

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 IV – Year 4 through Level VII – Year 7

Elective Course

Prerequisite: Piano Level III through Level VI respectively

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
QUARTER 1			

Draft

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
PERFORM			
Foundation P1			
Select, analyze, and interpret artistic work for presentation.			
HS1.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.			
HS1.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.			
HS1.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.			
HS2.IM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.			
HS2.IM.P1.B Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.			
HS2.IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.			
HS3.and HS4 IM.P1.A Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.			
HS3.and HS4 IM.P1.B. Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.			
HS3.and HS4 IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.			
Foundation P2			
Develop and refine artistic techniques and work for presentation.			
HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.			
HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.			
HS1.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.			
HS1.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources.			
HS2.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms.			
HS2.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.			

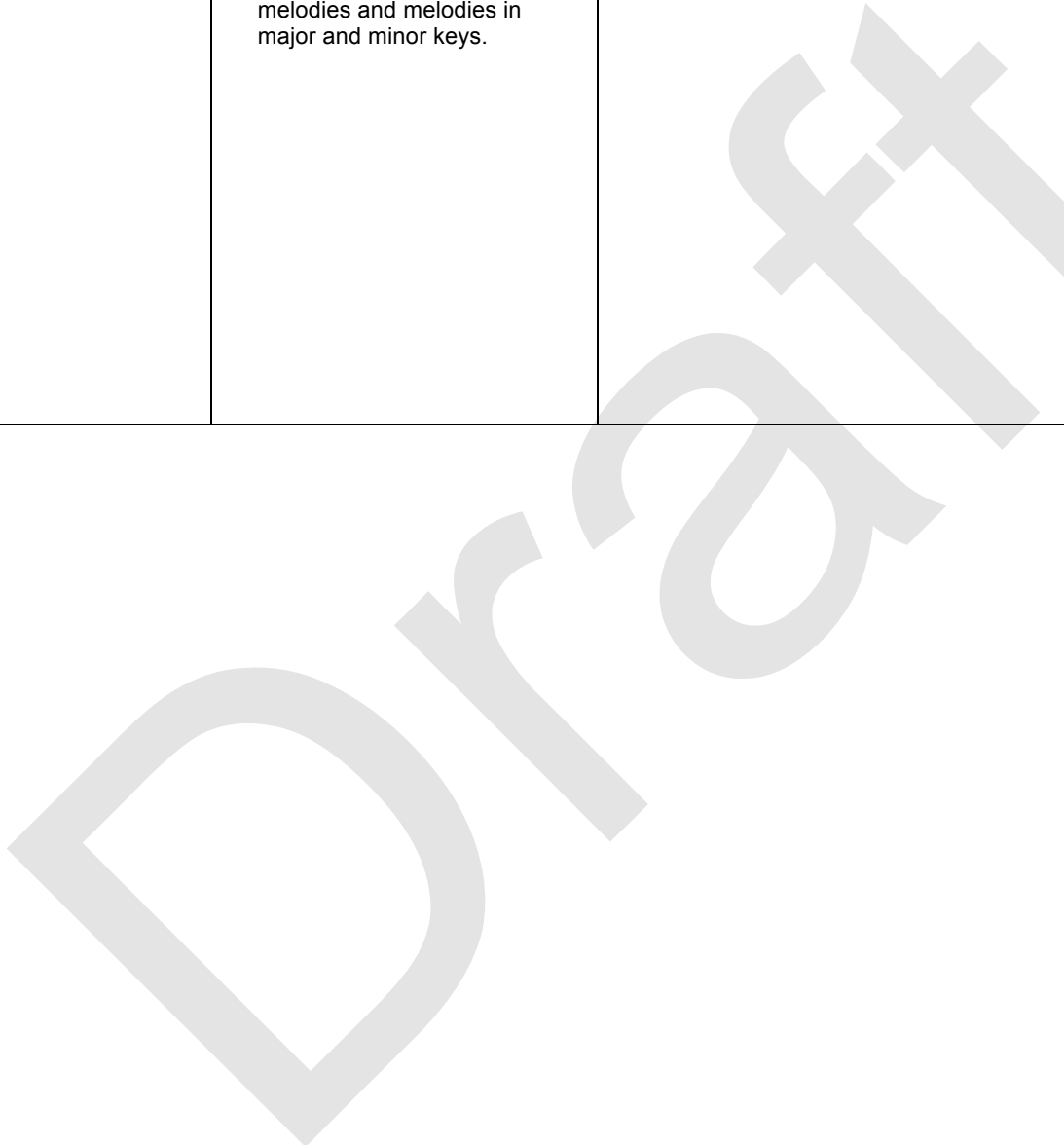
Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>HS2.IM.P2.C. Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS2.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>HS3.and HS4 IM.P2.A Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p> <p>HS3.and HS4 IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.and HS4 IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.and HS4 IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>			
<p>Foundation P3 Convey and express meaning through the performance of artistic work.</p>			
<p>HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
<p>HS2.IM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>HS2.IM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.</p>			
<p>HS3.and HS 4 IM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>HS3.and HS 4 IM.P3.B Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.</p>			
<p>Keyboard Harmony</p> <ol style="list-style-type: none"> Primary chords and their inversions in every key Characteristic chord progressions with appropriate voice leading in multiple keys Nomenclature for chord inversions 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 and 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>FJH Piano Teaching Library The FJH Classic Scale Book 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"> Two to four-octave major or minor scales around the circle of fifths Two to four-octave major or minor arpeggios around the circle of fifths Major, minor or seventh chords and inversions Major or minor chord progressions Technical exercise include (but not limited to) Hanon, Czerny Op. 599; and Burgmuller Op. 100 	<ul style="list-style-type: none"> Play C, G, and D two to four-octave major or minor scales, hands together Play C, G, and D two to four-octave arpeggios hands together Play the C, G, and D major or minor primary chords and inversions either blocked or broken, hands together. Play C, G, and D major or minor chord progressions Play C, G and D seventh chords and inversions 	<p>Video a sampling of students as they work on their scales, arpeggios and chords. Check for correct fingering, hand position and posture as well as increased speed.</p>	<p>FJH Piano Teaching Library <u>The FJH Classic Scale Book</u></p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p><u>Vocabulary</u></p> <p>Terms and signs sufficient to accommodate technical exercises and repertoire being performed</p>	<ul style="list-style-type: none"> be able to accurately perform piano pieces by interpreting pertinent terms and signs Demonstrate knowledge of the technical vocabulary or music (e.g. Italian terms, form, harmony, tempo markings) 	<p>Students should produce a written analysis of repertoire studied including form, key, tonal progression, and an interpretation of musical terminology found in the piece.</p>	<p>Faber - Piano Adventures Books 3b – 5 Repertoire books www.musictheory.net www.teoria.com http://www.essential-music-theory.