MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown High School
Arts & Technology: Performing Arts

Piano for Beginners
Grades 9-12

Date: August 2023
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Course Description and Fundamental Concepts

This course will introduce students to the beginning aspects of playing the piano. This course is computer and keyboard learning. Computer-based piano software is used to develop basic piano skills. Students should have good computer skills in order to use the audio and video components of the software program. Students looking to explore and learn the basic skills of music will have a great time in this course.

Fundamental Concepts:
- Music elements
- Musical notation
- Technology
- Music Listening
- Musical Performance.

VPA Standards: Music Ensembles (Proficient)

CREATING

Anchor Standard 1: Generating and conceptualizing ideas.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Standard	Standard Description
1.3C.12prof.Cr1	a. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

Anchor Standard 2: Organizing and developing ideas.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Standard	Standard Description
1.3C.12prof.Cr2	a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

Anchor Standard 3: Refining and completing products.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3C.12prof.Cr3	a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
	b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work. **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. **Essential Question:** How do performers select repertoire?	

Standard	Standard Description
1.3C.12prof.Pr4	a. Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	b. Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
	c. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. **Essential Question:** How do musicians improve the quality of their performance?	

Standard	Standard Description
1.3C.12prof.Pr5	a. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Anchor Standard 6: Conveying meaning through art. **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response. **Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	

Standard	Standard Description
1.3C.12prof.Pr6	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3C.12prof.Re7	a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
	b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

Anchor Standard 8: Interpreting intent and meaning.
Enduring Understanding: Through their use of elements and structures of music, creators and performers.
Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3C.12prof.Re8	a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

Anchor Standards 9: Applying criteria to evaluate products.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3C.12prof.Re9	a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?	

Standard	Standard Description
1.3C.12prof.Cn10	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a*

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	

Standard	Standard Description
1.3C.12prof.Cn11	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a*

English Companion Standards *List grade-level appropriate companion standards for* <u>*History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12.*</u> *English Companion Standards are* <u>*required*</u> *in these subject/content areas.*	

Unit Addressed	Standard #	Standard Description
1,2,3,4,5,6	**NJSLSA.R1**	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1,2,3,4,5,6	**NJSLSA.R2**	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1,2,3,4,5,6	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
1,2,3,4,5,6	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
1,2,3,4,5,6	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1,2,3,4,5,6	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
1,2,3,4,5,6	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
1,2,3,4,5,6	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
1,2,3,4,5,6	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
1,2,3,4,5,6	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1,2,3,4,5,6	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
1,2,3,4,5,6	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
1,2,3,4,5,6	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1,2,3,4,5,6	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1,2,3,4,5,6	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1,2,3,4,5,6	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

1,2,3,4,5,6	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1,2,3,4,5,6	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1,2,3,4,5,6	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
1,2,3,4,5,6	There are strategies to improve one's professional value and marketability.	*9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.* *9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.* *9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.*
1,2,3,4,5,6	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	*9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.* *9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.* *9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.* *9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.*

		9.2.12.CAP.8: *Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.* **9.2.12.CAP.9**: *Locate information on working papers, what is required to obtain them, and who must sign them.* **9.2.12.CAP.10**: *Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).* **9.2.12.CAP.11**: *Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.*
	An individual's income and benefit needs and financial plan can change over time.	**9.2.12.CAP.12**: *Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.* **9.2.12.CAP.13**: *Analyze how the economic, social, and political conditions of a time period can affect the labor market.*
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	**9.2.12.CAP.14**: *Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.*
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	**9.2.12.CAP.15**: *Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.* **9.2.12.CAP.16**: *Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.* **9.2.12.CAP.17**: *Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.* **9.2.12.CAP.18**: *Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).*

		9.2.12.CAP.19: *Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.* **9.2.12.CAP.20**: *Analyze a Federal and State Income Tax Return.*
1,2,3,4,5,6	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	**9.2.12.CAP.21**: *Explain low-cost and low-risk ways to start a business.* **9.2.12.CAP.22**: *Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.* **9.2.12.CAP.23**: *Identify different ways to obtain capital for starting a business*

Life Literacies and Key Skills ([Standard 9.4](#))

