

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 III – Year 3

Elective Course

Prerequisite: Piano Level II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
QUARTER 1			
<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for presentation.</p> <p>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p>8.IM.P1.C Demonstrate an understanding of context 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>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone.</p> <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p>8.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 using a variety of meters and tempi.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience 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, subdominant, dominant and dominant seventh chords (primary chords) 2. Key signatures 	<ul style="list-style-type: none"> • Play the tonic, dominant, subdominant and dominant seventh chords in C, G, D, and F Major and A & D minor • (enrichment) play the tonic, dominant, subdominant and dominant seventh chord in any major or minor key, in root position or appropriate inversion • Accompany a simple melody with 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>Folk Songs</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>Technique</u></p> <ol style="list-style-type: none"> 1. A and E harmonic minor scales 2. Primary chords in A and E minor 3. A and E minor arpeggios 	<ul style="list-style-type: none"> • Play the scales one octave, hands together • Play the primary chord progressions i-iv-i-V-i • Play the arpeggios, one octave, hands together. 	<p>Video a sampling of students as they work on their A and E minor scales, arpeggios and chords. Check for correct fingering, hand position and posture.</p>	<p>FJH Piano Teaching Library The FJH Classic 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
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Ostinato 2. Alberti bass 3. Common time 4. Cut time 5. Tenuto mark 6. 6/8 time signature 7. D.C. al coda 8. Triplet 	<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 - Piano Adventures Book 3A</p> <p>www.musictheory.net www.teoria.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>
<p><u>Transposition</u></p> <p>A and E minor pentascales</p>	<ul style="list-style-type: none"> • transpose a melody with primary chords to and from A and E minor 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Pop Keyboard Course, Hal Leonard Folk Songs</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>Sight Reading</u></p> <ol style="list-style-type: none"> 1. eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests 2. 2/4, 3/4 and 4/4 time signatures 3. Keys of C, G & F majors and A & E minor 4. Staccato, dynamic signs including crescendo and diminuendo, no hand position changes, two-and three-note chords, accent 	<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 Book 3A</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>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 Late Elementary, early intermediate and intermediate levels</p> <p><u>Ensemble Music Difficulty</u> Students will be able to perform music at the late elementary and early intermediate levels in ensemble with the teacher and other students</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>Essential Repertoire In Recital Succeeding with the Masters Journey Through the Classics <i>The Developing Artist Series</i> Piano Literature</p> <p>Appropriate graded repertoire</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. 8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms. 8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria. 8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
Patriotic Songs for piano arranged for brass ensemble	<ul style="list-style-type: none"> Using Finale, turn a two, three or four part patriotic song into a brass duet, trio or quartet. Explain all transposing instruments and Finale's ability to transpose. 	Transfer student work to your portfolio on a USB drive	Finale Patriotic Music 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. 8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources. 8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 8.IM.R2.A Explain 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. 8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			
<p>Aural Skills</p> <ol style="list-style-type: none"> Major, natural and harmonic minor scales Major, minor and diminished triads 	<ul style="list-style-type: none"> identify by comparison major, natural and harmonic minor scales identify by comparison major, minor, and diminished triads 	<p>Administer a pre and posttest of studied ear training.</p>	<p>www.good-ear.com www.musictheory.net www.teoria.com</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>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Evaluation Skills</u> 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 • evaluate a live or recorded performance. 	<p>Checklist Rating form Rubric Students should communicate through written and oral modes to identify, describe, analyze and evaluate specific components of music performances heard. If it is their own performance, they should comment about what they are doing correctly and what needs more attention.</p>	<p>Teacher-developed rating forms and rubric or the WTSBOA solo and ensemble judge’s form.</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. 8.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. 8.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. general musicianship 	<ul style="list-style-type: none"> • identify appropriate terms such as opus, opera, symphony, sonatina, sonata, etude • study the lives of composers • continue to develop their recognition that music reflects time, place, and culture • listen to recordings of professional musicians playing their piece. 	<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. Record the students playing their piece and place in portfolio.</p>	<p>Faber & Faber <u>Piano Adventures</u> Book 3A - 3B <u>Succeeding with the Masters</u> Student Activity Book Volume Two Wikipedia Gaggle Tube</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.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>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>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p>8.IM.P1.C Demonstrate an understanding of context 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>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone.</p> <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p>8.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 using a variety of meters and tempi.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
