  Differentiate and perform high school level music containing half steps and whole steps created through accidentals.  General music symbols: staff, clefs (treble, alto, tenor, bass,) bar line, pitch, ledger lines, rests, repeats, dynamics, D.C./D.S. al coda/fine, fermatas, first and second endings, sharp, natural, flat signs, and tempo markings.	The knowledge of key signatures (all major and minor key signatures) and apply that knowledge to their performance of high school literature.  Accidentals  The frequent use of general musical symbols.
<b>Unit 5: Listening and Analysis</b>	Throughout the school year	NJSLS.VPA.1.2 NJSLS.VPA.1.4 NJSLS.VPA.1.1.12.B.2 NJSLS.VPA.1.3.12.B.1  Technology: NJSLS.8.1.12.B.1.  21 <sup>st</sup> Century Life and Careers: CRP12	Students will be able to: Listen for and adjust their tone to have a characteristic warm, dark, and focused sound.  Identify and control the blending of their sound between their hands and throughout the piano piece.  Match the playing style of the piece.  Record and analyze their playing with the use of a personal recording device.  Listen to recording of their rehearsal and performances and critically	Individual listening skills.  How to utilize recordings to develop their skills.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>analyze the recording. Critique professional concerts and recordings of professional groups to continue to develop a concept of individual and ensemble tone.</p>	
<p><b>Unit 6: Musical Expression</b></p>	<p>Throughout the school year</p>	<p>NJSLS.VPA.1.4.12.B.1 NJSLS.VPA.1.4.12.B.2 NJSLS.VPA.1.4.12.B.3 NJSLS.VPA.1.3.12.B.2 NJSLS.VPA.1.3.12.B.3</p> <p>World Languages: NJSLS.7.1NH.A.3.</p> <p>Social Studies: 6.3</p> <p>Technology: NJSLS.8.1.12.B.1.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12</p>	<p>Students will be able to: Apply the full spectrum of dynamics consistently throughout performance and practice.</p> <p>Musically express themselves while playing the piano by implementing implied dynamics as well as many other musical phrasing decisions.</p> <p>Emotionally express themselves while practicing and performing.</p> <p>Analyze their performance proficiency relative to musical expression through the use of self- recordings. This includes individual recordings performed through Garage Band.</p> <p>Draw upon their current knowledge of music to make informed musical decisions about new music they are learning.</p>	<p>The effect of dynamics on musical expression.</p> <p>The concept of musical awareness.</p> <p>The possibilities of performance practices.</p>

<b>Unit: 1 Technical Development</b>	<b>Recommended Duration: Throughout the school year</b>
--------------------------------------	---

**Unit Description:**  
 In this unit student musicians will learn about technique i.e. controlling the body to create sound. The musician must think about what needs to be done in a specific musical situation, and determine the most efficient and effective way to achieve a result.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Is technical development necessary to perform a musical composition?</p> <p>Why do musicians need to be technically proficient?</p> <p>How does improved technique increase performance options?</p> <p>What are some tools that can be used to assist in technical development?</p> <p>Are there certain things I should play as I warm up before practicing or performing?</p>	<p>Technical proficiency is an essential element of musical performance.</p> <p>More difficult music necessitates a higher level of technical facility.</p> <p>Developing one’s technique opens up many musical opportunities.</p> <p>A metronome is an essential tool in improving technique.</p> <p>A standard warm-up routine will assist in improving performance capabilities.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
NJSLS.VPA.1.3.12.B.1	<p>Students will be able to:          Approach the piano and use appropriate hand position/wrist/arm/body posture</p> <p>Demonstrate the ability to execute proper finger stroke technique.</p> <p>Execute teacher directed warm-up routine and eventually transition to independent warm-up.</p>	<p>Proper instrument carriage and hand position.</p> <p>Specific piano warm-up routine.</p> <p>Scales and scale based exercises.</p>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/ Assignments (required):</b>
<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Daily Performance practice</li> <li>- Music Work/Notebook</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology Quizzes</li> <li>- Notation Quizzes</li> <li>- Performance Section Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Performance Tests</li> <li>- Formal Theory Tests</li> </ul>	<ul style="list-style-type: none"> <li>- Major Performance Pieces</li> <li>- Benchmark Tests</li> <li>- Formally critique/discuss music</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
- Peer Critique	- Written (note book) Reflection		performances presented making use of the common musical vocabulary learned throughout the school year

