

**Effective Date: 2011-2012**

## **Hamburg Area School District**

**Name of Course: Piano I | |**

**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**

**Assessments:**

**Playing Tests**

**Theory Homework**

**Performance/Class Recital**

**Hamburg Area School District  
Course Plan**

**Course Name: Piano I**  
**Unit:**  
**Introduction to Playing**  
**C Position**  
**The Grand Staff**  
**Playing C-G on the Grand Staff**  
**Introduction to Chords**  
**G Position**  
**Middle C Position**  
**Expanding the 5<sup>th</sup> Finger Position**  
**Scales and Chords-The Key of C Major**

**Time Line: One Semester**

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

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**Time Line: One Semester**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Develop and demonstrate appropriate instrumental practices</p> <p><i>Preliminary Exercises, How to Sit at the Piano, Finger Numbers, Piano Tones, The Keyboard, Name That Key, Isometric Exercise, Playing with Curved Fingers.</i></p> <p><i>Right –Left Hand C Position, Right-Left Hand G Position, Middle C Position, Introducing B for Right and Left Hand, Legato Playing, Introducing A for Right and Left Hand, The Problem of Developing Equal Skills with All Fingers, A Leschetizky Solution, The Damper Pedal, Introducing E for Left and Right Hand, New C Position, Hanon Method, Moving Up and Down the Keyboard in 6ths,</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>Recognize and demonstrate appropriate instrumental technique.</p> <p>Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges.</p> <p>Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures.</p> <p>Show respect for the instrumental playing efforts of others.</p>	<p><b>2: The learner will play on instruments, alone and with others, a varied repertoire of music.</b></p>

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<p><i>Ode To Joy, Mexican Hat Dance, Lightly Row, Aunt Rhody, Au Claire De La Lune, Tisket, A Tasket, Jingle Bells, Mary Ann, When The Saints Go Marching In, I'M Gonna Lay My Burden Down, Waltzing Chords, The BandLeader, Money Can't Buy Everything, The Cuckoo, Harp Song, Liza Jane, Beautiful Brown Eyes, Happy Birthday, Shoo, Fly, Shoo, Skip To My Lou, Standing In The Need Of Prayer, Kum-Ba-Yah, London Bridge, Michael Row The Boat Ashore, Blow The Man Down, Lone Star Waltz, Aura Lee, Lullaby, Rock It Away, Joy To The World, Good King Wenceslas, Brother John, Largo, Love Somebody, Alouette, Got Those Blues</i></p> <p>Apply reading and notating skills</p>	<p>Recognize and demonstrate appropriate instrumental technique.</p> <p>Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges.</p> <p>Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures.</p> <p>Show respect for the instrumental playing efforts of others.</p>	<p><b>2: The learner will play on instruments, alone and with others, a varied repertoire of music.</b></p>

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Develop skills in improvising, composing and arranging music</p> <p><i>Blues Form, Blues Progression</i></p> <p>Apply reading and notating skills</p>	<p>Improvise simple melodic and rhythmic patterns.</p> <p>Show respect for the improvisational efforts of others.</p>	<p><b>3: The learner will improvise melodies, variations, and accompaniments.</b></p>
<p>Develop skills in improvising, composing and arranging music</p> <p><i>Writing C Major Chord Progression, Writing the Major Scale</i></p> <p>Apply reading and notating skills</p>	<p>Compose and arrange music incorporating appropriate voices and ranges.</p> <p>Compose music in several distinct styles using the elements of music.</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><b>4: The learner will compose and arrange music within specified guidelines.</b></p>

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>Apply reading and notating skills</p> <p><i>Reading quarter note, half note, whole note, measure, bar line, double bar line, treble clef sign, bass clef sign, grand staff, time signature, whole rest, quarter rest, piano, mezzo forte, melodic interval, harmonic interval, C major chord, half rest, tied note, G7 chord, 4/4, ¾, slur, F Major Chord, Incomplete Measures, sharp sign, D7 Chord, block and broken chords, crescendo, diminuendo, fermata, eighth note, D.C al Fine, dotted quarter notes, 2/4, staccato, flat sign, half and whole steps,</i></p> <p><i>Writing in 4/4 time, Writing in ¾ time, Writing in G position, Writing G Major and D7 Chords, Writing E for left and right hand, Writing C Major Chord Progression, Writing Intervals of 6ths, Writing 7ths and Octaves, Writing the Flat Sign, Writing the Major Scale</i></p>	<p>Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.</p> <p>Sightread simple musical examples.</p> <p>Notate simple melodies.</p> <p>Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.</p> <p>Show respect for the reading and notating efforts of others.</p>	<p><b>5: The learner will read and notate music.</b></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, 20<sup>th</sup> Century Music, Rock, Blues, Spirituals, Folk, Holiday, J.S Bach, W.A. Mozart, Ludwig, Beethoven, Franz Liszt, Rachmaninoff, 20<sup>th</sup> Century Jazz and Rock Piano Players.</i></p>	<p>Identify basic musical forms.</p> <p>Demonstrate a basic knowledge of the technical vocabulary of music.</p> <p>Recognize and identify a variety of compositional techniques.</p> <p>Identify various types of accompaniments.</p> <p>Demonstrate 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><b>6: The learner will listen to, analyze, and describe music.</b></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 music.</p> <p>Evaluate musical works by comparing them to similar or exemplary models.</p> <p>Evaluate musical ideas and information to make informed decisions as a consumer of music.</p> <p>Apply rules of standard English in written evaluations of music.</p> <p>Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.</p> <p>Show respect for the musical efforts and opinions of others.</p>	<p><b>7: The learner will evaluate music and music performances.</b></p>

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<p>Develop an understanding of instrumental literature in relationship to history, culture, and content areas</p>	<p>Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.</p> <p>Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.</p> <p>Use knowledge of mathematical relationships to create original compositions.</p> <p>Identify 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><b>8: The learner will understand relationships between music, the other arts, and content areas outside the arts.</b></p>

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Develop an understanding of instrumental literature in relationship to history, culture, and content areas	Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.  Examine situations to determine conflict and resolution in relation to music in history and cultures.  Examine the role of music/musicians in at least two different cultures and/or time periods.  Show respect for music from various cultures and time periods.	<b>9: The learner will understand music in relation to history and culture.</b>