

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

Piano Level II – Year 2

Elective Course

Prerequisite: Piano Level I

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
QUARTER 1			
<p>PERFORM</p> <p>Foundation P1</p> <p>Select, analyze, and interpret artistic work for presentation.</p> <p>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p>7.IM.P1.B Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p>7.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: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p>7.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: apply basic elements associated with successful sight-reading.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p>7.IM.P3.B Demonstrate an understanding 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. Tonic and dominant chords (primary chords) 2. Key signatures 	<ul style="list-style-type: none"> • Play the tonic and dominant chords learned in Level 1 • Determine the key of a melody and play the primary chords of that key • Accompany the melody with the primary chords 	<p>Record a sampling of students as they begin and later polish their melodies with accompaniments.</p>	<p>Pop Keyboard Course published by Hal Leonard</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>
<p><u>Technique</u></p> <ol style="list-style-type: none"> 1. C and G one-octave major scales, hands together 2. Tonic, sub-dominant and dominant chord progressions in C and G major 3. C and G major 1-octave arpeggios, hands together 4. C and G tonic triads and inversions 	<ul style="list-style-type: none"> • Play C and G scales one octave, hands alone or together • Play the I-IV-I-V7-I chord progression, hands alone or together • Play C and G arpeggios, one octave, hands together. • Play C and G tonic triads and inversions 	<p>Video a sampling of students as they work on their C and G scales, arpeggios and chords. Check for correct fingering, hand position and posture.</p>	<p><u>The FJH First Scale Book</u></p> <p>CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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
<u>Vocabulary</u> 1. Interval 2. Tonic 3. Dominant 4. Leading Tone 5. Transposition 6. Pentascale 7. Ledger line 8. Allegro	<ul style="list-style-type: none"> be able to accurately perform piano pieces by interpreting pertinent terms and signs 	Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio Administer a pre and posttest on new terms and signs	Faber & Faber - <i>Advance Piano Adventures</i> Book 2 p 4 - 32 www.musictheory.net www.musictechteacher.com www.teoria.com www.musictechteacher.com 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.
<u>Transposition</u> C major pentascale G major pentascale	<ul style="list-style-type: none"> transpose a five-finger melody to and from C and G major 	Record a sampling of students as they begin and perfect their transposition skills	Easy pentatonic folk songs 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><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 and G major 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>Record or video a sampling of students as they sight read. Upload to portfolio to compare with sight reading later in the year.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day Book 2A</u></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>Solo Music Difficulty</u> Students will be able to perform music at the Elementary and Late Elementary levels</p> <p><u>Ensemble Music Difficulty</u> Students will be able to perform music at the early elementary and 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>In-class Performance event</p> <p>Record a sampling of the students as they perform for the class. Have students analyze the recording of their performance.</p>	<p>In <u>Recital</u> Elementary/Late Elementary solos and duets (or similar)</p> <p>Elementary/Late Elementary solos by Bastien, Glover, Gillock, Faber, Alfred publishers (or similar)</p> <p>Faber Piano Adventures <i>The Developing Artist Series - Preparatory Piano Literature</i> (or similar)</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>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 7.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 a four-measure melody within specified guidelines. 7.IM.Cr2.B Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 7.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria. 7.IM.Cr3.B Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Folk songs	<ul style="list-style-type: none"> Improvise short pentatonic variations based on familiar folk songs. Variations can be rhythmic, melodic, metrical. 	Video or record a sampling of students as they work on improvisation. Place in portfolio.	FJH Piano Teaching Library Music by Me Book 2 Faber & Faber Children's Songs and Favorites Level 1 GarageBand 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. 7.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 7.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. 