

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

COURSE: Class Piano

GRADE LEVEL(s): 5/6-12

PURPOSE:

The purpose of all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines, with a focus of musical literacy. We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their experiences and enrich their lives.

In Memphis City Schools, piano is introduced at the elementary level (in selected schools) and many middle schools also use the piano as a method of teaching general music courses. The 5/6th – 12th grade curricular piano program allows students to transfer prior knowledge and skills to explore and develop their musicianship through performance on the piano.

All 6th-12th piano classes are elective curricular courses that meet during the school day, every day throughout the course of the school year. For grading purposes, all music students are required to exhibit their musical knowledge through public performances and participation in district approved individual and large group assessment festivals.

GRADE SPECIFIC BENCHMARKS

Beginning Piano/Piano Level I – Year 1

Elective Course

Prerequisites: None

Knowledge and Skills

Activities/Outcomes

Assessments

Resources / Literacy
Connections

QUARTER 1

PERFORM**Foundation P1****Select, analyze, and interpret artistic work for presentation.**

6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.

6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.

6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.

Foundation P2**Develop and refine artistic techniques and work for presentation.**

6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.

6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrate proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.

6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.

6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.

Foundation P3**Convey and express meaning through the performance of artistic work.**

6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.

6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Technique</u></p> <ol style="list-style-type: none"> 1. Finger numbers 2. Correct fingerings 3. C major and minor position 4. Middle C position 	<ul style="list-style-type: none"> • develop an awareness of finger numbers • develop the ability to use fingers independently • demonstrate use of correct fingerings in performing repertoire and technical exercises 	<p>Make a video of students using proper hand position. Review video with student.</p> <p>Video students throughout the year as they learn their white key major and minor scales.</p>	<p>Faber & Faber - <i>Advanced Piano Adventures</i>, Book 1, pp. 4 – 29</p> <p>The FJH First Scale Book</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. staff and grand staff 2. measure, double bar line 3. treble clef; G clef; Bass clef; F clef 4. note names bass clef C (second space) through treble clef G (second line) 5. forte, Piano 6. quarter note, half note, dotted half note, whole note 7. time signatures 4/4 and 3/4 8. accent, legato, slur 9. repeat signs 10. legato 	<ul style="list-style-type: none"> • be able to accurately perform piano pieces by interpreting pertinent terms and signs • Play music in 3/4 and 4/4 time at the keyboard, differentiating structures by accentuating the downbeat. 	<p>Administer a pre and posttest of vocabulary studied</p>	<p>Faber & Faber - <i>Advanced Piano Adventures</i>, Book 1, pp. 4 – 29</p> <p>www.musictheory.net</p> <p>www.musictechteacher.com</p> <p>CCSS.ELA-Literacy.CCRA.R.4 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Sight Reading</u> Students will be able to sight read music for RH/LH alone containing</p> <ol style="list-style-type: none"> 1. Four to eight measures long 2. whole, half and quarter notes 3. 3/4 and 4/4 time signatures 4. C position 5. No hand-position changes or dynamic changes (<i>f</i> and <i>p</i>) 	<ul style="list-style-type: none"> • clap rhythms at sight • at sight, play rhythms at the keyboard • at sight, play correct notes • at sight, be able to perform by interpreting pertinent terms and signs and other information on a printed score 	<p>Video tape a sampling of students sight reading. This will be compared to their sight reading abilities at the end of the year.</p>	<p>FJH <u>Sight Reading and Rhythm Every Day Book 1A</u></p> <p>FJH <u>Write, Play, and Hear Your Theory Every Day Book 1</u></p> <p>CCSS.ELA-Literacy.CCRA.R.5 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.</p>
<p><u>Solo Music Difficulty</u> Students will be able to perform music at the primer and early elementary levels</p> <p><u>Ensemble Music Difficulty</u> Students will be able to perform music at the primer and early elementary levels in ensemble with the teacher</p>	<ul style="list-style-type: none"> • Successfully negotiate a written score and prepare music at the keyboard. 	<p>Record a sampling of the students as they perform for the class. This will be compared to their performance ability at the end of the year.</p>	<p>FJH <u>In Recital</u> Early Elementary solos and duets (or similar)</p> <p>CCSS.ELA-Literacy.CCRA.R.5 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.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines. 6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria. 6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Students will improvise simple melodies using only the black keys.	Improvise non-notated pentatonic melodies using limited variations within a tonic and dominant progression	Video or record a sampling of students as they work on improvisation. This will be compared with videos of their improvisation skills at the end of the year.	FJH Piano Teaching Library <u>Music by Me</u> Book 1 CCSS.ELA-Literacy.CCRA.R.4 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.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. 6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			
<p><u>Aural Skills</u></p> <ol style="list-style-type: none"> Pitch and melodic direction Select the rhythm they hear from two choices including quarter, half and whole notes of two measures 	<ul style="list-style-type: none"> Identify direction of melody ascending or descending Identify highest tone in a series of four tones Identify lowest tone in a series of four tones 	<p>Administer a pre and posttest of studied ear training.</p>	<p>FJH Sight Reading and Rhythm Every Day Book 1A</p> <p>www.good-ear.com www.teoria.com www.musictheory.net www.musictechteacher.com</p> <p>CCSS.ELA-Literacy.CCRA.R.5 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Evaluation Skills</u> Students will evaluate their own in-class performances</p>	<p>Improve the student's own performance through self-evaluation</p>	<p>Using the WTSBOA solo and ensemble judge's form as a guide, students should write a paragraph about aspects of their performances that they are doing correctly and things that need more attention.</p>	<p>Teacher-developed rating rubrics or the WTSBOA solo and ensemble judges sheets.</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. 6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the basic principles of meter, rhythm, and pitch direction in the music they are playing. 2. Students will demonstrate the ability to navigate the principle technological features of their keyboards and will ensure proper maintenance of the instruments 3. Students will listen to or watch a short video of a live professional musical performance. 	<ul style="list-style-type: none"> • Play their pieces with correct meter, rhythm, and pitches • turn off the keyboard, close the lid, store equipment, take care of headphones, etc. • observe the role of musicians in American culture. 	<p>Students should write a paragraph about why they are learning to play the piano and how they intend to use their piano skills in the future.</p>	<p>Faber & Faber - <i>Advanced Piano Adventures</i>, book 1 Gaggle Tube</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

