

Effective Date:

Hamburg Area School District

Name of Course: Piano 2

Grade Level: 9-12

Department: Music Department

Instructional Time: 90 days

Length of Course: 90 days

Period Per Cycle: 5 days

Length of Period: 43 minutes

Texts and Resources:

Alfred's All in One Basic Adult Level 1

Alfred's Sight Reading Book Level 1

Alfred's All in One Level 2

Assessments:

Playing Tests

Theory Homework

Performance/Class Recital

**Hamburg Area School District
Course Plan**

Course Name: Piano II

Time Line: One Semester

Unit:
Scales and Chords-The Key of C Major, The Key of G Major, The Key of F Major, The Key of A Minor, The Key of D Minor
8th Note Triplets, Review: C Major, LH and RH Extended Positions, Review: A Minor, Crossing 1 Under 2-3, Review: F Major
6/8 Time Signature, Review: D Minor, Review: G Major, The Key of E Minor

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|---|
| Use singing as appropriate <i>Name That Key</i> Apply reading and notating skills <i>Name That Key</i> | Sing selected instrumental parts. Use singing to support instrumental study. Show respect for the singing efforts of others. | 1: The learner will sing, alone and with others, a varied repertoire of music. |

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|---|--|---|
| <p>Develop and demonstrate appropriate instrumental practices</p> <p><i>Right Hand and Left Hand Extended Position, Changing Fingers on the Same Note, Overlapping Pedal Technique, Crossing Fingers,</i></p> <p>Play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges. Play instrumental literature representing diverse genres, styles, and cultures . Develop an understanding of instrumental literature in relationship to history, culture, and content areas .</p> <p><i>Joy To The World, Cockle and Mussels, Got Those Blues, Chasing The Blues Away, On Top Of Old Smokey, The Can-Can, The Marine's Hymn, Why Am I Blue, Good, People, Little Brown Jug, Chiapanecas, Auld Lang Syne, O Sole Mio, Jericho, The Stranger, Greensleeves, Go Down Moses, Scarborough Fair, Raisins and Almonds, He's Got The Whole World, The Entertainer, Amazing Grace, Down In The Valley, Bridal Chorus, Guantanamera, Overture, Light and Blue, Hungarian Rhapsody No.2, Morning Has Broken, Alexander's Ragtime Band, La Bamba, La Raspa, For He's A Jolly Good Fellow, Mexican Hat Dance, Tarantella, Festive Dance, Scherzo, Introduction and Dance, The Streets Of Laredo, Plaisir D'Amour</i></p> | <p>Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.</p> <p>Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.</p> <p>Play instrumental literature representing diverse genres, styles, and cultures.</p> <p>Show respect for the singing efforts of others</p> | <p>2: The learner will play on instruments, alone and with others, a varied repertoire of music.</p> |

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|--|--|--|
| <p>Develop skills in improvising, composing and arranging music</p> <p><i>Blues Form, Blues Progression, G Blues Scale</i></p> <p>Apply reading and notating skills</p> | <p>Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.</p> <p>Show respect for the improvisational efforts of others.</p> | <p>3: The learner will improvise melodies, variations, and accompaniments.</p> |
| <p>Apply reading and notating skills</p> <p><i>Writing in the Key of G Major, Writing in the Key of F Major, A New Style of Bass, Writing in the Key of A minor,</i></p> <p>Develop skills in improvising, composing and arranging music</p> | <p>Compose and arrange music incorporating appropriate voicings and ranges.</p> <p>Synthesize the study and characteristics of several styles/genres of music to create original compositions.</p> <p>Use a variety of sound, notational, and technological sources to compose and arrange music.</p> <p>Show respect for the composing and arranging efforts of others.</p> | <p>4: The learner will compose and arrange music within specified guidelines.</p> |

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|---|--|--|
| <p>Apply reading and notating skills</p> <p><i>The Primary Chords in C Major, Chords and the Blues Progressions, The G Major Scale, The Primary Chords in G Major, Syncopated Notes, The F Major Scale, Eighth Rest and Accent Sign, The Primary Chords in F Major, A New Style of Bass, Arpeggiated Chords, The Key of A minor, A Minor Chord Progressions, Primary Chords in A minor, D Harmonic Minor Scale, mp, pp, Primary Chords of D Minor, Eighth Note Triplets, 6/8 Time Signature</i></p> | <p>Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>Sightread advanced musical examples with accuracy and expression.</p> <p>Notate and transpose moderately difficult music examples using standard notation.</p> <p>Read and interpret standard and non-standard notation.</p> <p>Create musical examples using non-standard notation.</p> <p>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <p>Show respect for the reading and notating efforts of others.</p> | <p>5: The learner will read and notate music.</p> |

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| <p>Play instrumental literature representing diverse genres, styles, and cultures . Develop an understanding of instrumental literature in relationship to history, culture, and content areas</p> <p><i>Baroque, Classical, Romantic, 20th Century Music, Rock, Blues, Spirituals, Folk, Holiday, J.S Bach, W.A. Mozart, Ludwig, Beethoven, Franz Liszt, Rachmaninoff, 20th Century Jazz and Rock Piano Players. Multi-Cultural Music, Patriotic Music, Ragtime,</i></p> | <p>Compare and contrast musical forms representing diverse genres and cultures.</p> <p>Demonstrate extensive knowledge of the technical vocabulary of music.</p> <p>Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.</p> <p>Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.</p> <p>Show respect while listening to and analyzing music.</p> | <p>6: The learner will listen to, analyze, and describe music.</p> |

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| <p>Develop skills in listening to, analyzing, and evaluating musical experiences</p> <p><i>Peer listening and critiquing, Internet Examples, Recordings, Class Piano Recital</i></p> | <p>Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.</p> <p>Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.</p> <p>Apply rules of standard English in written evaluations of music.</p> <p>Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.</p> <p>Show respect for the musical efforts and opinions of others.</p> | <p>7: The learner will evaluate music and music performances.</p> |

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| <p>Develop an understanding of instrumental literature in relationship to history, culture, and content areas</p> | <p>Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.</p> <p>Generalize ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.</p> <p>Synthesize and apply information from other content areas to facilitate musical understanding.</p> <p>Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.</p> <p>Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.</p> | <p>8: The learner will understand relationships between music, the other arts, and content areas outside the arts.</p> |

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|--|---|---|
| Develop an understanding of instrumental literature in relationship to history, culture, and content areas | Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications. Explain how music has evolved over time. Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes. Show respect for music from various cultures and time periods. | 9: The learner will understand music in relation to history and culture. |