7.IM.R2.A Identify and support interpretations of 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. 7.IM.R3.A Describe and evaluate 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. Major and minor triads 2. Choose rhythms and melodies 	<ul style="list-style-type: none"> • identify by comparison major and minor triads in root position • identify by comparison which rhythm or melody is being played by looking at the music, but not the hands of the performer. 	<p>Administer a pre and posttest of studied ear training.</p>	<p>www.good-ear.com www.musictheory.net www.teoria.com www.musictechteacher.com</p> <p>CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p><u>Evaluation Skills</u></p> <p>In-class performances</p>	<ul style="list-style-type: none"> • evaluate their own in-class performances against criteria provided • evaluate peer's in-class performances against criteria provided 	<p>Checklist Rating form Rubric Students should write a paragraph about aspects of their performances that they are doing correctly and things that need more attention. Place in portfolio.</p>	<p>Teacher-developed rating forms and rubrics or the WTSBOA solo and ensemble judges form.</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. 7.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. 7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<ol style="list-style-type: none"> 1. music history, literature and form 2. composers' lives 	<ul style="list-style-type: none"> • identify appropriate terms • study the lives of the composers whose pieces they are playing • continue to develop their recognition that music reflects time, place, and culture • analyze pieces that are in AB or ABA form 	<p>Students should write a short report about the life of the composer of one of their book pieces. They should include information about the era in which the piece was written. Sample reports should be place in the portfolio.</p>	<p>Faber & Faber - Advanced Piano Adventures, Book 2</p> <p><u>Succeeding with the Masters</u> Student Activity Book Volume Two</p> <p>www.wikipedia.org</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> <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>QUARTER 2</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for presentation.</p> <p>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p>7.IM.P1.B Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p>Foundation P2 Develop and refine artistic techniques and work for presentation.</p> <p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p>7.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: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p>7.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: apply basic elements associated with successful sight-reading.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p>7.IM.P3.B Demonstrate an understanding 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. Tonic and dominant chords (primary chords) 2. Key signatures 	<ul style="list-style-type: none"> • Determine the key of a melody and play the primary chords of that key • Accompany the melody with the primary chords 	<p>Record a sampling of students as they begin and later polish their melodies with improvised accompaniments.</p>	<p>Pop Keyboard Course published by Hal Leonard</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>
<p><u>Technique</u></p> <ol style="list-style-type: none"> 1. D, A, and E major scales 2. Primary chords in D, A, and E major 3. D, A, and E major arpeggios 4. D, A, and E tonic triads and inversions 	<ul style="list-style-type: none"> • Play D, A, and E scales one octave, hands alone or together • Play the I-IV-I-V7-I chord progression, hands alone or together • Play D, A, and E arpeggios, one octave, hands together. • Play D, A, and E tonic triads and inversions hands alone or together 	<p>Video a sampling of students as they work on their D, A, and E scales, arpeggios and chords. Check for correct fingering, hand position and posture.</p>	<p>The 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>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
<u>Vocabulary</u> 1. Moderato 2. Andante 3. Accelerando 4. A tempo 5. Fermata 6. Arpeggio 7. Parallel motion 8. Contrary motion	<ul style="list-style-type: none"> be able to accurately perform piano pieces by interpreting pertinent terms and signs 	Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio Administer a pre and posttest on new terms and signs	Faber & Faber - <u>Advanced Piano Adventures</u> Book 2 p 33-50 www.musictheory.net www.teoria.com www.musictechteacher.com 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.
<u>Transposition</u> C, G, D, A, and E pentascales	<ul style="list-style-type: none"> transpose a five-finger melody to and from C, G, D, A, and E major 	Record a sampling of students as they begin and perfect their transposition skills	Pop Keyboard Course published by Hal Leonard Faber & Faber <u>Children's Songs and Favorites</u> , book 1 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.