QUARTER 2

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>PERFORM</p> <p>Foundation P1</p> <p>Select, analyze, and interpret artistic work for presentation.</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p>6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p>6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrate proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p>6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			

SCS Instructional Map

Piano I

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Technique</u></p> <ol style="list-style-type: none"> 1. Finger numbers 2. Correct fingerings 3. C position, middle C position 4. C and G major and minor pentatonic scales, arpeggios and root position chords 	<ul style="list-style-type: none"> • Use correct fingers as indicated when practicing and performing 	<p>Video a sampling of students as they work on their C and G major and minor pentatonic scales, arpeggios and chords. Check for correct fingering, hand position and posture. Upload the videos to your portfolio.</p>	<p>Faber & Faber <i>Advanced Piano Adventures</i>, book 1, pp. 30 - 49 FJH First Scale Book</p> <p>CCSS.ELA-Literacy.CCRA.R.4 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.</p>
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Quarter rest 2. Tie 3. Mezzo piano 4. Upbeat 5. Phrase 6. Eighth notes 7. Staccato 8. legato 	<ul style="list-style-type: none"> • properly interpret and apply pertinent terms, signs and other information on the printed score. 	<p>Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio</p> <p>Administer a pre and posttest on new terms and signs</p>	<p>Faber & Faber <i>Advanced Piano Adventures</i>, book 1, pp. 30 - 49</p> <p>www.musictheory.net www.teoria.com www.musictechteacher.com</p> <p>CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Sight Reading</u></p> <ol style="list-style-type: none"> 1. up to four measures 2. whole, half and quarter notes 3. 3/4 and 4/4 time signatures 4. C position 5. No hand-position changes or dynamic changes (<i>f</i> and <i>p</i>) 	<ul style="list-style-type: none"> • Students will be able to sight read music for RH/LH alone containing pertinent elements 	<p>Video or record a sampling of students as they sight read and later as they perfect their book pieces</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day Book 1A</u></p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><u>Solo Music Difficulty</u> Primer, early elementary</p> <p><u>Ensemble Music Difficulty</u> Primer, early elementary</p>	<ul style="list-style-type: none"> • Students will be able to perform solos at the primer and early elementary levels • Students will be able to perform in ensembles at the primer and early elementary levels with the teacher 	<p>Winter concert Video the winter concert and let students watch and evaluate their performances. Save the video for comparison with the spring concert. MCS Keyboard Solo and Ensemble Festival The teacher should keep a copy of the judge's scores to be compared with scores from the spring festival.</p>	<p>FJH <u>In Recital</u> Early Elementary solos and duets (or similar)</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines. 6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria. 6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
<p>C position, tonic, quarter notes, half notes, and whole notes.</p>	<ul style="list-style-type: none"> Compose and play an eight to twelve-measure composition that stays in C position and uses quarter, half and whole notes. They should begin and end their composition on tonic. 	<p>A sampling of compositions should be placed in the portfolio. After all students have performed their compositions, the class should choose their favorite ones and describe what they liked most about the piece.</p>	<p>FJH Piano Teaching Library <u>Music by Me</u> Book 1 CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. 6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Aural Skills</u></p> <ol style="list-style-type: none"> Identify pitch and melodic direction Identify two measures of quarter, half and whole note rhythms and melodies 	<ul style="list-style-type: none"> Students will select the melody they hear from two or three choices including pitches that ascend, descend and stay the same, of two measures in length. Students will select the rhythm they hear from two choices including quarter, half and whole notes of two measures. 	<p>Administer a pre and posttest of students identifying melodic direction and choosing the correct rhythm line. Students can also write dictation of simple one-measure rhythms using quarter and half notes. Place in portfolio.</p>	<p>www.musictheory.net www.teoria.com www.good-ear.com www.musictechteacher.com</p> <p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 1A</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.R.8 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.</p>