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><u>Transposition</u></p> <p>Simple melodies with primary chord accompaniment to previously studied major or minor keys (major to major, minor to minor)</p>	<ul style="list-style-type: none"> Transpose a melody with primary chord accompaniment 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Pop Keyboard Course published by Hal Leonard FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Books 3b – 6</p> <p>CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Sight Reading</u> Sight Read, accurately and expressively, music with a level of difficulty of 3 or 4 on a scale of 1-6.</p>	<ul style="list-style-type: none"> • clap rhythms at sight • at sight, play correct notes with correct counting at the keyboard (first hands separate, then hands together) 	<p>Record or video a sampling of students as they sight read. Place a copy in the portfolio to be compared with their sight reading abilities at the end of the year.</p>	<p>Faber - Piano Adventures Books 3b-5</p> <p>FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Books 4 – 6</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p><u>Solo Music Difficulty</u></p> <ul style="list-style-type: none"> • Explore various musical styles: classical, jazz, popular music, etc. • Develop consistent use of metronome during practice • Strive for finger independence and good sound quality • Encourage memorization <p><u>Ensemble Music Difficulty</u> Piano duet, chamber ensemble, concertos, vocal/choral accompanying should be consistently encouraged in addition to solo repertoire.</p>	<ul style="list-style-type: none"> • Demonstrate proper posture and hand positions • Be able to accurately perform the assigned pieces • Demonstrate proficiency in rhythmic accuracy by playing early to late intermediate level duets and ensemble pieces. • Be able to use the damper pedal properly • Understand various styles through studying solo repertoire 	<ul style="list-style-type: none"> • evaluate their own performances against criteria provided with assistance of audio or visual equipments • evaluate peer's in-class performances against criteria provided • Regular in-class performance • In-school performance (recitals, competitions etc.) • On-going portfolio 	<p>Essential Repertoire - Alfred In Recital – FJH Succeeding with the Masters – FJH Journey Through the Classics – Hal Leonard <i>The Developing Artist Series</i> Piano Literature – Hal Leonard</p> <p>Appropriate graded repertoire</p> <p>Classical solo repertoire suggestions include (but not limited to) Bach two-part Invention, Classical sonatinas, Chopin Mazurkas or other Romantic pieces, Bartók's Mikrokosmos</p> <p>Further reference: <u>The Pianist's Guide to Standard Teaching and Performance Literature</u> by Jane McGrath; <u>Guide to Piano Literature</u> by Maurice Hinson</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
CREATE			
Foundation Cr1			
Generate and conceptualize artistic ideas and work.			
HS1.IM.Cr1.A Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.			
HS2.IM.Cr1.A Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.			
HS3.and HS4 IM.Cr1.A Compose and/or improvise music ideas for a variety of purposes and contexts.			
Foundation Cr2			
Organize and develop artistic ideas and work.			
HS1.and HS2 IM.Cr2.A Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.			
HS1.and HS2 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and recording technology.			
HS3.and HS4 IM.Cr2.A Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.			
HS3.and HS4 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.			
Foundation Cr3			
Refine and complete artistic work.			
HS1.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.			
HS1.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.			
HS2.IM.Cr3.A Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.			
HS2.IM.Cr3.B Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.			
HS3.and HS4 IM.Cr3.A Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.			
HS3.and HS4 IM.Cr3.B Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>Folk songs, standard pop songs, hymn tunes, patriotic songs</p>	<ul style="list-style-type: none"> Improvise rhythmic and melodic variations on given melodies and melodies in major and minor keys. 	<p>Video or record a sampling of students as they work on improvisation.</p>	<p>FJH Piano Teaching Library <u>Music by Me</u> Books 4 - 5 Garage Band Finale Pop Keyboard Course, Hal Leonard Hymnal</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>



Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
RESPOND			
Foundation R1			
Perceive and analyze artistic work.			
<p>HS1.and HS2 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>HS1.and HS2 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
<p>HS3.and HS4 IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p> <p>HS3.and HS4 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
Foundation R2			
Interpret intent and meaning in artistic work.			
<p>HS1.IM.R2.A Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research.</p>			
<p>HS2.IM.R2.A Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.</p>			
<p>HS3.and HS4 IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>			
Foundation R3			
Apply criteria to evaluate artistic work.			
<p>HS1.IM.R3.A Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>			
<p>HS2.IM.R3.A Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>			
<p>HS3.and HS4 IM.R3.A Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Aural Skills</u> Major, Natural minor, Harmonic minor, Melodic minor, and Chromatic scales – based on year of study Major, minor, diminished, augmented triads</p>	<ul style="list-style-type: none"> • identify by comparison major, natural, harmonic, melodic minor and/or chromatic scales • identify by comparison major, minor, diminished and/or augmented triads 	<p>Administer a pre and posttest of studied ear training. Knowledge of scales and triads will be built upon from level 4 through level 7.</p>	<p>www.good-ear.com www.musictheory.net www.teoria.com</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p><u>Evaluation Skills</u> Evaluations of peer performances, outside-of-school concerts, and in-class listening selections</p>	<p>Assess videos or sound recordings of personal performances and objectively evaluate those performances based on proper technique and musical elements.</p> <p>Listen to and evaluate keyboard performances, including a written assessment of the musical elements of the performance, identifying the form, tempo, dynamics, articulation, style and musical period.</p>	<p>Written assignment reflecting evaluation of recordings of professional musicians and recordings of their own performances.</p>	<p>Teacher-developed rating forms and rubrics 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.</p> <p>HS1. -HS4 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.</p> <p>HS1. -HS4 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. Periods of music history 4. Uses and practices in multiple cultures 5. General musicianship 	<ul style="list-style-type: none"> • Listen to various keyboard compositions and identify composer, musical period, style, and genre. • Continue to develop recognition that music reflects time, place, and culture. • Compare and contrast keyboard music in two given musical periods 	<p>Provide written assessment of composition devices and techniques (e.g., motives, imitation, retrograde, inversion) used to provide unity, variety, tension, and resolution in a musical work and give examples of other works that make similar uses of these devices and techniques.</p> <p>Class discussion and presentation</p>	<p>Piano Adventures, Books 3a - 5 www.sfskids.org www.nyphilkids.org www.dsokids.com Wikipedia Gaggle Tube</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. CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</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>
QUARTER 2			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
PERFORM			
Foundation P1			
Select, analyze, and interpret artistic work for presentation.			
HS1.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.			
HS1.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.			
HS1.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.			
HS2.IM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.			
HS2.IM.P1.B Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.			
HS2.IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.			
HS3.and HS4 IM.P1.A Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.			
HS3.and HS4 IM.P1.B. Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.			
HS3.and HS4 IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.			
Foundation P2			
Develop and refine artistic techniques and work for presentation.			
HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.			
HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.			
HS1.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.			
HS1.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources.			
HS2.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms.			
HS2.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>HS2.IM.P2.C. Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS2.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>HS3.and HS4 IM.P2.A Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p> <p>HS3.and HS4 IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.and HS4 IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.and HS4 IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p>HS2.IM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>HS2.IM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.</p> <p>HS3.and HS 4 IM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>HS3.and HS 4 IM.P3.B Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them 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. Primary chords and their inversions in every key 2. Characteristic chord progressions with appropriate voice leading in multiple keys 3. Nomenclature for chord inversions 4. 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 and 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>FJH Piano Teaching Library <u>The FJH Classic Scale Book</u> 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. Two to four-octave major or minor scales around the circle of fifths 2. Two to four-octave major or minor arpeggios around the circle of fifths 3. Major, minor, or seventh chords and inversions 4. Major or minor chord progressions 5. Technical exercise include (but not limited to) Hanon, Czerny Op. 599; and Burgmuller Op. 100 	<ul style="list-style-type: none"> • Play A, E, and B two to four-octave major or minor scales • Play A, E, and B major or minor two to four-octave arpeggios, hands together • Play scales with correct fingerings • Play scales from memory • Play A, E, and B major or minor primary chords in root position, first inversion and second inversion • Play seventh chords and inversions. • Play A, E, and B major or minor chord progressions 	<p>Video a sampling of students as they work on their scales, arpeggios and chords. Check for correct fingering, hand position and posture as well as increased speed.</p>	<p>FJH Piano Teaching Library <u>The FJH Classic Scale Book</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>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Vocabulary</u> Terms and signs sufficient to accommodate technical exercises and repertoire being performed</p>	<ul style="list-style-type: none"> • be able to accurately perform piano pieces by interpreting pertinent terms and signs • Demonstrate knowledge of the technical vocabulary or music (e.g. Italian terms, form, harmony, tempo markings) 	<p>Students should produce a written analysis of repertoire studied including form, key, tonal progression, and an interpretation of musical terminology found in the piece.