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. eighth, quarter, half, dotted half and whole notes 3. 3/4 and 4/4 time signatures 4. C, G, and D major 5. No hand-position changes 6. Basic dynamics of <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>Record or video a sampling of students as they sight read.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 1B or 2A</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> <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>Solo Music Difficulty</u> Late Elementary</p> <p><u>Ensemble Music Difficulty</u> Elementary</p>	<ul style="list-style-type: none"> Students will be able to perform solos at the Late Elementary level Students will be able to perform in ensembles appropriate to their level of development 	<p>In-class performance event <u>Winter concert</u> Video the winter concert and let students watch and evaluate their performances. Save the video for comparison with the spring concert. <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 spring festival.</p>	<p><u>In Recital</u> Elementary or Late Elementary solos or duets</p> <p>Faber - <i>The Developing Artist Series</i> Piano Literature Book 1</p> <p>Late level 1 and early level 2 solos by Bastien, Faber, Glover, Gillock, Alfred publications (or similar)</p> <p><u>Journey Through the Classics</u> by Jennifer Linn, Book 1</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</p> <p>Generate and conceptualize artistic ideas and work.</p> <p>7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p>Foundation Cr2</p> <p>Organize and develop artistic ideas and work.</p> <p>7.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 a four-measure melody within specified guidelines. 7.IM.Cr2.B Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3</p> <p>Refine and complete artistic work.</p> <p>7.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria. 7.IM.Cr3.B Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>C, G, D, A, and F position, Tonic and dominant eighth, quarter, half, dotted half and whole notes $\frac{3}{4}$ or $\frac{4}{4}$ meter</p>	<ul style="list-style-type: none"> Compose and play a twelve-measure composition that stays in C, G, D, A, or F position and uses eighth, quarter, half, dotted half and whole notes in $\frac{3}{4}$ or $\frac{4}{4}$ meter. The first six measures should begin on tonic and end on dominant and the last six measures should end 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 Music by Me Book 2</p> <p>Garage Band</p> <p>Finale Music Software</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.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>
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work.</p> <p>7.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p>7.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.</p> <p>7.IM.R2.A Identify and support interpretations of 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.</p> <p>7.IM.R3.A Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<u>Aural Skills</u> 1. Major and harmonic minor 8-note scales 2. Major intervals of 2 nd , 4 th , and 6 th	<ul style="list-style-type: none"> identify by comparison major and harmonic minor 8-note scales identify by comparison intervals of a major 2nd, 4th, and 6th 	Administer a pre and posttest of studied ear training.	www.musictheory.net www.teoria.com www.good-ear.com 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.
<u>Evaluation Skills</u> in-class performances	<ul style="list-style-type: none"> evaluate their own in-class performances against criteria provided evaluate peer's in-class performances against criteria provided 	Oral critique from fellow students based on a performance rubric Written critique of their own performance using the rubric	Teacher-developed rubrics or the WTSBOA solo and ensemble judge's sheet. CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 7.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. 7.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. music history, literature and form 2. composers' lives 3. waltz, minuet, symphony, variation 	<ul style="list-style-type: none"> • identify appropriate terms • study the lives of composers • study the similarities and differences in the waltz, minuet, symphony, and variation 	<p>Students should write a short report about their fall festival or winter concert performance pieces. It should include information about the composer, stylistic traits, and era in which it was written</p>	<p><u>Succeeding with the Masters</u> Student Activity Book Volume One</p> <p>Wikipedia</p> <p>Gaggle Tube</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> <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>QUARTER 3</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>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p>7.IM.P1.B Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p>7.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: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p>7.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: apply basic elements associated with successful sight-reading.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p>7.IM.P3.B Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p>			