<p><u>Evaluation Skills</u></p> <p>Students will evaluate their own in-class performances and their winter concert performance</p>	<ul style="list-style-type: none"> Students will evaluate fellow classmates as they prepare for the fall festival and winter concert. Students will evaluate recordings or videos of their own performances. 	<ul style="list-style-type: none"> Oral critique from fellow students based on a performance rubric Written critique of their own performance using the performance rubric 	<p>WTSBOA solo and ensemble form or teacher-developed rubric</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. 6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
musical style genre and style	<ul style="list-style-type: none"> Classify by genre and style a varied body of high-quality musical works Explain the characteristics that cause each work to be considered exemplary. 	Students should work in groups of 3 or 4 and prepare a project to present to the class on their favorite musical genre or style. They must explain what they most like about their selected genre. Photos of the projects should be placed in the portfolio.	Gaggle Tube CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
QUARTER 3			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>PERFORM</p> <p>Foundation P1</p> <p>Select, analyze, and interpret artistic work for presentation.</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p>6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p>6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrate proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p>6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Technique</u></p> <ul style="list-style-type: none"> five-finger major and minor pentascales, arpeggios and root position chords 	<ul style="list-style-type: none"> Perform major and parallel minor 5-finger scales, arpeggios and root position chords in A, E, and F 	<p>Record a sampling of students as they begin and later perfect their scales.</p>	<p>FJH First Scale Book</p> <p>CCSS.ELA-Literacy.CCRA.SL.1</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> Whole rest; half rest 8^{va} Intervals of 2nd, 3rd, 4th, 5th First and second endings ABA form 	<ul style="list-style-type: none"> properly interpret and apply pertinent terms, signs and other information on the printed score. 	<p>Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio</p> <p>Administer a pre and posttest on new terms and signs</p>	<p>Faber & Faber <u>Advanced Piano Adventures</u> Book 1, pp. 50 - 67</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Sight Reading</u></p> <ol style="list-style-type: none"> 1. Up to eight measures 2. Whole, half, dotted half and quarter notes 3. 3/4 and 4/4 time 4. C position 5. No hand-position or dynamic changes (<i>f</i> and <i>p</i>) 	<ul style="list-style-type: none"> • Accurately sight read music for RH/LH alone 	<p>Record or video a sampling of students as they sight read.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day Book 1B</u></p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Solo Music Difficulty</u> Elementary and late elementary</p> <p><u>Ensemble Music Difficulty</u> Primer, early elementary and elementary</p>	<ul style="list-style-type: none"> • Prepare and perform appropriate songs by reading the written score • perform music at the elementary and late elementary levels • perform music at the primer and early elementary levels in ensemble with the teacher and each other. • Sing simple and familiar songs together with the class while playing out loud. 	<p>Students should create a performance portfolio that lists all solos, ensembles and piano literature that they have learned well enough to perform for the class.</p>	<p>In Recital Book 1 Elementary solos and duets</p> <p>FJH <i>The Developing Artist Series - Preparatory Piano Literature Elementary</i></p> <p>Level 1 solos by Bastien, Glover, Faber, Alfred publications (or similar)</p> <p>FJH <i>Spotlight on Duets Book 1 Elementary</i></p> <p>CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines. 6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria. 6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
<ol style="list-style-type: none"> 1. Garage Band 2. Finale composition software 	<ul style="list-style-type: none"> • use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. 	Download student compositions/arrangements from Garage Band or Finale to a USB drive and place it in the portfolio.	Garage Band Finale composition software CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. 6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			