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Performance vs. Written tasks/projects</li> <li>• Multiple attempts</li> </ul>

Instructional Strategies
<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Chunking</li> <li>• Direct Instruction</li> <li>• Monitoring</li> </ul>

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>• Small Group vs. Individual work</li> <li>• Hands on activities</li> <li>• Instructions/expectations given several ways (lecture/listening/written).</li> </ul>

Unit Vocabulary:
<b>Essential:</b> Posture, Technique  <b>Non-Essential:</b>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
E/LA: NJ SLS  Mathematics:	Technology: Mac Lab Garage Band	__x__ Global Awareness	__x__ Creativity & Innovation

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: NJSLS.7.1NH.A.3. Recognize some common gestures and cultural practices associated with target culture(s)</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology: NJSLS.8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>	<p>Electric Keyboards (pianos) YouTube Synthesia</p> <p>Various websites that have piano pieces to download or perform along with.</p>	<p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

**Resources:****Texts/Materials:**

The Older Beginner Piano Course book – Level 1

Manuscript Paper

A diverse and varied collection of performance and practice pieces

**Major Assignments (required):**

Major Performance Pieces

Benchmark Tests

**Major Activities (required):**

Formal Critiques and Discussions of Performances

<b>Unit: 2 - Rhythm</b>	<b>Recommended Duration: Throughout the School Year</b>
-------------------------	---

**Unit Description:**  
**Rhythm** (from Greek ῥυθμός, *rhythmos*, "any regular recurring motion, symmetry" (Liddell and Scott 1996)) generally means a "movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions" (Anon. 1971, 2537).  
 In the performing arts, rhythm is the timing of events on a human scale; of musical sounds and silences, of the steps of a dance, or the meter of spoken language and poetry. Rhythm may also refer to visual presentation, as "timed movement through space" (Jirousek 1995)

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Why steady rhythm important in ensemble playing?</p> <p>Does the variety of rhythm add intensity to a piece of music?</p>	<p>Mathematical subdivisions and equivalencies of the various musical rhythmic notations must be understood in order to perform music literature correctly.</p> <p>The performer should subdivide the beat to the shortest duration of the piece being played.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>NJSLS.VPA.1.3            NJSLS.VPA.1.3.12.B.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, eighth, tied notes of all lengths.</li> <li>-Execute an external steady beat while maintaining an internal steady beat.</li> <li>-Use a metronome regularly during practice and rehearsals.</li> <li>-Understand, discuss, and demonstrate the concept of subdivision and apply it to their lesson and band music.</li> <li>-Analyze and perform music with the universal counting system such as 1+2+3+4+ and 1e+a 2e+a</li> </ul>	<p>Rhythmic Notation</p> <p>Pulse</p> <p>The concept of subdivision.</p> <p>Various counting systems</p> <p>The concept of syncopation.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	3e+a 4e+a.  -Understand, discuss, and demonstrate the concept of syncopation and apply it to their lesson and piano music.	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Daily Performance practice</li> <li>- Music Work/Notebook</li> <li>- Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology Quizzes</li> <li>- Notation Quizzes</li> <li>- Performance Section Quizzes</li> <li>- Written (note book) Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Performance Tests</li> <li>- Formal Theory Tests</li> </ul>	<ul style="list-style-type: none"> <li>- Major Performance Pieces</li> <li>- Benchmark Tests</li> <li>- Formally critique/discuss music performances presented making use of the common musical vocabulary learned throughout the school year</li> </ul>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>● Additional time to complete tasks/projects</li> <li>● Performance vs. Written tasks/projects</li> <li>● Multiple attempts</li> </ul>