<p><u>Keyboard Harmony</u></p> <ol style="list-style-type: none"> 1. Tonic and dominant chords (primary chords) 2. Key signatures 	<ul style="list-style-type: none"> • Determine the key of a melody and play the primary chords of that key • Accompany the melody with the primary chords • Search for primary triads in the melody 	<p>Record a sampling of students as they begin and later polish their melodies with improvised accompaniments.</p>	<p>Pop Keyboard Course published by Hal Leonard</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Technique</u></p> <ol style="list-style-type: none"> 1. B and F major scales 2. Primary chords in B and F major 3. B and F major arpeggios 4. B and F tonic triads and inversions 	<ul style="list-style-type: none"> • Play B and F scales one octave, hands alone or together • Play the I-IV-I-V7-I chord progression, hands alone or together • Play B and F arpeggios, one octave, hands together. • Play B and F tonic triads and inversions 	<p>Video a sampling of students as they work on their B and F scales, arpeggios and chords. Check for correct fingering, hand position and posture.</p>	<p>The FJH First Scale Book</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.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Da Capo al Fine 2. Phrase 3. D.S. al coda 4. Dal Segno 5. Coda sign 6. Individual Eighth rest & note 7. Dotted Quarter Note 8. Key signature 9. Pianissimo 	<ul style="list-style-type: none"> • be able to accurately perform piano pieces by interpreting pertinent terms and signs 	<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 - Advanced Piano Adventures Book 2 p. 50-67</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>Transposition</u> C, G, D, A, E, and F pentascales</p>	<ul style="list-style-type: none"> transpose a five-finger melody to and from C, G, D, A, E and F major 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Easy pentatonic folk songs Pop Keyboard Course published by Hal Leonard</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>Sight Reading</u></p> <ol style="list-style-type: none"> Up to eight measures Whole, half, dotted half and quarter notes and rests 3/4 and 4/4 time C, G, D and A positions No hand-position changes 	<ul style="list-style-type: none"> Accurately sight read music in the C, G, D or A pentascale using quarter, half, dotted half, and whole notes and rests. 	<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</u> Book 2B</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> Late Elementary</p> <p><u>Ensemble Music Difficulty</u> Elementary/Late 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 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><u>In Recital</u> Book ,2 Elementary and Late Elementary, solos and duets (or similar)</p> <p>Faber - <i>The Developing Artist Series</i> Piano Literature Book 1 (or similar)</p> <p>FJH <u>Spotlight on Duets</u> Elementary and Late Elementary (or similar)</p> <p>Level 2 solos by Faber, Bastien, Glover, Alfred publishers (or similar)</p> <p><u>Journey Through the Classics</u> by Jennifer Linn, Book 1</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</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>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 7.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 a four-measure melody within specified guidelines. 7.IM.Cr2.B Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 7.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria. 7.IM.Cr3.B Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Garage Band Finale Music Software	<ul style="list-style-type: none"> • use a variety of sound, notational, and/or technological sources to compose or arrange a given song. • Take a simple two or three part piano piece and turn it into a duet or trio for orchestral instruments. 	Download student compositions/arrangements from Garage Band or Finale to a USB drive and place it in the portfolio.	Garage Band Finale Music 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. 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.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 7.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 7.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. 7.IM.R2.A Identify and support interpretations of 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. 7.IM.R3.A Describe and evaluate 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"> • Select the melody they hear from two choices using mostly 2nds and 3rds. • Select the rhythm they hear from two choices including quarter, half and whole notes and rests of two measures • Write one-measure 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</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.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Evaluation Skills</u></p> <ol style="list-style-type: none"> 1. Listen to professional recordings of music 2. Performance etiquette 3. Performance analysis 	<ul style="list-style-type: none"> • Demonstrate proficiency in analyzing a recorded work and describe how elements of music make the selection unique, interesting, and expressive. • Practice being a good audience by listening attentively and applauding after the performance. • Practice bowing after a performance. • Apply specific criteria (rubric) to evaluate his/her personal performance. 	<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.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 7.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. 7.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. music technology 2. equipment care and maintenance 3. musical style , history, literature and form 	<ul style="list-style-type: none"> • Explain orally or in writing the ways music technology impacts today's society. • Continue to take care of all headphones, computers and keyboards • Study a composer from the Classical period, such as Mozart. • Evaluate how the composer describes the title of certain pieces with their music. 	<p>Students should write an analysis of how composers use music to describe the title of some of their compositions.</p> <p>Students should write a short report about Classical music and at least one Classical composer.</p> <p>Students should be able to demonstrate how music technology impacts today's society.</p>	<p>Faber - <i>The Developing Artist Series</i> Piano Literature Book 1</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.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