</p>	<p>Faber – Piano Adventures Books 3b – 5 Repertoire books 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> Simple melodies with primary chord accompaniment to previously studied major or minor keys (major to major, minor to minor)</p>	<ul style="list-style-type: none"> • Transpose a melody with primary chord accompaniment 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Pop Keyboard Course – Hal Leonard FJH Pianist's Curriculum <u>Sight Reading and Rhythm Every Day</u> Books 3b – 6</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> Sight Read, accurately and expressively, music with a level of difficulty of 3 or 4 on a scale of 1-6.</p>	<ul style="list-style-type: none"> • clap rhythms at sight • at sight, play correct notes with correct counting at the keyboard (first hands separate, then hands together) 	<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> Books 4 – 6</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Solo Repertoire</u> Individualized learning plans and practice strategies should be designed by the instructor at the beginning of each 9-week period.</p> <ul style="list-style-type: none"> Explore various musical styles: classical, jazz, popular music etc. Develop consistent use of metronome during practice Become more familiar with specific musical terms and expressions Strive for finger independence and good sound quality Encourage memorization <p><u>Duet and Chamber Music</u> Piano duet, chamber ensemble, concertos, and vocal/choral accompanying should be consistently encouraged in addition to solo repertoire.</p>	<ul style="list-style-type: none"> Demonstrate proper posture and hand positions Be able to accurately perform the assigned pieces Listen to and evaluate a wide variety of styles of keyboard performances, including a written assessment of the musical elements of the performance, identifying the form, tempo, dynamics, articulation, style, genre, and musical period Understand various styles through studying solo repertoire 	<ul style="list-style-type: none"> evaluate their own performances against criteria provided with assistance of audio or visual equipments evaluate peer's in-class performances against criteria provided Regular in-class performance In-school performance (recitals, competitions etc.) On-going portfolio Winter Concert Fall Piano Festival 	<p>Essential Repertoire - Alfred In Recital – FJH Succeeding with the Masters – FJH Journey Through the Classics – Hal Leonard <i>The Developing Artist Series</i> Piano Literature – Hal Leonard</p> <p>Appropriate graded repertoire</p> <p>Classical solo repertoire suggestions include (but not limited to) Bach two-part Invention, Classical sonatinas, Chopin Preludes or other Romantic pieces, Kabalevsky's Children's Pieces, Op. 27</p> <p>Further reference: <u>The Pianist's Guide to Standard Teaching and Performance Literature</u> by Jane McGrath; <u>Guide to Piano Literature</u> by Maurice Hinson</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
CREATE			
Foundation Cr1			
Generate and conceptualize artistic ideas and work.			
HS1.IM.Cr1.A Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.			
HS2.IM.Cr1.A Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.			
HS3.and HS4 IM.Cr1.A Compose and/or improvise music ideas for a variety of purposes and contexts.			
Foundation Cr2			
Organize and develop artistic ideas and work.			
HS1.and HS2 IM.Cr2.A Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.			
HS1.and HS2 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and recording technology.			
HS3.and HS4 IM.Cr2.A Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.			
HS3.and HS4 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.			
Foundation Cr3			
Refine and complete artistic work.			
HS1.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.			
HS1.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.			
HS2.IM.Cr3.A Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.			
HS2.IM.Cr3.B Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.			
HS3.and HS4 IM.Cr3.A Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.			
HS3.and HS4 IM.Cr3.B Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>C, G, D, A, E and F major and minor positions Tonic, subdominant and dominant Sixteenth, Eighth, quarter, half, dotted half and whole notes and rests $\frac{3}{4}$, 4/4 or 6/8 meter</p>	<ul style="list-style-type: none"> • Compose music in several distinct styles, (classical, folk, pop, jazz, rock), demonstrating creativity in using the elements of music for expressive effect and imagination and technical skill in applying the principles of composition. • Evaluate a composition or arrangement by comparing it to similar or exemplary models. 	<p>A sampling of compositions should be placed in the portfolio. After all students have performed their compositions, the class should choose their favorite ones and describe what they liked most about the piece.</p>	<p>FJH Piano Teaching Library <u>Music by Me</u> Books 4 - 5</p> <p>Garage Band Finale</p> <p>Pop Keyboard Course by Hal Leonard</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
RESPOND			
Foundation R1			
Perceive and analyze artistic work.			
<p>HS1.and HS2 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>HS1.and HS2 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
<p>HS3.and HS4 IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p> <p>HS3.and HS4 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
Foundation R2			
Interpret intent and meaning in artistic work.			
<p>HS1.IM.R2.A Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research.</p>			
<p>HS2.IM.R2.A Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.</p>			
<p>HS3.and HS4 IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>			
Foundation R3			
Apply criteria to evaluate artistic work.			
<p>HS1.IM.R3.A Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>			
<p>HS2.IM.R3.A Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>			
<p>HS3.and HS4 IM.R3.A Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>Aural Skills Intervals: M or m 2nd, M or m 3rd, P4 or P5, M or m 6th, M or m 7th Choose the rhythm (2/4, 3/4, 4/4, 6/8)</p>	<p>Recognize major and/or minor intervals within the one-octave scale</p> <p>Select the rhythm heard from two or three choices including 2/4, 3/4, 4/4, and 6/8 meter.</p>	<p>Administer a pre and posttest of studied ear training. Knowledge of scales and triads will be built upon from level 4 through level 7.</p>	<p>www.good-ear.com www.musictheory.net www.teoria.com</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<p>Evaluation Skills Evaluations of peer performances, outside-of-school concerts, and in-class listening selections</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 outside-of-school concerts and professional recordings 	<p>Written assignment reflecting evaluation of recordings of professional musicians and recordings of their own performances.</p>	<p>Teacher-developed rating forms and rubrics</p> <p>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>