Instructional Strategies:
<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Modeling</li> <li>● Chunking</li> <li>● Direct Instruction</li> <li>● Monitoring</li> </ul>

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>● Small Group vs. Individual work</li> <li>● Hands on activities</li> <li>● Instructions/expectations given several ways (lecture/listening/written)</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> pulse, subdivision, whole, dotted half, half, dotted quarter, quarter, eighth
<b>Non-Essential:</b>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA: NJ SLS</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: NJSLS.7.1NH.A.3. Recognize some common gestures and cultural practices associated with target culture(s)</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology:</p>	<p>Technology: Mac Lab Garage Band Electric Keyboards (pianos) YouTube Synthesia</p> <p>Various websites that have piano pieces to download or perform along with.</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>NJSLS.8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12. Work productively in teams while using cultural global competence Library:</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b> The Older Beginner Piano Course – Level 1 Manuscript Paper A diverse and varied collection of performance and practice pieces</p> <p><b>Major Assignments (required):</b> Major Performance Pieces Benchmark Tests</p> <p><b>Major Activities (required):</b> Formal Critiques and Discussions of Performances</p>

<b>Unit: 3 Articulation</b>	<b>Recommended Duration: Throughout the School Year</b>
-----------------------------	---

**Unit Description:**  
 In this unit students will study **articulation** which, in music, refers to the direction or performance technique which affects the transition or continuity on a single note or between multiple notes or sounds. There are many types of articulation, each with a different effect on how the note is played. In music notation articulation marks include the slur, phrase mark, staccato, staccatissimo, accent, sforzando, rinforzando, and legato. A different symbol, placed above or below the note (depending on its position on the staff), represents each articulation.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Is articulation necessary?</p> <p>Are music articulation and spoken language related?</p> <p>How do different articulations affect musical style?</p> <p>Do different articulations have an impact on the listener?</p>	<p>Articulation is the beginning of all tone production. Articulation impacts all elements of music.</p> <p>There are many different types of articulations, which are used to perform different styles of music.</p> <p>The way the performer thinks about the articulations will affect the way it is performed.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>NJSLS.VPA.1.3            NJSLS.VPA.1.3.12.B.1</p>	<p>Students will be able to:            Verbalize, define, identify, and perform the following articulation styles: Accent, Slur, Staccato and Legato. In addition, adapt the length of the articulation to the style and tempo of the music.</p>	<p>Correct striking motion of the keys to be able to perform specific articulations for all percussion instruments.</p>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/ Assignments (required):</b>
<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Daily Performance practice</li> <li>- Music Work/Notebook</li> <li>- Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology Quizzes</li> <li>- Notation Quizzes</li> <li>- Performance Section Quizzes</li> <li>- Written (note book) Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Performance Tests</li> <li>- Formal Theory Tests</li> </ul>	<ul style="list-style-type: none"> <li>- Major Performance Pieces</li> <li>- Benchmark Tests</li> <li>- Formally critique/discuss music performances presented making use of the common musical vocabulary learned throughout the school year</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):**

- Additional time to complete tasks/projects
- Performance vs. Written tasks/projects
- Multiple attempts

**Instructional Strategies:**

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

- Small Group vs. Individual work
- Hands on activities
- Instructions/expectations given several ways (lecture/listening/written).