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
1,2,3,4,5,6	**Creativity and Innovation**: With a growth mindset, failure is an important part of success.	**9.4.12.CI.1**: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
1,2,3,4,5,6	**Creativity and Innovation**: Innovative ideas or innovation can lead to career opportunities.	**9.4.12.CI.2**: *Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).* **9.4.12.CI.3**: *Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
1,2,3,4,5,6	**Critical Thinking and Problem-solving:** Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	**9.4.12.CT.1**: *Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).* **9.4.12.CT.2**: *Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).* **9.4.12.CT.3**: *Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).*

		9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
1,2,3,4,5,6	**Digital Citizenship:** Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	*9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).* *9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics*
	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.	*9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).* *9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).* *9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.*
1,2,3,4,5,6	**Digital Citizenship:** Cultivating online reputations for employers and academia requires separating private and professional digital identities.	*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*
	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	*9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
1,2,3,4,5,6	**Digital Citizenship:** Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.	*9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.*

	Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	
	Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	*9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*
1,2,3,4,5,6	**Information and Media Literacy:** Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	*9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.* *9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*
1,2,3,4,5,6	**Information and Media Literacy:** Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully	*9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)* *9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*
1,2,3,4,5,6	**Information and Media Literacy:** In order for members of our society to participate productively, information needs to be shared accurately and ethically.	*9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).* *9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).*

1,2,3,4,5,6	**Information and Media Literacy:** Accurate information may help in making valuable and ethical choices.	*9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).*
	Information and Media Literacy: Media have embedded values and points of view.	*9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).* *9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).*
1,2,3,4,5,6	**Technology Literacy:** Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	*9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).* *9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.*
1,2,3,4,5,6	**Technology Literacy:** Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	*9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.* *9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).*

Interdisciplinary Connections

Visual & Performing Arts Integration ([Standard 1](#))
List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
1,2,3,4,5,6	**Standard 1.1**	**The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.*
1,2,3,4,5,6	**Standard 1.2**	**History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

1,2,3,4,5,6	Standard 1.3	**Performing/Presenting/Producing:** *All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.*
1,2,3,4,5,6	Standard 1.4	**Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.*

Standard 8.2		**Technology Education, Engineering, Design, and Computational Thinking - Programming:** *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
1	**Strand A**	**The Nature of Technology: Creativity and Innovation:** *Technology systems impact every aspect of the world in which we live.*
2	**Strand B**	**Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*
2	**Strand C**	**Design:** *The design process is a systematic approach to solving problems.*
1,2,3,4	**Strand D**	**Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
1,2,3,4,5	**Strand E**	**Computational Thinking: Programming:** *Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.*

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)

Introduction to the Piano/Computer:
  1. Use of computer software and hardware.
  2. Keyboard and audio hardware setup and use.
  3. Metronome, the "beat."
Black Keys, Counting & Time Signatures:
  1. Direction of sound.
  2. Black Keys.
  3. Counting & Time Signatures.
	September/February
	(~19 days)

White Keys & Note Reading:
  1. Note Reading, treble and bass clef.
  2. White Keys.
  3. Middle C Position.
	October/March
	(~19 days)

Tempo Markings, Dynamics, Sight-Reading:
  1. Tempo Markings.
  2. Dynamics.
  3. Sight reading various melodies and rhythms.
Playing Hands Together:
  1. Hands together.
  2. Playing accompaniments.
  3. Sharp, Flat, Natural signs.
	November/April
	(~16 days)

Advanced Techniques
  1. Legato and Staccato.
  2. C Position.
  3. Triads & Chords.
  4. Transposing to G & F position.
  5. Advanced repertoire.
	December/May
	(~15 days)

Advanced Techniques
  6. Legato and Staccato.
  7. C Position.
  8. Triads & Chords.
  9. Transposing to G & F position.
  10. Advanced repertoire.
	January/June
	(~18 days)

Unit Name:Introduction to the Piano/Computer

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - **1.3C.12prof.Cr1, 1.3C.12prof.Cr3, 1.3C.12prof.Pr4, 1.3C.12prof.Cr2, 1.3C.12prof.Pr5, 1.3C.12prof.Pr6, 1.3C.12prof.Cn10**
NJSLS English Companion Standards- see NJSLS chart
NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart
NJSLS - Life Literacies and Key Skills- see NJSLS chart
NJSLS - Interdisciplinary Standards- see NJSLS chart

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How does working in a piano music course enhance your knowledge of the arts?
- How can beat and musical style be identified in music?