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.</p> <p>HS1. -HS4 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.</p> <p>HS1. -HS4 IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p>Music history, literature and form Composers' lives Periods of music history Uses and practices of music in multiple cultures General musicianship</p>	<ul style="list-style-type: none"> • Listen to various keyboard compositions from a given musical period and identify characteristics of the period and major style components. • Evaluate the significance of a major keyboard work and how it relates to a specific culture or event. • Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, Romantic, and Contemporary keyboard music. Describe the form and musical elements used and discuss stylistic variances between major composers of the periods. • Listen to and identify the use of musical elements in a varied repertoire of keyboard music of significant composers from each musical period that make it unique, interesting, and expressive. 	<p>Provide a written comparison of characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p> <p>Identify and describe several distinct music genres or styles that show the influence of two or more cultural traditions. Identify the cultural source of each influence and trace the historical conditions that produced the synthesis of influences.</p> <p>Portfolio</p> <p>Class discussion and presentation</p>	<p>www.wikipedia.org</p> <p>Gaggle Tube</p> <p>Repertoire books and CD's</p> <p>www.nyphilkids.org www.sfskids.org www.dsokids.com</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>

QUARTER 3

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
PERFORM			
Foundation P1			
Select, analyze, and interpret artistic work for presentation.			
<p>HS1.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.</p> <p>HS1.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>HS1.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p>			
<p>HS2.IM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>HS2.IM.P1.B Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>HS2.IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.</p>			
<p>HS3.and HS4 IM.P1.A Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>HS3.and HS4 IM.P1.B. Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.</p> <p>HS3.and HS4 IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.</p>			
Foundation P2			
Develop and refine artistic techniques and work for presentation.			
<p>HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p> <p>HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS1.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS1.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>			
<p>HS2.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms.</p> <p>HS2.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>HS2.IM.P2.C. Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS2.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>HS3.and HS4 IM.P2.A Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p> <p>HS3.and HS4 IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.and HS4 IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.and HS4 IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p>HS2.IM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>HS2.IM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.</p> <p>HS3.and HS 4 IM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>HS3.and HS 4 IM.P3.B Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.</p>			

SCS Instructional Map

Piano IV-VII

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Keyboard Harmony</u></p> <ol style="list-style-type: none"> Primary chords and their inversions in every key Characteristic chord progressions with appropriate voice leading in multiple keys Nomenclature for chord inversions 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, E, G and D minor 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>FJH Piano Teaching Library <u>The FJH Classic Scale Book</u> 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> <ul style="list-style-type: none"> Two to four-octave major or minor scales around the circle of fifths Two to four-octave major or minor arpeggios around the circle of fifths Major or minor chords and inversions Major or minor chord progressions Technical exercise include (but not limited to) Hanon, Czerny Op. 599; and Burgmuller Op. 100 	<ul style="list-style-type: none"> Play F, B-flat and E-flat two to four-octave major or minor scales Play F, B-flat and E-flat major or minor two to four-octave arpeggios, hands together Play scales with correct fingerings Play scales from memory Play F, B-flat and E-flat major or minor primary chords in root position, first inversion and second inversion Play F, B-flat and E-flat major or minor chord progressions 	<p>Video a sampling of students as they work on their scales, arpeggios and chords. Check for correct fingering, hand position and posture as well as increased speed.</p>	<p>FJH Classic Scale Book</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><u>Vocabulary</u></p> <p>Terms and signs sufficient to accommodate technical exercises and repertoire being performed</p>	<ul style="list-style-type: none"> be able to accurately perform piano pieces by interpreting pertinent terms and signs Demonstrate knowledge of the technical vocabulary or music (e.g. Italian terms, form, harmony, tempo markings) 	<p>Students should produce a written analysis of repertoire studied including form, key, tonal progression, and an interpretation of musical terminology found in the piece.</p>	<p>Faber - Piano Adventures Books 3b – 5 Repertoire books www.musictheory.net</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> Simple melodies with primary chord accompaniment to previously studied major or minor keys (major to major, minor to minor)</p>	<ul style="list-style-type: none"> • Transpose a melody with primary chord accompaniment 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Pop Keyboard Course by Hal Leonard</p> <p>FJH Pianist's Curriculum Sight Reading and Rhythm Every Day Books 4 – 6</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> Sight Reading skills sufficient to accommodate repertoire being attempted</p> <p>Begin by clapping the rhythms, playing hands separately and then hands together.</p>	<ul style="list-style-type: none"> • Sight-read, hands together, a variety of music at a minimum difficulty level of late elementary. • Sight-read, hands together, a variety of music at a minimum difficulty level of early intermediate. 	<p>Record or video a sampling of students as they sight read.</p>	<p>FJH Pianist's Curriculum Sight Reading and Rhythm Every Day Books 4 – 6</p> <p>PA Books 3b-5</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Solo Repertoire</u> Individualized learning plans and practice strategies should be designed by the instructor at the beginning of each 9-week period.</p> <ul style="list-style-type: none"> Explore various musical styles: classical, jazz, popular music etc. Develop consistent use of metronome during practice Become more familiar with specific musical terms and expressions Strive for finger independence and good sound quality Encourage memorization <p><u>Duet and Chamber Music</u> Piano duet, chamber ensemble, vocal/choral accompanying should be consistently encouraged in addition to solo repertoire.</p>	<ul style="list-style-type: none"> Demonstrate proper physical gesture and hand positions Be able to accurately perform the assigned pieces Understand phrases, musical terms and expressions Understand various styles through studying solo repertoire 	<ul style="list-style-type: none"> evaluate their own performances against criteria provided with assistance of audio or visual equipments evaluate peer's in-class performances against criteria provided teacher's commentary Regular in-class performance In-school performance (recitals, competitions etc.) On-going portfolio 	<p>Essential Repertoire - Alfred In Recital – FJH Succeeding with the Masters – FJH Journey Through the Classics – Hal Leonard <i>The Developing Artist Series</i> Piano Literature – Hal Leonard</p> <p>Appropriate graded repertoire</p> <p>Classical solo repertoire suggestions include (but not limited to) compositions by J.S. Bach, Handel, Mozart, Haydn, Beethoven, Chopin, Burgmuller, Gurlitt, Bartok, Kabalevsky, and Joplin</p> <p>Further reference: <u>The Pianist's Guide to Standard Teaching and Performance Literature</u> by Jane McGrath; <u>Guide to Piano Literature</u> by Maurice Hinson</p> <p>CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
CREATE			
Foundation Cr1			
Generate and conceptualize artistic ideas and work.			
HS1.IM.Cr1.A Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.			
HS2.IM.Cr1.A Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.			
HS3.and HS4 IM.Cr1.A Compose and/or improvise music ideas for a variety of purposes and contexts.			
Foundation Cr2			
Organize and develop artistic ideas and work.			
HS1.and HS2 IM.Cr2.A Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.			
HS1.and HS2 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and recording technology.			
HS3.and HS4 IM.Cr2.A Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.			
HS3.and HS4 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.			
Foundation Cr3			
Refine and complete artistic work.			
HS1.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.			
HS1.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.			
HS2.IM.Cr3.A Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.			
HS2.IM.Cr3.B Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.			
HS3.and HS4 IM.Cr3.A Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.			
HS3.and HS4 IM.Cr3.B Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>Students will improvise melodies, variations and accompaniments within specific guidelines</p> <p>Students will compose pieces that are at least 16 measures in length using keys in the circle of fifths.</p> <p>Garage Band</p>	<ul style="list-style-type: none"> • Arrange a simple sixteen-measure solo instrumental piece for the keyboard using the major keys of C, G, D, A, or E, and employing technology if available. • Compose an original composition that is at least sixteen measures long and in the major or minor key of their choice. 	<p>Download student compositions/arrangements from Garage Band or Finale to a USB drive and place it in the portfolio.</p>	<p>Garage Band Finale</p> <p>Pop Keyboard Course 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>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
RESPOND			
Foundation R1			
Perceive and analyze artistic work.			
<p>HS1.and HS2 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>HS1.and HS2 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
<p>HS3.and HS4 IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p> <p>HS3.and HS4 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
Foundation R2			
Interpret intent and meaning in artistic work.			
<p>HS1.IM.R2.A Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research.</p>			
<p>HS2.IM.R2.A Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.</p>			
<p>HS3.and HS4 IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>			
Foundation R3			
Apply criteria to evaluate artistic work.			
<p>HS1.IM.R3.A Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>			
<p>HS2.IM.R3.A Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>			
<p>HS3.and HS4 IM.R3.A Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Aural Skills</u> Choose the melody Three to four measure rhythmic dictation</p>	<p>Select the melody heard from two or three choices.</p> <p>Write the three to four measure rhythm played by the teacher using $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ meter</p>	<p>Pre and posttest reflecting students' progress in choosing melodies and writing rhythmic dictation</p>	<p>www.good-ear.com</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p><u>Evaluation Skills</u> Evaluations of peer performances, outside-of-school concerts, and in-class listening selections</p>	<ul style="list-style-type: none"> • Provide a written assessment of the musical elements of a keyboard performance (e.g., tempo, dynamics, style, phrasing, form). • Provide a written assessment of how a keyboard performance uses musical elements such as dynamics, tempo and articulation to evoke feelings and emotions. 	<p>Write an assessment of a peer performance, outside-of-school concert, or in-class listening selection.</p> <p>Record students as they polish their book pieces and solos. Allow them to analyze their progress.</p> <p>Evaluate the quality and effectiveness of other's performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</p>	<p>Teacher-developed rubric 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>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>