**Unit Vocabulary:**

**Essential:** Accent, Slur, Staccato, Legato, Marcato, and Tenuto.

**Non-Essential:**

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA: NJ SLS  Mathematics:  Science:  Visual and Performing Arts:  Health/PE:	Technology: Mac Lab Garage Band Electric Keyboards (pianos) YouTube Synthesia  Various websites that have piano pieces to download or perform along with.	<input checked="" type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>World Languages: NJSL.7.1NH.A.3. Recognize some common gestures and cultural practices associated with target culture(s)</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology: NJSL.8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			<p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

<b>Resources:</b>
<p><b>Texts/Materials:</b> The Older Beginner Piano Course – Level 1 Manuscript Paper A diverse and varied collection of performance and practice pieces</p>

**Resources:**

**Major Assignments (required):**

Major Performance Pieces  
Benchmark Tests

**Major Activities (required):**

Formal Critiques and Discussions of Performances

<b>Unit: 4 – Music Theory</b>	<b>Recommended Duration: Throughout the School Year</b>
-------------------------------	---

**Unit Description:**  
**Music theory** is the study of the practices and possibilities of music. Throughout the year when studying music theory, students will focus on academic study and analysis of fundamental elements of music such as pitch, rhythm, harmony, and form, and refers to descriptions, concepts, or beliefs related to music. Because of the ever-expanding conception of what constitutes music, a more inclusive definition could be that music theory is the consideration of any sonic phenomena, including silence, as it relates to music.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
Does a professional musician always have music theory knowledge? If not, why?	The approach to learning musical symbols in music is the same as the approach to learning any unfamiliar language.
What is the advantage to having music theory knowledge for a professional musician or a high school musician?	Basic music knowledge is just as important to know as instrument specific music knowledge.
How do high school musicians apply the knowledge from general music class into instrumental lessons or ensembles?	Having a strong music theory knowledge base is essential to a musician who is sight reading music.
What music theory knowledge is essential to a high school player’s musical education?	

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
NJSLS.VPA.1.1.5 NJSLS.VPA.1.2.5 NJSLS.VPA.1.3.5 NJSLS.VPA.1.4.5	Students will be able to: Identify and perform time signatures of (4/4, 3/4).  Perform and differentiate common time and cut time.  Compose and perform music in Simple and Complex meters.  Perform music in major key signatures up to 2 sharps and 2 flats.	The use of time signatures and apply the knowledge to their music performance.  Common time vs. cut time  Compound meters vs. simple meters  The knowledge of key signatures (all major and minor key signatures) and apply that knowledge to their performance of high school literature.

Relevant Standards:	Learning Goals:	Learning Objectives:
	Differentiate and perform high school level music containing half steps and whole steps created through accidentals. General music symbols: staff, clefs (treble, alto, tenor, bass,) bar line, pitch, ledger lines, rests, repeats, dynamics, D.C./D.S. al coda/fine, fermatas, first and second endings, sharp, natural, flat signs, and tempo markings.	Accidentals  The frequent use of general musical symbols.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Daily Performance practice</li> <li>- Music Work/Notebook</li> <li>- Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology Quizzes</li> <li>- Notation Quizzes</li> <li>- Performance Section Quizzes</li> <li>- Written (note book) Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Performance Tests</li> <li>- Formal Theory Tests</li> </ul>	<ul style="list-style-type: none"> <li>- Major Performance Pieces</li> <li>- Benchmark Tests</li> <li>- Formally critique/discuss music performances presented making use of the common musical vocabulary learned throughout the school year</li> </ul>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>● Additional time to complete tasks/projects</li> <li>● Performance vs. Written tasks/projects</li> <li>● Multiple attempts</li> </ul>

Instructional Strategies
<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Modeling</li> <li>● Chunking</li> <li>● Direct Instruction</li> <li>● Monitoring</li> </ul>

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

- Small Group vs. Individual work
- Hands on activities
- Instructions/expectations given several ways (lecture/listening/written).