QUARTER 4			

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>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p>7.IM.P1.B Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p>7.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: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p>7.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: apply basic elements associated with successful sight-reading.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p>7.IM.P3.B Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Transposition</u> Five-finger melodies in many keys</p>	<ul style="list-style-type: none"> Be able to perform five-finger melodies in C, G, D, A, E and F major by transposing from one key to another 	<p>Record a sampling of students who are able to transpose five-finger melodies into C, G, D, A, E and F.</p>	<p>Tennessee Music Teachers Association Musicianship Manual Level One Summative Assessment for Transposition <u>Advanced Piano Adventures</u>, book 2, p. 25 transposed to G; 87 transposed to C <u>Faber & Faber Children's Songs or Favorites</u>, Book 1 or 2</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>Sight Reading</u></p> <ol style="list-style-type: none"> up to twelve measures eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests 3/4 and 4/4 time signatures C, G, D, A and F position No hand-position changes 	<ul style="list-style-type: none"> Sight read music in the C, G, D, A, or F pentascale hand position in 3/4 and 4/4 meter, hands together 	<p>Record or video a sampling of students as they sight read. Compare with sight reading videos from the beginning of the year.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 2B</p> <p>Tennessee Music Teachers Association Musicianship Manual Level Two 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. • Sing simple and familiar songs together with the class while playing out loud. 	<p>Performance events <u>All-City Solo and Ensemble Festival assessment</u> The teacher should keep a copy of the judge's scores to be compared with scores from the fall festival. <u>Spring concert</u> Video the spring concert and let students watch their performances. Evaluate progress since their winter concert.</p>	<p>In Recital Book 2 Elementary solos and duets. (or similar)</p> <p>Faber - <i>The Developing Artist Series</i> Piano Literature Book 1</p> <p>FJH <i>Spotlight on Duets</i> Book 1 Elementary – Early Intermediate Level 2 and 3 solos by Faber, Bastien, Glover, Alfred publications. (or similar)</p> <p><u>Journey Through the Classics</u> by Jennifer Linn, Book 1</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</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>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 7.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 a four-measure melody within specified guidelines. 7.IM.Cr2.B Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 7.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria. 7.IM.Cr3.B Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			



Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>Pitches within each octave scale Eighth, Quarter, dotted quarter, half, dotted half, and whole notes and rests. Dynamics of p, mp, mf, and f</p>	<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 use a variety of sound, notational, and/or technological sources to composer or arrange a given song. A sampling should be placed in the portfolio.</p>	<p>Advanced Piano Adventures Solo/ensemble music played Faber & Faber PlayTime or ShowTime Piano pieces</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>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 7.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. 7.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. 7.IM.R2.A Identify and support interpretations of 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. 7.IM.R3.A Describe and evaluate 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 triads 3. Steps and skips 4. Eighth, quarter, half and whole notes and rests of four measures 5. Same and different (ABA) 	<ul style="list-style-type: none"> • Select the melody they hear from two choices that use mostly intervals of 2nds and 3rds • Identify by comparison major and minor triads • 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 in ABA form • Write rhythms from dictation. 	<p>Administer a pre and posttest of studied ear training.</p>	<p>FJH Pianist's Curriculum Sight Reading and Rhythm Every Day Book 2B</p> <p>Tennessee Music Teachers Association Musicianship Manual Level One Summative assessment for aural skills</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>Evaluation Skills</u></p> <p>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 sheet</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. 7.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. 7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p>Connect: Relate and Apply 1. musical style , history, literature and form</p>	<ul style="list-style-type: none"> recognize that music reflects time, place and culture describe various uses of music in the United States and the world 	<p>Students will identify historical periods and/or cultures of selected instrumental music literature.</p>	<p>www.get-piano-lessons.com/piano-history.html</p> <p>www.uk-piano.org/history/history_1.html</p> <p>Wikipedia</p> <p>Gaggle Tube</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> <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>