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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Keyboard for the Musician					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	Keyboard for the Musician course is a beginning keyboard class for students who can read music. This course is open to the student who has prior music reading skills, ensemble experience and with permission of the instructor, regardless of their level of experience in music. Methods of instruction include both traditional and contemporary approaches. Students will be instructed in basic music theory, musicianship, and ear training as well as learn and perform music from a variety of genres. While students will learn the concepts of reading chords, standard music notation reading skills and focusing on scales will be emphasized and practiced on a daily basis. Evaluations will be based on individual practice and performance habits. All materials, including pianos, will be provided to the students to use during the school day.					
Grading Procedures:	Summative (60%) <ul style="list-style-type: none">• Classroom Performance/Participation• Skill Proficiencies (by deadlines)• Written Tests• Notebook Supportive (40%) <ul style="list-style-type: none">• Class Assignments• Quizzes					
Primary Resources:	Faber's Adult Piano Adventures Book Teacher provided supplementary materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Amy Melson
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Under the Direction of:	Casey Corigliano
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Written: August 2024

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.	
<u>Indicators</u>	
<u>Imagine</u> 1.3D.12acc.Cr1a: Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.	
<u>Plan, Make</u> 1.3D.12acc.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.	
<u>Evaluate, Refine</u> 1.3D.12acc.Cr3a: Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies. 1.3D.12acc.Cr3b: Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context and expressive intent. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Compose/improvise simple note patterns Compose chord progressions Compose melody with a chord progression Critique and edit peer compositions 	Other Evidence: <ul style="list-style-type: none"> Teacher Observation Student Reflection/Self-assessment
Benchmarks: <ul style="list-style-type: none"> Written/Performance Assessments Video/Audio Recordings Written/Performance Projects 	

Learning Plan

Learning Activities: Ongoing throughout all Units

Rhythm Skills

- Reading and composing simple rhythmic patterns (quarter, half, dotted half, and whole notes) in a meter of 4/4 using one singular note
- Reading and composing more intermediate rhythmic patterns (adding in eighth notes and quarter and half rests)
- Reading and composing in a meter of 3/4
- Reading and composing advance rhythmic patterns (adding in dotted quarter notes, sixteenth notes, and triplets, and eighth rests)

Reading Skills

- Reading and composing short phrases using C Pentatonic Scale or all black keys on piano (F# Pentatonic Scale)
- Reading and composing simple tunes in a variety of keys
- Reading and composing a basic chord progression
- Reading and composing simple tunes over a chord progression

Ear-Training Skills

- Note skills: ascending, descending, jumps and steps
- Chord Ear Training: Major, Minor, Augmented, Diminished

Unit Specific

Unit 2: All Major Chords

Unit 3: All Major & Minor Chords

Unit 4: All Major, Minor, Augmented and Diminished Chords

Unit 7: Full compositions with all four types of chords

Resources:

- Faber's Adult Piano Adventures Book
- Pianos
- Teacher provided composition requirements and layouts

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
3.0	Students will be able to: <ul style="list-style-type: none"> • Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
2.0	Students will be able to: <ul style="list-style-type: none"> • Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
1.0	With help, partial success at level 2.0 content and level 3.0 content.

0.0	Even with help, no success
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Anchor Standard 2: Organizing and developing ideas

4.0	Students will be able to: <ul style="list-style-type: none"> Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
3.0	Students will be able to: <ul style="list-style-type: none"> Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
2.0	Students will be able to: <ul style="list-style-type: none"> Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies. Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
3.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.
2.0	Students will be able to: <ul style="list-style-type: none"> Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies. Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Performing	
Unit Description: Realizing artistic ideas and work through interpretation and presentation. Some aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.	
<u>Indicators</u>	
<u>Select, Analyze, Interpret</u> 1.3D.12acc.Pr4a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. 1.3D.12acc.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles. 1.3D.12acc.Pr4c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	
<u>Rehearse, Evaluate, Refine</u> 1.3D.12acc.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.	
<u>Present</u> 1.3D.12acc.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 4. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 1. How do performers select repertoire? 2. How do musicians improve the quality of their performance? 3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 4. SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Proper Left and Right Hand Technique • Reading/counting/performing rhythmic and melodic patterns • Reading/performing major scales • Reading/performing four types of chords 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Student Reflection/Self-assessment

- Reading and identify key signatures
- Reading/performing chord charts

Benchmarks:

- Written/Performance Assessments
- Video/Audio Recordings
- Written/Performance Projects

Learning Plan

Learning Activities:

Unit 1: Review

- C Chord
- C Scale/G Scale (Two Octaves Hands Apart and Hands Together)
- Cleaning of technique and repositioning of knowledge into book placement

Unit 2: Major Scales/Major Chords

- D Scale (Two Octaves Hands Apart and Hands Together)
- Unit specific pages (individualized per student)
- Unit Playing Test
- A Scale (Two Octaves Hands Apart and Hands Together)
- Unit specific pages (individualized per student)
- Unit Playing Test
- E Scale (Two Octaves Hands Apart and Hands Together)
- Naming/Playing all Major Chords
- Reading/Writing Major Chords on a page

Unit 3: Major Scales Pt. 2/Minor Chords

- Naming/Playing all Major and Minor Chords
- Unit specific pages (individualized per student)
- Unit Playing Test
- Reading/Writing Major and Minor Chords on a page
- F Scale (Two Octaves Hands Apart and Hands Together)
- Bb Scale (Two Octaves Hands Apart and Hands Together)
- Eb Scale (Two Octaves Hands Apart and Hands Together)