**Unit Vocabulary:**

**Essential:** Meter, Time Signature, Accidentals

**Non-Essential:** General music symbols

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA: NJ SLS</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: NJSLS.7.1NH.A.3. Recognize some common gestures and cultural practices associated with target culture(s)</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value cultural diversity and</p>	<p>Technology: Mac Lab Garage Band Electric Keyboards (pianos) YouTube Synthesia</p> <p>Various websites that have piano pieces to download or perform along with.</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology: NJSL.8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b> The Older Beginner Piano Course – Level 1 Manuscript Paper A diverse and varied collection of performance and practice pieces</p> <p><b>Major Assignments (required):</b> Major Performance Pieces Benchmark Tests</p> <p><b>Major Activities (required):</b> Formal Critiques and Discussions of Performances</p>

<b>Unit: 5 – Listening and Analysis</b>	<b>Recommended Duration: Throughout the School Year</b>
---	---

**Unit Description:**  
 In order to deconstruct the music, students must learn to listen actively. This unit of study students will listen to and analyze recordings of musical performances from professionals and from their own performances throughout the school year to train student to **actively** listen.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What is ear training in music and why is it important?	Ear training is an integral and needed part of a musician’s music education.
Why is it necessary to know different styles and genres for musical performances?	An essential part of music education includes knowing the different genre and styles in music.
Why is it important to listen/watch to our own playing as well as listen/watch the great musicians? How can we take what we see from the great musicians and apply it to our own playing?	Listening and critiquing recordings of your own playing, as well as professional musician recordings, is an important process for self-improvement.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
NJSLS.VPA.1.2 NJSLS.VPA.1.4 NJSLS.VPA.1.1.12.B.2 NJSLS.VPA.1.3.12.B.1	<p>Students will be able to:</p> <p>Listen for and adjust their tone to have a characteristic warm, dark, and focused sound.</p> <p>Identify and control the blending of their sound both within their instrument section and within the ensemble.</p> <p>Match the playing style of the ensemble.</p> <p>Listen as an individual and as a section down to the lowest voices.</p> <p>Match the ensemble intonation.</p> <p>Record and analyze their playing with the use of a personal recording device.</p>	<p>Individual listening skills.</p> <p>Listening skills within an ensemble.</p> <p>How to utilize recordings to develop their skills.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>Listen to recording of their ensemble’s rehearsal and performances and critically analyze the recording.</p> <p>Critique professional concerts and recordings of professional groups to continue to develop a concept of individual and ensemble tone.</p>	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Daily Performance practice</li> <li>- Music Work/Notebook</li> <li>- Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology Quizzes</li> <li>- Notation Quizzes</li> <li>- Performance Section Quizzes</li> <li>- Written (note book) Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Performance Tests</li> <li>- Formal Theory Tests</li> </ul>	<ul style="list-style-type: none"> <li>- Major Performance Pieces</li> <li>- Benchmark Tests</li> <li>- Formally critique/discuss music performances presented making use of the common musical vocabulary learned throughout the school year</li> </ul>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>● Additional time to complete tasks/projects</li> <li>● Performance vs. Written tasks/projects</li> <li>● Multiple attempts</li> </ul>

Instructional Strategies:
<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Modeling</li> <li>● Chunking</li> <li>● Direct Instruction</li> <li>● Monitoring</li> </ul>

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

- Small Group vs. Individual work
- Hands on activities
- Instructions/expectations given several ways (lecture/listening/written).

**Unit Vocabulary:**

**Essential:** Blend, Balance, Critique and Analysis

**Non-Essential:** Listen

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: NJSLS.8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21<sup>st</sup> Century Life and Careers: Library:</p>	<p>Technology: Mac Lab Garage Band Electric Keyboards (pianos) YouTube Synthesia</p> <p>Various websites that have piano pieces to download or perform along with.</p>	<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p>___ Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p>___ Health Literacy</p>	<p>___ Creativity &amp; Innovation</p> <p>___ Media Literacy</p> <p>___ Critical Thinking and Problem Solving</p> <p>___ Life and Career Skills</p> <p>___ Information &amp; Communication Technologies Literacy</p> <p>___ Communication &amp; Collaboration</p> <p>___ Information Literacy</p>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
CRP12. Work productively in teams while using cultural global competence			