<p>Keyboard Harmony</p> <ol style="list-style-type: none"> 1. Tonic, sub-dominant, dominant 2. key signatures 	<ul style="list-style-type: none"> • Determine the key of a melody and play the scale and 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.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>Technique</u></p> <ol style="list-style-type: none"> 1. B and D harmonic minor scales 2. Primary chords in B and D minor 3. B and D minor arpeggios 	<ul style="list-style-type: none"> • Play the scales one octave, hands together • Play the primary chord progressions i-iv-i-V-i • Play the arpeggios, one octave, hands together. 	<p>Video a sampling of students as they work on their B and D minor scales, arpeggios and chords. Check for correct fingering, hand position and posture.</p>	<p>FJH Piano Teaching Library The FJH Classic 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.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Ledger lines 2. Poco 3. Sforzando 4. Relative major and minor 5. Harmonic minor scale 6. Natural minor scale 7. Major scale 8. Chromatic scale 	<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 <u>Piano Adventures</u> Book 3A</p> <p>www.musictheory.net www.teoria.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>Transposition</u> A, E, B, and D minor pentascales</p>	<ul style="list-style-type: none"> transpose a melody with primary chords to and from A, E, B and D minor 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Pop Keyboard Course published by Hal Leonard Folk and Patriotic music</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>Sight Reading</u></p> <ol style="list-style-type: none"> 1. eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests 2. 2/4, 3/4 and 4/4 time signatures 3. Keys of C, G & F majors and A, E and D minor 4. Staccato, dynamic signs including crescendo and diminuendo, no hand position changes, two-and three-note chords, accent 	<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 3A</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>Solo Music Difficulty</u> Students will be able to perform music at the Late Elementary, early intermediate and intermediate levels</p> <p><u>Ensemble Music Difficulty</u> Students will be able to perform music at the late elementary and early intermediate levels in ensemble with the teacher and other students</p>	<ul style="list-style-type: none"> • Perform solos • 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>Essential Repertoire In Recital Succeeding with the Masters Journey Through the Classics <i>The Developing Artist Series</i> Piano Literature</p> <p>Appropriate graded repertoire for solo, duet, trio, and/or quartet</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>CREATE</p> <p>Foundation Cr1</p> <p>Generate and conceptualize artistic ideas and work.</p> <p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p>Foundation Cr2</p> <p>Organize and develop artistic ideas and work.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>Foundation Cr3</p> <p>Refine and complete artistic work.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>C, G, D, A, and F major position A, E, and D minor position Tonic and dominant Eighth, quarter, half, dotted half and whole notes and rests $\frac{3}{4}$ or $\frac{4}{4}$ meter</p>	<ul style="list-style-type: none"> Compose and play a twelve to sixteen-measure composition that stays in C, G, D, A, or F major or A, E or D minor 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 3</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>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>8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work.</p> <p>8.IM.R2.A Explain 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>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>Aural Skills</p> <ol style="list-style-type: none"> Major, natural and harmonic minor scales Major, minor and diminished triads Interval of 3rd, 5th and 7th Rhythmic discernment 	<ul style="list-style-type: none"> identify by comparison major, natural and harmonic minor scales identify by comparison major, minor and diminished triads identify by comparison major 3^{rds}, 5ths, and 7ths select the rhythm heard from two or three choices including sixteenth, eighth, quarter, dotted quarter, half, dotted half, whole notes and rests in 2/4, 3/4 and 4/4 meter. 	<p>Administer a pre and posttest of studied ear training.</p>	<p>www.musictheory.net www.teoria.com www.good-ear.com</p> <p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 3A</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>Evaluation Skills</p> <ul style="list-style-type: none"> in-class performances school based performances live and recorded 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 evaluate a live or recorded performance of a college or professional 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 rubric Identify a variety of musical styles and genres and describe how elements of music make the selections unique, interesting and expressive. 	<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>
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 8.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. 8.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. music technology 	<ul style="list-style-type: none"> • identify appropriate terms such as canon, sea chantey, jig, ragtime, spiritual • study the lives of composers • study percussion instruments focusing on those that are pitched • continue to develop their recognition that music reflects time, place, and culture 	<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>Students should be able to identify by sight, sound, and description the major percussion instruments used in the orchestra, with particular attention given to those percussion instruments with a piano keyboard arrangement.</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>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p>8.IM.P1.C Demonstrate an understanding of context 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>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone.</p> <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p>8.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 using a variety of meters and tempi.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<u>Keyboard Harmony</u> <ol style="list-style-type: none"> Key signatures Primary chords and progressions 	<ul style="list-style-type: none"> Determine the key of a melody and play the primary chords of that key. Assign appropriate chords to the selected melody. Accompany the melody with the primary chords 	Record a sampling of students as they begin and later polish their melodies with improvised accompaniments.	Pop Keyboard Course published by Hal Leonard 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.