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.</p> <p>HS1. -HS4 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.</p> <p>HS1. -HS4 IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p>Music history, literature and form Composers' lives Periods of music history Uses and practices in multiple cultures General musicianship</p>	<ul style="list-style-type: none"> • Compare and contrast how keyboard music relates to other disciplines within the arts. • Evaluate how keyboard music and other disciplines outside of the arts are related • Evaluate musical examples of keyboard music by genre, style, form, historical period, and culture. 	<p>Provide written assessment identifying sources of American music genres, trace evolution of those genres, and cite well-known musicians associated with them.</p> <p>Class discussion and presentation</p>	<p>Faber - Piano Adventures Books 4 - 5</p> <p>Piano Repertoire Books & CD's</p> <p>www.wikipedia.org www.grooveshark.com</p> <p>Gaggletube</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.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>

Knowledge and Skills

Activities/Outcomes

Assessments

Resources / Literacy Connections

QUARTER 4

Draft

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
PERFORM			
Foundation P1			
Select, analyze, and interpret artistic work for presentation.			
HS1.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.			
HS1.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.			
HS1.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.			
HS2.IM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.			
HS2.IM.P1.B Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.			
HS2.IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.			
HS3.and HS4 IM.P1.A Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.			
HS3.and HS4 IM.P1.B. Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.			
HS3.and HS4 IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.			
Foundation P2			
Develop and refine artistic techniques and work for presentation.			
HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.			
HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.			
HS1.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.			
HS1.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources.			
HS2.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms.			
HS2.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p>HS2.IM.P2.C. Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS2.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>HS3.and HS4 IM.P2.A Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p> <p>HS3.and HS4 IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.and HS4 IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.and HS4 IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work.</p> <p>HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p>HS2.IM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>HS2.IM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.</p> <p>HS3.and HS 4 IM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>HS3.and HS 4 IM.P3.B Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.</p>			