<b>Resources:</b>
<p><b>Texts/Materials:</b>  The Older Beginner Piano Course – Level 1  Manuscript Paper  A diverse and varied collection of performance and practice pieces</p> <p><b>Major Assignments (required):</b>  Major Performance Pieces  Benchmark Tests</p> <p><b>Major Activities (required):</b>  Formal Critiques and Discussions of Performances</p>

<b>Unit: 6 – Musical Expression</b>	<b>Recommended Duration: Throughout the School Year</b>
-------------------------------------	---

**Unit Description:**  
**Musical expression** is the art of playing or singing music with emotional communication. This unit of instruction focuses on the elements of musical expression, which include dynamic indications, such as forte or piano, phrasing, differing qualities of timbre and articulation, color, intensity, energy and excitement. All of these devices are at the service of the composer's intention and they can best be interpreted by the performer.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How do dynamic changes affect phrasing and expression?	Dynamic changes affect expression.
What are ways to convey emotion in music?	Music can convey a limitless range of emotion.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
NJSLS.VPA.1.4.12.B.1 NJSLS.VPA.1.4.12.B.2 NJSLS.VPA.1.4.12.B.3 NJSLS.VPA.1.3.12.B.2 NJSLS.VPA.1.3.12.B.3	<p>Students will be able to:</p> <p>Apply the full spectrum of dynamics consistently throughout performance and practice.</p> <p>Musically express themselves while playing their instrument by implementing implied dynamics as well as many other musical phrasing decisions.</p> <p>Emotionally express themselves while practicing and performing.</p> <p>Analyze their performance proficiency relative to musical expression through the use of self-recordings. This includes recordings of ensemble rehearsals, as well as individual recordings performed through Garage Band.</p> <p>Draw upon their current knowledge of music to make informed musical decisions about new music they are learning.</p>	<p>The effect of dynamics on musical expression.</p> <p>The concept of musical awareness.</p> <p>The possibilities of performance practices.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Daily Performance practice</li> <li>- Music Work/Notebook</li> <li>- Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology Quizzes</li> <li>- Notation Quizzes</li> <li>- Performance Section Quizzes</li> <li>- Written (note book) Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Performance Tests</li> <li>- Formal Theory Tests</li> </ul>	<ul style="list-style-type: none"> <li>- Major Performance Pieces</li> <li>- Benchmark Tests</li> <li>- Formally critique/discuss music performances presented making use of the common musical vocabulary learned throughout the school year</li> </ul>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>● Additional time to complete tasks/projects</li> <li>● Performance vs. Written tasks/projects</li> <li>● Multiple attempts</li> </ul>

Instructional Strategies
<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Modeling</li> <li>● Chunking</li> <li>● Direct Instruction</li> <li>● Monitoring</li> </ul>

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):
<ul style="list-style-type: none"> <li>● Small Group vs. Individual work</li> <li>● Hands on activities</li> <li>● Instructions/expectations given several ways (lecture/listening/written).</li> </ul>

Unit Vocabulary:
<p><b>Essential:</b> Dynamics (<i>piano, mezzo forte, forte, fortissimo, etc</i>)</p> <p><b>Non-Essential:</b> Musical Expression</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA: NJ SLS</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: NJSLS.7.1NH.A.3. Recognize some common gestures and cultural practices associated with target culture(s)</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology: NJSLS.8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21<sup>st</sup> Century Life and Careers: CRP12. Work productively in teams</p>	<p>Technology: Mac Lab Garage Band Electric Keyboards (pianos) YouTube Synthesia</p> <p>Various websites that have piano pieces to download or perform along with.</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
while using cultural global competence Library:			

<b>Resources:</b>
<p><b>Texts/Materials:</b>  The Older Beginner Piano Course – Level 1  Manuscript Paper  A diverse and varied collection of performance and practice pieces</p> <p><b>Major Assignments (required):</b>  Major Performance Pieces  Benchmark Tests</p> <p><b>Major Activities (required):</b>  Formal Critiques and Discussions of Performances</p>