<u>Technique</u> <ol style="list-style-type: none"> G, C, and F harmonic minor scales Primary chords in G, C, and F minor G, C, and F minor arpeggios 	<ul style="list-style-type: none"> Play the scales one octave, hands together Play the primary chord progressions i-iv-i-V-i Play the arpeggios, one octave, hands together. 	Video a sampling of students as they work on their C, G and F minor scales, arpeggios and chords. Check for correct fingering, hand position and posture.	FJH Piano Teaching Library The FJH Classic Scale Book 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. 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.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> Grace Note Motive Sequence Syncopation Molto Sixteenth note Blocked chord Broken chord 	<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>APA Book 3A, 3B</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><u>Transposition</u></p> <p>G, C, and F minor pentascales</p>	<ul style="list-style-type: none"> transpose a melody with primary chords to and from C, G, and F minor 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>APA, AdPA, 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><u>Sight Reading</u></p> <ol style="list-style-type: none"> eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests 2/4, 3/4 and 4/4 time signatures Keys of C, G, D & F majors and A, E, D & G minor Staccato, dynamic signs including crescendo and diminuendo, no hand position changes, two-and three-note chords, accent 	<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 to be placed in the portfolio.</p>	<p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Book 3b</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/Early Intermediate</p> <p><u>Ensemble Music Difficulty</u> 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>IR Book 3 Late Elementary; IR <i>Duets</i> Book 3 Late Elementary</p> <p>Faber - <i>The Developing Artist Series</i> Piano Literature Book 2</p> <p>EE Book 3</p> <p>FJH <u>Spotlight on Duets</u> Late Elementary CF Late Elementary Early Intermediate</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
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. 8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms. 8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>Foundation Cr3 Refine and complete artistic work. 8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria. 8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
Garage Band Finale	<ul style="list-style-type: none"> The student will compose a piece in the key of C, that is at least 12 measures in length, using primary chords to create harmony. The composition should begin on tonic, move to the dominant, and return to tonic at the end. 	Download student compositions/arrangements from Garage Band or Finale to a USB drive and place it in the portfolio.	Garage Band Finale 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. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. 8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources. 8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 8.IM.R2.A Explain 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. 8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			
<p>Aural Skills</p> <ol style="list-style-type: none"> 1. Choose the melody 2. Two-measure rhythmic dictation using beamed eighth, quarter, half and dotted half notes 3. One-measure melodic dictation using repeated notes and intervals of 2nds and 3rds. Rhythm should be quarter notes in 4/4 time. 	<ul style="list-style-type: none"> • select the melody heard from two or three choices including quarter, eighth half, sixteenth, whole notes and quarter and half rests in 2/4, 3/4 and 4/4 meter. Dotted notes may be included. • Write rhythms and melodies 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>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day Book 3B</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>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>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 8.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. 8.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. musical style 2. history 3. literature 4. form 	<ul style="list-style-type: none"> • Study a composer from the Baroque period, such as Bach. • Identify characteristics of the Baroque era and the societal impacts on the music from that time. 	<p>Students should write a short report about Baroque music and at least one Baroque composer.</p>	<p>www.get-piano-lessons.com/piano-history.html www.uk-piano.org/history/history_1.html Wikipedia DVD about the life of Bach</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>QUARTER 4</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>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p>8.IM.P1.C Demonstrate an understanding of context 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>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone.</p> <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p>8.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 using a variety of meters and tempi.