<p><u>Aural Skills</u></p> <ol style="list-style-type: none"> 1. Discernment of Pitch and melodic direction 2. Discernment of Steps and skips 3. Rhythmic discernment 	<ul style="list-style-type: none"> • Differentiate between up/down, step/skip, high/low by responding appropriately to drills. • Select the rhythm they hear from two choices including quarter, half and whole notes and rests of two measures • Write rhythms from dictation. 	<p>Administer a pre and posttest of studied ear training.</p>	<p>www.musictheory.net www.teoria.com www.good-ear.com www.musictechteacher.com</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.5 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Evaluation Skills</u> Students will evaluate their own in-class performances against criteria provided in the form of a rubric.</p>	<p>The student will record themselves playing their pieces and evaluate their progress and pinpoint areas for improvement.</p>	<p>Record students as they polish their book pieces. Allow them to analyze their progress.</p>	<p>Teacher-developed rubric or WTSBOA solo and ensemble judge's sheet.</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. 6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>Composers and musical time periods</p>	<ul style="list-style-type: none"> Choose 1 – 3 arrangements of pieces in their piano books that were written by famous composers. Students can write a one to two page report on the composer. Students will compile information about the era during which the selected composer lived and composed. 	<p>Students should work in groups of 3 or 4 and prepare a project to present to the class on their favorite composer and musical era. They must also perform the piece by their composer for the class. Photos and videos of the projects should be placed in the portfolio.</p>	<p>Gaggle Tube www.wikipedia.org CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>
<p>QUARTER 4</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>PERFORM</p> <p>Foundation P1</p> <p>Select, analyze, and interpret artistic work for presentation.</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p>6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p>6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrate proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p>6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Keyboard Harmony</u></p> <ol style="list-style-type: none"> 1. major and minor 5-finger pentascale patterns 2. tonic-dominant root notes and triads 	<p>Perform short folk songs that use 5-finger melodies for the right hand and tonic or dominant chord symbols for the left hand. Songs should be in the key of C or G.</p>	<p>Record a sampling of students as they begin and later polish their folk songs.</p>	<p>Pop Keyboard Course published by Hal Leonard</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p><u>Technique</u></p> <ol style="list-style-type: none"> 1. five-finger major and minor pentascales 2. major and minor tonic chords 3. major and minor hand-over-hand arpeggios 4. tonic-dominant chord cadence 	<ul style="list-style-type: none"> • Perform C, G, D, A, E, and F major and minor pentascales • Identify the tonic and dominant notes in the major scales • Perform the tonic-dominant cadence in the above major keys 	<p>Record a sampling of students who can play all six major and minor pentascales, root position chords and hand-over-hand arpeggios.</p>	<p>FJH First Scale Book</p> <p>Tennessee Music Teachers Association Musicianship Manual Level One Summative Assessment for Technique</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Half step 2. Sharp, flat, natural 3. pentascale 4. <i>cresc.</i> and <i>dim.</i> 5. <i>rit.</i> 6. Tonic and dominant 7. AABA form 8. Broken and blocked chords 	<ul style="list-style-type: none"> • properly interpret and apply pertinent terms, signs and other information on the printed score. 	<p>Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio</p> <p>Administer a pre and posttest on new terms and signs</p>	<p>Faber & Faber, <i>Advanced Piano Adventures</i>, book 1, pp 68 – 93</p> <p>TMTA Musicianship Manual Level One Summative Assessment for Terms and Signs</p> <p>CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Sight Reading</u></p> <ol style="list-style-type: none"> 1. whole, half and quarter notes 2. 3/4 and 4/4 time signatures 3. C position 4. No hand-position changes using dynamics of forte and piano 	<ul style="list-style-type: none"> • Students will be able to sight read up to eight measures of primer level music played hands together 	<p>Record a sampling of students to compare their current level of sight reading compared to their sight reading level at the beginning of the year.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 1B</p> <p>Tennessee Music Teachers Association Musicianship Manual Level One Summative assessment for sight reading</p> <p>CCSS.ELA-Literacy.CCRA.R.4 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Solo Music Difficulty</u> Early elementary, elementary, late elementary</p> <p><u>Ensemble Music Difficulty</u> Primer, early elementary, elementary</p>	<ul style="list-style-type: none"> • Prepare and perform appropriate songs by reading the written score • perform music at the elementary and late elementary levels • perform music at the primer and early elementary levels in ensemble with the teacher and each other. 	