

Pine Hill Public Schools Curriculum

Content Area:		Visual and Performing Arts	
Course Title/ Grade Level:		Piano Techniques I/II – Grades 9-12	
Unit 1:	Independent Study	Duration:	Approximately 3 week increments
BOE Approval Date:		August 26, 2014	

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Curriculum**

Unit Titles: Semesters 1 and II		Unit #: 1
Course or Grade Level: Piano Tech CP/II – 11-12		Length of Time: Approximately 3 weeks per unit
Essential Questions	<p>Rationale: Students will be able to demonstrate growth in piano technique, music theory, and reading notation, which will enable them to successfully perform varied piano repertoire from different eras in history, and consequentially, improve their ability to listen to and appreciate piano music while supplementing other musical endeavors.</p> <ul style="list-style-type: none"> • How does daily, independent practice assist me in reaching my goals as a player? • How do correct fingering, posture, and hand position affect my performance of a piece of music? • How can dynamics, tempo, and articulation assist me in communicating a piece of music effectively? • Why were you successful at performing your best piece? • How did performing successfully make you feel about that piece? • Where is the place I struggle most when learning new music and how can I approach it as a challenge instead of a struggle? 	
Content	<ul style="list-style-type: none"> • Students will further music reading skills, proper piano technique, and correct posture through daily practice. • Students will advance knowledge of music theory concepts necessary for discussions and repertoire. • Students will practice and perform appropriate repertoire for their skill level. • Students will listen to professional performances of renowned pianists and discuss interpretation of repertoire, performance practice, and relationship to music in a global context. • Students will be expected to prepare repertoire and participate in classroom recitals <ul style="list-style-type: none"> ○ When students are not performing they will be expected to critique their peers using the designated critique rubric. • Advanced students will explore the differences and similarities of piano repertoire from the Baroque, Classical, Romantic, and Modern eras. 	
Skills	<p>Unit Learning Targets:</p> <ul style="list-style-type: none"> • <i>Students will be able to successfully negotiate repertoire with a high regard for all stylistic and/or musical nuances that appear in the score.</i> • <i>Students will utilize listening skills to critique piano performances from a global perspective.</i> • <i>Students will properly care for their physical and mental health.</i> • <i>Students will incorporate proper technique, posture, and a high level of focus to adequately prepare and perform repertoire.</i> • <i>Students will take into consideration the historical and cultural significance of each piece to successfully execute piano repertoire appropriate to performance practice.</i> 	
Assessments	<p>Summative Assessment: Students will perform in a recital for their peers and instructor once every three-four weeks depending on student progress and class interruptions (holidays, snow, events, etc...). The recitals indicate the progress of the students over a period of time and give the instructor an idea on how they are their skills are developing as a pianist. This is also a time where peers get to grade and critique each other. These assessments provide an opportunity for each student to perform in front of the</p>	

	<p>class at least once a month. The instructor will assign the piece to be played at the recital the week it occurs to give the student adequate time to refine the piece. The instructor will work with the students to be sure they are successful in their performance by providing enough independent practice to prepare for these assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Daily teacher assessment of posture, hand positioning, and consistent fingering. • Daily student assessment of problems they are facing in the repertoire and how to attack those problems. • Daily teacher assessment of motivation during independent practice time. • Teacher assessment of growth in each individual student’s repertoire execution and improvement of technical skills. • Teacher/student assessment of student’s ability to “present” themselves well in a recital performance. • Written assessments of music reading/theory skills
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • Student are divided by skill level and progress at different keyboards in the room so progress can be accurately measured and small groups can be instructed at different times of the class period.
<p>Inter-disciplinary Connections</p>	<p>Content Area: Comprehensive Health and Physical Education</p> <ul style="list-style-type: none"> • Standard 2.5 (Motor Skill Development) – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Learning to play the piano assists with functional coordination in addition to being a complex cognitive skill). <p>Content Area: Language Arts Literacy</p> <ul style="list-style-type: none"> • Standard 3.4 (Listening) – All students will listen actively to information from a variety of sources in a variety of situations. (Students will evaluate both live and recorded piano performances and will discuss and critique interpretation and performance based on what they heard.) <p>21st century themes:</p> <p>Content Area: Social Studies</p> <p>Standard 6.3 (Active Citizenship in the 21st century) – All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (Cultural and historical connections in music)</p>
<p>Lesson resources / Activities</p>	<p>Sequence of Repertoire:</p> <p>Piano Techniques CP:</p> <ul style="list-style-type: none"> - Piano for Adults – Bastien (Book 1) - Piano for Adults – Bastien (Book 2) <p>Supplemental Materials:</p> <ul style="list-style-type: none"> - Master Theory – Book 1 - Russian School of Piano Playing – Book 1 - Selections from the Notebook for Anna Magdalena Bach, J.S. Bach <ul style="list-style-type: none"> o Minuet in G, BWV 114 <p>Piano Techniques II:</p> <ul style="list-style-type: none"> - Piano for Adults – Bastien (Book 2) – finish book <p>Supplemental Materials pending progress/skill level:</p> <ul style="list-style-type: none"> - Master Theory – Books 2-6 - Selections from the Notebook for Anna Magdalena Bach, J.S. Bach

- Piano Sonatinas – Faber (Book Three and Book Four)
 - Sonatina Album – Kohler
 - The Virtuoso Pianist – Hanon
 - 50 Greats for the Piano – Yamaha
 - Ballades and Sonatas – Chopin (Selections only)
- **Other selections will be assigned as necessary by the instructor**

Common Core Standards

Strand(s):

- 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 visual art.
- 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.
- 1.3 Performance** – 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 visual art.
- 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 visual art.

College and Career Readiness Anchor Standard(s):

Content Statement(s):

- Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres
- Musical proficiency is characterized by the ability to sight-read advanced notation.
- Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
- Cultural and historical events impact art-making and how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

CPI # / CPI(s):

- 1.1.12.B.1 - Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- 1.1.12.B.2 - Synthesize knowledge of the [elements of music](#) in the deconstruction and performance of complex musical scores from diverse cultural contexts.
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.3.12.B.1 - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.3.12.B.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

<ul style="list-style-type: none"> - Technical accuracy, musicality, and stylistic considerations vary according to <u>genre</u>, culture, and <u>historical era</u>. - The ability to read and interpret music impacts musical fluency. - Artistic styles, trends, movements, and historical responses to various <u>genres</u> of art evolve over time. - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. 	<p>1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
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<u>21st Century Themes</u>							
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X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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<u>21st Century Skills</u>							
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	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		