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience 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. Key signatures 2. Primary chords and progressions 	<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>Tennessee Music Teachers Association Musicianship manual Level Three Summative Assessment for Keyboard Harmony</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. A, E, B, D, G, C, and F minor one-octave scales 2. A, E, B, D, G, C, and F minor one-octave arpeggios 3. A, E, B, D, G, C, and F minor chord progressions 4. A, E, B, D, G, C, and F minor tonic triads and inversions 	<ul style="list-style-type: none"> • Play the scales one octave, hands together • Play the arpeggios one octave, hands together • Play i-iv-i-V-I chord progressions • Play the tonic triad and inversions 	<p>Video a sampling of students who can play all of the minor white key one-octave scales, chord progressions, arpeggios and chord inversions. Check for correct fingering, hand position and posture.</p>	<p>FJH Piano Teaching Library <u>The FJH Classic Scale Book</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>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><u>Terms and Signs</u></p> <ol style="list-style-type: none"> 1. Half step 2. Whole step 3. Maestoso 4. Pedal simile 5. Tremolo 6. Triad 7. Allegretto 8. Vivace 	<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>Piano Adventures Book 3B</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><u>Transposition</u></p> <p>C, G, D, A, E, and F Major and minor pentascales</p>	<ul style="list-style-type: none"> • transpose a melody with primary chords to and from C, G,D, A, E, and F major or minor 	<p>Tennessee Music Teachers Association Musicianship manual Level Three Summative Assessment for Transposition</p>	<p>Pop Keyboard Course published by Hal Leonard Folk Songs Patriotic Songs</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>Sight Reading</u></p> <ol style="list-style-type: none"> 1. eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests 2. 2/4, 3/4 and 4/4 time signatures 3. Keys of C, G, D & F majors and A, E, D & G minor 4. Staccato, dynamic signs including crescendo and diminuendo, no hand position changes, two-and three-note chords, accent 	<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 3b</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> 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 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 3 - Late Elementary In Recital <i>Duets</i> Book 3 - Late Elementary Faber - <i>The Developing Artist Series</i> Piano Literature Book 2 FJH Spotlight on Duets Book 3 Journey Through the Classics, Book 2 & 3</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>CREATE</p> <p>Foundation Cr1</p> <p>Generate and conceptualize artistic ideas and work.</p> <p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p>Foundation Cr2</p> <p>Organize and develop artistic ideas and work.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>Foundation Cr3</p> <p>Refine and complete artistic work.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</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 Sharp, flat, and natural</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 either write down their arrangement or record it. A sampling should be placed in the portfolio.</p>	<p>Faber - <u>Piano Adventures</u> book 3a & 3b</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> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>RESPOND</p> <p>Foundation R1</p> <p>Perceive and analyze artistic work.</p> <p>8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>Foundation R2</p> <p>Interpret intent and meaning in artistic work.</p> <p>8.IM.R2.A Explain 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</p> <p>Apply criteria to evaluate artistic work.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			
<p>Aural Skills</p> <ol style="list-style-type: none"> Choose the melody Two-measure rhythmic dictation One-measure melodic dictation using only quarter notes in 4/4 time 	<ul style="list-style-type: none"> Select the melody heard from two or three choices including quarter, eighth half, sixteenth, whole notes and quarter and half rests in 2/4, 3/4 and 4/4 meter. Dotted notes may be included. Write rhythms and melodies 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>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<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, the WTSBOA solo and ensemble judge's sheet, or the SCS piano festival judge's sheet</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>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 8.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. 8.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>Binary form, Ternary form, Canon, Chantey, Jig, Minuet, Opus, Ragtime, Sonata, Spiritual, Symphony</p>	<ul style="list-style-type: none"> • write definitions of the forms of music that they have been playing this year in book 3a and 3b • listen to recordings or watch videos of professional performances of pieces in the forms studied 	<p>Students should take a pre and posttest about the forms of the pieces they have studied in book 3a and 3b or they may right a short essay about the history of the form of their favorite piece that they played in their book this year.</p>	<p>Faber - <i>Piano Adventures</i> 3a & 3b Faber - <i>The Developing Artist Series</i> Piano Literature Book 2 In Recital solos and duets - Book 3 - Late Elementary Faber - <i>The Developing Artist Series</i> Piano Literature Book 2 FJH <i>Spotlight on Duets</i> Book 3 Journey Through the Classics, Book 2 & 3 Wikipedia 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>