<p><u>MCS Keyboard Solo and Ensemble Festival</u> The teacher should keep a copy of the judge's scores to be compared with scores from the fall festival.</p> <p><u>Spring concert</u> Video the spring concert and let students watch their performances. Evaluate progress since their winter concert regarding performance etiquette, posture, and musical tone.</p>	<p>In Recital Book 1 Elementary solos and duets (or similar)</p> <p>FJH <i>The Developing Artist Series - Preparatory Piano Literature Elementary</i></p> <p>Level 1 solos by Bastien, Glover, Faber, Alfred publications (or similar)</p> <p>FJH <i>Spotlight on Duets Book 1 Elementary</i> (or similar)</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines. 6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria. 6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
<ol style="list-style-type: none"> 1. Pitches within each pentascale 2. Quarter notes and rests, half notes and rests, whole notes and rests, dotted half notes, beamed eighth notes. 3. Dynamics of p, mp, mf, and f 	<ul style="list-style-type: none"> • create an arrangement of their favorite piece from this year using altered notes, rhythms, and dynamics. 	<p>Students should either write down their arrangement or record it. A sampling should be placed in the portfolio.</p>	<p>Faber & Faber, <u>Advanced Piano Adventures</u>, book 1</p> <p>CCSS.ELA-Literacy.CCRA.R.4 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.</p> <p>CCSS.ELA-Literacy.CCRA.R.5 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. 6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Aural Skills</u></p> <ol style="list-style-type: none"> 1. Pitch and melodic direction 2. Major and minor pentachords 3. Steps and skips 4. Select the rhythm they hear from two choices including quarter, half and whole notes and rests of two measures 5. Same and different (ABA) 	<ul style="list-style-type: none"> • Differentiate between up/down, step/skip, high/low • Identify the lowest tone in a series of four tones • Identify by comparison major and minor pentachords • Select the rhythm they hear from two choices including quarter, half and whole notes and rests of two measures • Identify same and different parts of music • Write rhythms from dictation. 	<p>Administer a pre and posttest of studied ear training.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 1B</p> <p>Tennessee Music Teachers Association Musicianship Manual Level One Summative assessment for aural skills</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-Literacy.CCRA.R.4 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Evaluation Skills</u> Students will act as student judges, using sample judges sheets from the MCS piano festival as a guideline for their comments concerning areas of performance strengths and areas that need more attention before festival.</p>	<ul style="list-style-type: none"> • evaluate in-class performances against criteria provided in the form of a rubric. • communicate in writing and orally to identify, describe, analyze and evaluate specific components of music. • demonstrate an awareness of various criteria that may be applied with evaluating music • develop and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, arrangements, and improvisations. 	<p>Performing students should write a synopsis of what the student judges said about their performance. A sampling of these synopses should be placed in the portfolio.</p>	<p>Teacher-developed rubrics or the WTSBOA solo and ensemble judge's sheets</p> <p>CCSS.ELA-Literacy.CCRA.R.8 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.</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>CONNECT</p> <p>Foundation Cn1</p> <p>Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p>6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Foundation Cn2</p> <p>Relate artistic ideas and works with societal, cultural, and historical context.</p> <p>6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>musical style , history, literature and form</p>	<ul style="list-style-type: none"> • understand how sound is produced in an acoustic piano • recognize that music reflects time, place and culture • study the sound-producing characteristics and history of the keyboard as it developed • describe various uses of music in the world 	<p>Administer a pre and posttest of student knowledge of the organ, harpsichord, clavichord, pianoforte, modern piano, electric keyboard, celeste and accordion. Include information about how sound is produced on each instrument as well as when and where they were and are used.</p>	<p>www.get-piano-lessons.com/piano-history.html</p> <p>www.uk-piano.org/history/history_1.html</p> <p>www.wikipedia.org</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>