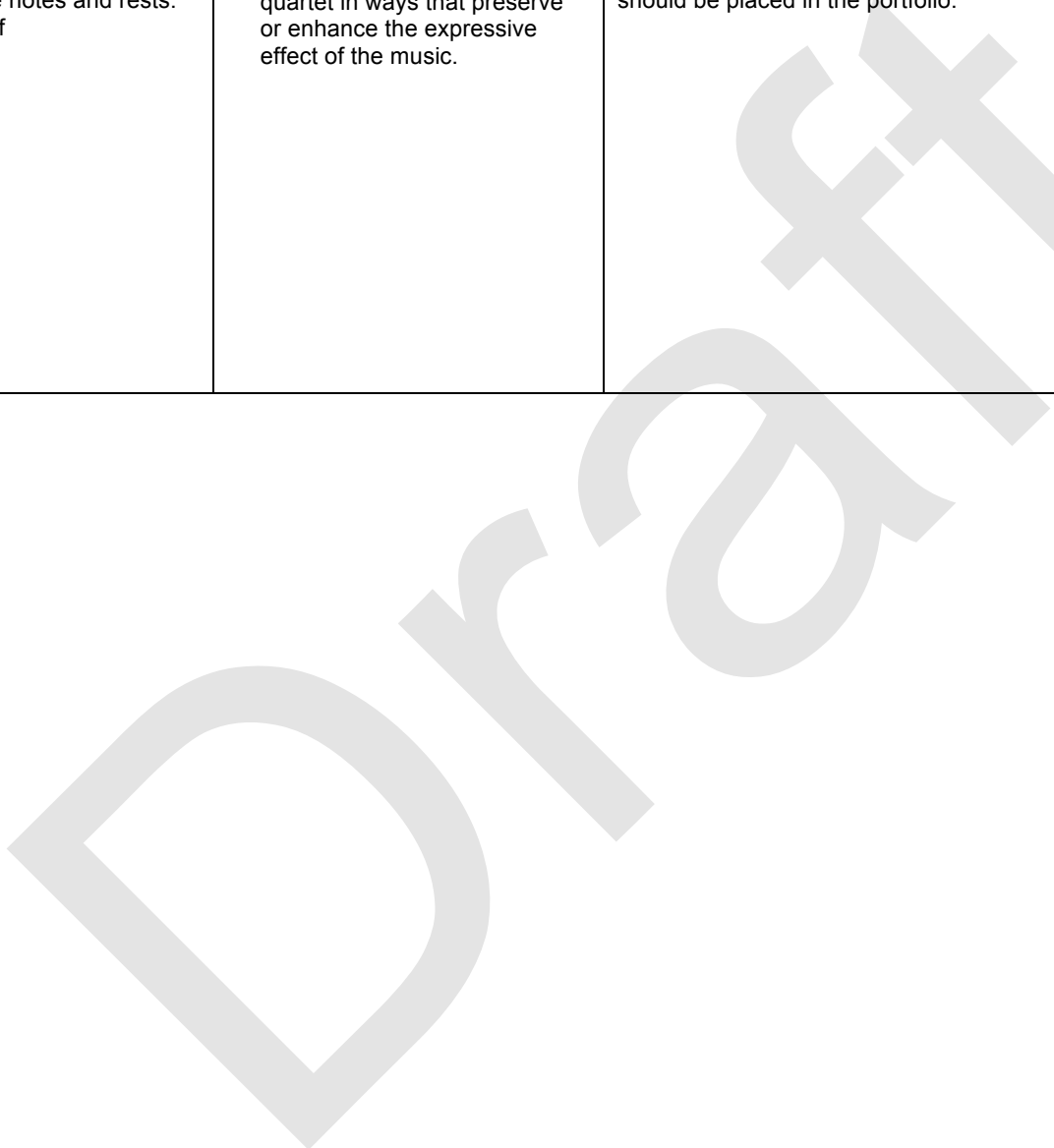
Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Keyboard Harmony</u></p> <ol style="list-style-type: none"> Primary chords and their inversions in every key Characteristic chord progressions with appropriate voice leading in multiple keys Nomenclature for chord inversions Key signatures 	<ul style="list-style-type: none"> Play the tonic, dominant, subdominant and dominant seventh chords in all major or minor keys 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. Compare with recordings from the beginning of the year.</p>	<p>FJH Piano Teaching Library <u>The FJH Classic Scale Book</u> 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"> Two to four-octave A-flat, D-flat and G-flat major or minor scales (harmonic minor and melodic minor), hands together. Two to four-octave A-flat, D-flat, and G-flat major or minor arpeggios, hands together. Primary chords in root position, first inversion and second inversion in the keys of A-flat, D-flat and G-flat major or minor Primary chord progressions in all keys Technical exercise include (but not limited to) Hanon, Czerny Op. 599; and Burgmuller Op. 100 	<ul style="list-style-type: none"> Play scales: A-flat, D-flat, and G-flat and the corresponding parallel minor respectively up to 4 octaves, hands together Play arpeggios, two to four octaves, hands together Play primary chords in root position, first inversion and second inversion Play primary chord progressions 	<p>Video a sampling of students who can play all of the minor white key two to four-octave scales, chord progressions, arpeggios and chord inversions. Check for correct fingering, hand position and posture.</p>	<p>Classic Scale Book</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p><u>Vocabulary</u></p> <p>Terms and signs sufficient to accommodate technical exercises and repertoire being performed</p>	<ul style="list-style-type: none"> be able to accurately perform piano pieces by interpreting pertinent terms and signs Demonstrate knowledge of the technical vocabulary or music (e.g. Italian terms, form, harmony, tempo markings) 	<p>Students should produce a written analysis of repertoire studied including form, key, tonal progression, and an interpretation of musical terminology found in the piece.</p>	<p>Faber – Piano Adventures Books 4 – 5 Repertoire books www.musictheory.net</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> Simple melodies with primary chord accompaniment to previously studied major or minor keys (major to major, minor to minor)</p>	<ul style="list-style-type: none"> • Transpose a melody with primary chord accompaniment 	<p>Record a sampling of students as they begin and perfect their transposition skills</p>	<p>Pop Keyboard Course</p> <p>FJH Pianist's Curriculum Sight Reading and Rhythm Every Day Books 4 – 6</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> Sight Reading skills sufficient to accommodate repertoire being attempted</p> <p>Begin by clapping the rhythms, playing hands separately and then hands together.</p>	<ul style="list-style-type: none"> • Sight-read, hands together, a variety of music at a minimum difficulty level of late elementary. • Sight-read, hands together, a variety of music at a minimum difficulty level of early intermediate. 	<p>Record or video a sampling of students as they sight read. Compare to sight reading from the beginning of the year.</p>	<p>FJH Pianist's Curriculum Sight Reading and Rhythm Every Day Books 4 – 6</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 Repertoire</u> Individualized learning plans and practice strategies should be designed by the instructor at the beginning of each 9-week period.</p> <ul style="list-style-type: none"> Explore various musical styles: classical, jazz, popular music etc. Develop consistent use of metronome during practice Become more familiar with specific musical terms and expressions Strive for finger independence and good sound quality Encourage memorization <p><u>Duet and Chamber Music</u> Piano duet, chamber ensemble, vocal/choral accompanying should be consistently encouraged in addition to solo repertoire.</p>	<ul style="list-style-type: none"> Demonstrate proper physical gesture and hand positions Demonstrate well-developed duet and ensemble skills by playing in large and small groups Evaluate keyboard music performances, describing the musical elements of the performance. Demonstrate, with expression and technical accuracy, a varied repertoire of piano literature, intermediate to advanced level, with some pieces performed from memory. 	<ul style="list-style-type: none"> evaluate their own performances against criteria provided with assistance of audio or visual equipments evaluate peer's in-class performances against criteria provided Regular in-class performance In-school performance (recitals, competitions etc.) On-going portfolio Spring Concert Spring Piano Festival 	<p>Essential Repertoire - Alfred In Recital – FJH Succeeding with the Masters – FJH Journey Through the Classics – Hal Leonard <i>The Developing Artist Series</i> Piano Literature – Hal Leonard</p> <p>Appropriate graded repertoire</p> <p>Classical solo repertoire suggestions include (but not limited to) compositions by J.S. Bach, Handel, Mozart, Haydn, Beethoven, Chopin, Burgmuller, Gurlitt, Bartok, Kabalevsky, and Joplin</p> <p>Further reference: <u>The Pianist's Guide to Standard Teaching and Performance Literature</u> by Jane McGrath; <u>Guide to Piano Literature</u> by Maurice Hinson</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
CREATE			
Foundation Cr1			
Generate and conceptualize artistic ideas and work.			
HS1.IM.Cr1.A Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.			
HS2.IM.Cr1.A Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.			
HS3.and HS4 IM.Cr1.A Compose and/or improvise music ideas for a variety of purposes and contexts.			
Foundation Cr2			
Organize and develop artistic ideas and work.			
HS1.and HS2 IM.Cr2.A Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.			
HS1.and HS2 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and recording technology.			
HS3.and HS4 IM.Cr2.A Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.			
HS3.and HS4 IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.			
Foundation Cr3			
Refine and complete artistic work.			
HS1.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.			
HS1.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.			
HS2.IM.Cr3.A Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.			
HS2.IM.Cr3.B Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.			
HS3.and HS4 IM.Cr3.A Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.			
HS3.and HS4 IM.Cr3.B Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.			