Unit 4: Holiday/Aug-Dim

- Naming/Playing all Augmented and Diminished Chords
- Reading/Writing Augmented and Diminished Chords on a page
- Holiday Music (individualized per student)
- Holiday Music Playing Test/Class Recital

Unit 5: Major Scales Pt. 3

- Ab Scale (Two Octaves Hands Apart and Hands Together)
- Db Scale (Two Octaves Hands Apart and Hands Together)
- F# Scale (Two Octaves Hands Apart and Hands Together)
- B Scale (Two Octaves Hands Apart and Hands Together)
- Unit specific pages (individualized per student)
- Unit Playing Test
- Major Scale Test

Unit 6: Minor Scale Intro

- A Minor (Natural, Harmonic, Melodic – one octave hands apart and hands together)
- Unit specific pages (individualized per student)
- Unit Playing Test
- E Minor (Natural, Harmonic, Melodic – one octave hands apart and hands together)
- Unit specific pages (individualized per student)

- Unit Playing Test
- D Minor (Natural, Harmonic, Melodic – one octave hands apart and hands together)

Unit 7: Full compositions with all four types of chords

- B Minor (Natural, Harmonic, Melodic – one octave hands apart and hands together)
- Unit specific pages (individualized per student)
- Unit Playing Test
- Composing 16 Bar Chord Progression song with basic melody
- G Minor (Natural, Harmonic, Melodic – one octave hands apart and hands together)
- Unit specific pages (individualized per student)
- Unit Playing Test

Unit 8: Recital Prep

- One advanced song chosen to perform for class recital
- In Class Recital Performance given

Resources:

- Faber's Adult Piano Adventures Book
- Pianos
- Teacher provided composition requirements and layouts

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing and interpreting work.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. • Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles. • Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). • Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). • Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context. • Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation. • Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.

1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
3.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
2.0	Students will be able to: <ul style="list-style-type: none"> Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.

4.0	Students will be able to: <ul style="list-style-type: none"> Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
3.0	Students will be able to: <ul style="list-style-type: none"> Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
2.0	Students will be able to: <ul style="list-style-type: none"> Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Responding	
Unit Description: Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 9: Applying criteria to evaluate products.	
<u>Indicators</u>	
<u>Select, Analyze</u> 1.3D.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context. 1.3D.12acc.Re7b: Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	
<u>Interpret</u> 1.3D.12acc.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.	
<u>Evaluate</u> 1.3D.12acc.Re9a: Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. 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. 2. Through their use of elements and structures of music, creators and performers. 3. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 4. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 2. How do we discern the musical creators' and performers' expressive intent? 3. How do we judge the quality of musical work(s) and performance(s)? 4. SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Aesthetic responses • Critique methodologies 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Student Reflection/Self-assessment
Benchmarks: <ul style="list-style-type: none"> • Written/Performance Assessments • Video/Audio Recordings • Written/Performance Projects 	

Learning Plan

Learning Activities:

Ongoing

Aesthetic Responses

Develop/employ appropriate language when assessing:

- Personal responses to music
- The artist intent of the music
- The cultural implications of the music

Critique Methodologies

Develop/employ frameworks to assess the performance of a piece of music:

- Evaluation of elements
- Technical proficiency
- Emotional impact

Cultural relevancy

Resources:

- Faber's Adult Piano Adventures Book
- Pianos
- Teacher provided composition requirements and layouts
- Selected YouTube clips

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context. • Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.
3.0	Students will be able to: <ul style="list-style-type: none"> • Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. • Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.
2.0	Students will be able to: <ul style="list-style-type: none"> • Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. • Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.

4.0	Students will be able to: <ul style="list-style-type: none"> • Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.
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3.0	Students will be able to: <ul style="list-style-type: none"> Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Connecting	
Unit Description: Relating artistic ideas and work with personal meaning and external context. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
<u>Indicators</u>	
<u>Interconnection</u> 1.3D.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a</i> 1.3D.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.P4a, 1.3A.12acc.R1a</i>	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 2. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 1. How do musicians make meaningful connections to creating, performing, and responding? 2. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 3. SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Historical Periods • Origin of Styles • Careers • Rehearsal and performance etiquette • Leadership and character building • Work Skills 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Student Reflection/Self-assessment
Benchmarks: <ul style="list-style-type: none"> • Written/Performance Assessments • Video/Audio Recordings • Written/Performance Projects 	
Learning Plan	
Learning Activities: Ongoing Cultural relevance of the Piano <ul style="list-style-type: none"> • Early Pianoforte history • Early designs and innovations • Use of early stringed instruments 	

Cultural and societal influences

- Design connections with cultures
- Religious purposes
- Societal/communal celebrations
- Modern day music styles and designs
- Roles piano play in modern music
- Role piano played in leading to synthesizer and music technology field
- Important players and innovators

Historical Periods and Styles:

- Renaissance, Baroque, Classical, Romantic, Contemporary
- Rock, Country, Pop, Holiday, Patriotic, etc.
- Technique and performance

Careers

- Fields of study/training/job opportunities/salary
- Leadership and character building
- Work skills

Resources:

- Faber's Adult Piano Adventures Book
- Pianos
- Teacher provided composition requirements and layouts

Unit Learning Goal and Scale*(Level 2.0 reflects a minimal level of proficiency)***Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

4.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
2.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

4.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
2.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.0	With help, partial success at level 2.0 content and level 3.0 content.

0.0	Even with help, no success
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Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Utilize as peer mentors/models • Run sectionals and small group rehearsals to reinforce literacy skills • Encourage students to work ahead • Give additional songs/material
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Modify handouts/worksheets • Provide additional resources • Modify assessments as necessary
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.