Objectives

Students will be able to…
- Operate music software and hardware.
- Use the keyboard properly.
- Use metronomes.

Unit Name: Black Keys, Counting & Time Signatures

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - **1.3C.12prof.Cr1, 1.3C.12prof.Cr3, 1.3C.12prof.Pr4, 1.3C.12prof.Cr2, 1.3C.12prof.Pr5, 1.3C.12prof.Pr6, 1.3C.12prof.Cn10**
NJSLS English Companion Standards- see NJSLS chart
NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart
NJSLS - Life Literacies and Key Skills- see NJSLS chart
NJSLS - Interdisciplinary Standards- see NJSLS chart

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How does working in a piano music course enhance your knowledge of the arts?
- How can beat and musical style be identified in music?

Objectives

Students will be able to…
- Play black keys with correct technique.
- Count rhythms correctly.
- Read and play various time signatures.

Unit Name: White Keys and Note reading

Step 1 – Desired Results: What do I want my students to learn?

Standards

- **1.3C.12prof.Cr1, 1.3C.12prof.Cr3, 1.3C.12prof.Pr4, 1.3C.12prof.Cr2, 1.3C.12prof.Pr5, 1.3C.12prof.Pr6, 1.3C.12prof.Cn10**
NJSLS English Companion Standards- see NJSLS chart
NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart
NJSLS - Life Literacies and Key Skills- see NJSLS chart
NJSLS - Interdisciplinary Standards- see NJSLS chart

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

● How does reading notation enhance musicality?
● How do reading treble and bass clef increase musicality?

Objectives

Students will be able to…
● Read treble and bass clef.
● Play white keys.
● Play songs in Middle C Position.

Unit Name: Tempo Markings, Dynamics, Sight-Reading

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - **1.3C.12prof.Cr1, 1.3C.12prof.Cr3, 1.3C.12prof.Pr4, 1.3C.12prof.Cr2, 1.3C.12prof.Pr5, 1.3C.12prof.Pr6, 1.3C.12prof.Cn10**
NJSLS English Companion Standards- see NJSLS chart
NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart
NJSLS - Life Literacies and Key Skills- see NJSLS chart
NJSLS - Interdisciplinary Standards- see NJSLS chart

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How does playing tempo marking and dynamics enhance musical creativity?
- How does sight reading increase musical understanding and expression?

Objectives

Students will be able to…
- Read and play tempo markings.
- Read and play dynamic markings.
- Sight-read melodies.

Unit Name: Playing Hands Together

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - **1.3C.12prof.Cr1, 1.3C.12prof.Cr3, 1.3C.12prof.Pr4, 1.3C.12prof.Cr2, 1.3C.12prof.Pr5, 1.3C.12prof.Pr6, 1.3C.12prof.Cn10**
NJSLS English Companion Standards- see NJSLS chart
NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart
NJSLS - Life Literacies and Key Skills- see NJSLS chart
NJSLS - Interdisciplinary Standards- see NJSLS chart

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How does playing both hands together increase musicianship?
- How does playing accompaniments enhance musicality?

Objectives

Students will be able to…
- Play both hands together.
- Play accompaniments.
- Play sharp, flat and natural signs in music.

Unit Name: Advanced Techniques

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - **1.3C.12prof.Cr1, 1.3C.12prof.Cr3, 1.3C.12prof.Pr4, 1.3C.12prof.Cr2, 1.3C.12prof.Pr5, 1.3C.12prof.Pr6, 1.3C.12prof.Cn10**
NJSLS English Companion Standards- see NJSLS chart
NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart
NJSLS - Life Literacies and Key Skills- see NJSLS chart
NJSLS - Interdisciplinary Standards- see NJSLS chart

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How does legato and staccato techniques enhance musicality?
- How does playing triads and chords enhance musical technique?

Objectives

Students will be able to…
- Play advanced piano repertoire.
- Read advanced music notation on treble and bass clef staves.

Please contact the Content Supervisor for any questions.