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"> • Arrange simple pieces, such as a 4-part hymn, for string quartet in ways that preserve or enhance the expressive effect of the music. 	<p>Students should use standard notation to write down their arrangement. A sampling should be placed in the portfolio.</p>	<p>Finale Hymnal Folk Songs Patriotic Songs</p> <p>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. 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
RESPOND			
Foundation R1			
Perceive and analyze artistic work.			
<p>HS1.and HS2 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>HS1.and HS2 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
<p>HS3.and HS4 IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p> <p>HS3.and HS4 IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>			
Foundation R2			
Interpret intent and meaning in artistic work.			
<p>HS1.IM.R2.A Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research.</p>			
<p>HS2.IM.R2.A Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.</p>			
<p>HS3.and HS4 IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>			
Foundation R3			
Apply criteria to evaluate artistic work.			
<p>HS1.IM.R3.A Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>			
<p>HS2.IM.R3.A Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>			
<p>HS3.and HS4 IM.R3.A Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><u>Aural Skills</u> Primary chord progressions Three to four measure melodic dictation</p>	<p>Select the primary chord progression heard from two or three choices.</p> <p>Write the three to four measure melody played by the teacher using intervals no greater than a fourth and using rhythms of eighth, quarter, dotted quarter, half, dotted half, and whole notes in 4/4 meter</p>	<p>Pre and posttest reflecting students' progress in choosing chord progressions and writing melodic dictation</p>	<p>www.good-ear.com www.musictheory.net www.teoria.com</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p><u>Evaluation Skills</u> Evaluations of peer performances, outside-of-school concerts, and in-class listening selections</p>	<ul style="list-style-type: none"> Evaluate keyboard music performance, describing the musical elements of the performance Evaluate keyboard performances and personal performances in terms of aesthetic quality and explain the musical elements used to evoke feelings and emotions. 	<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>Students should evaluate their performance by comparing it to similar or exemplary models.</p>	<p>Teacher-developed rating forms and rubrics or the WTSBOA solo and ensemble judge's sheet</p> <p>CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

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.</p> <p>HS1. -HS4 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.</p> <p>HS1. -HS4 IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p>Music history, literature and form Composers' lives Periods of music history Uses and practices in multiple cultures General musicianship</p>	<ul style="list-style-type: none"> • Listen to various keyboard compositions and identify composer, musical period, style, and genre. • Compare and contrast genres of keyboard music, and the pianists and composers associated with each genre. 	<p>Classify by genre or style, and by historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.</p> <p>Identify several distinct roles that pianists perform. Cite representative individuals who have functioned in each role and describe their activities and achievements.</p>	<p>Piano Adventures Books 4 - 5</p> <p>Gaggle Tube</p> <p>www.wikipedia.org www.sfskids.org www.nyphilkids.org www.dsokids.com</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>