**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. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. 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: present, 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 indictors that are expected for students at a given time within the quarters/semester.

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

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

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

**COURSE:** Class Piano

**GRADE LEVEL(s):** 5/6-12

**PURPOSE:**

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

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

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

**GRADE SPECIFIC BENCHMARKS**

**Piano Level II – Year 2**

**Elective Course**

**Prerequisite: Piano Level I**

| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources / Literacy Connections** |
| --- | --- | --- | --- |
| ***QUARTER 1*** |  |  |  |
| **PERFORM:**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music |  |  |  |
| Keyboard Harmony   1. Tonic and dominant chords (primary chords) 2. Key signatures | * Play the tonic and dominant chords learned in Level 1 * Determine the key of a melody and play the primary chords of that key * Accompany the melody with the primary chords | Record a sampling of students as they begin and later polish their melodies with accompaniments. | Pop Keyboard Course published by Hal Leonard  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| Technique   1. C and G one-octave major scales, hands together 2. Tonic, sub-dominant and dominant chord progressions in C and G major 3. C and G major 1-octave arpeggios, hands together 4. C and G tonic triads and inversions | * Play C and G scales one octave, hands alone or together * Play the I-IV-I-V7-I chord progression, hands alone or together * Play C and G arpeggios, one octave, hands together. * Play C and G tonic triads and inversions | Video a sampling of students as they work on their C and G scales, arpeggios and chords.  Check for correct fingering, hand position and posture. | The FJH First Scale Book  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/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. |
| Vocabulary  1. Interval  2. Tonic  3. Dominant  4. Leading Tone  5. Transposition  6. Pentascale  7. Ledger line  8. Allegro | * be able to accurately perform piano pieces by interpreting pertinent terms and signs | Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio  Administer a pre and posttest on new terms and signs | Faber & Faber - Advance Piano Adventures Book 2 p 4 - 32  [www.musictheory.net](http://www.musictheory.net)  [www.musictechteacher.com](http://www.musictechteacher.com)  [www.teoria.com](http://www.teoria.com)  [www.musictechteacher.com](http://www.musictechteacher.com)  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| Transposition  C major pentascale  G major pentascale | * transpose a five-finger melody to and from C and G major | Record a sampling of students as they begin and perfect their transposition skills | Easy pentatonic folk songs  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| Sight Reading   1. up to four measures 2. whole, half and quarter notes 3. 3/4 and 4/4 time signatures 4. C and G major 5. No hand-position changes or dynamic changes (*f* and *p*) | * clap rhythms at sight * at sight, play rhythms at the keyboard * at sight, play correct notes * at sight, be able to perform by interpreting pertinent terms and signs and other information on a printed score | Record or video a sampling of students as they sight read. Upload to portfolio to compare with sight reading later in the year. | FJH Pianist’s Curriculum Sight Reading and Rhythm Every Day Book 2A  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| Solo Music Difficulty  Students will be able to perform music at the Elementary and Late Elementary levels  Ensemble Music Difficulty  Students will be able to perform music at the early elementary and elementary levels in ensemble with the teacher | * Successfully negotiate a written score and prepare music at the keyboard. | In-class Performance event  Record a sampling of the students as they perform for the class. Have students analyze the recording of their performance. | In Recital Elementary/Late Elementary solos and duets (or similar)  Elementary/Late Elementary solos by Bastien, Glover, Gillock, Faber, Alfred publishers (or similar)  Faber Piano Adventures *The Developing Artist Series* ­Preparatory Piano Literature (or similar)  [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas. |
| **CREATE**  **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. |  |  |  |
| Folk songs | * Improvise short pentatonic variations based on familiar folk songs. Variations can be rhythmic, melodic, metrical. | Video or record a sampling of students as they work on improvisation. Place in portfolio. | FJH Piano Teaching Library Music by Me Book 2  Faber & Faber Children’s Songs and Favorites Level 1  GarageBand  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| **RESPOND:**  **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. |  |  |  |
| Aural Skills   1. Major and minor triads 2. Choose rhythms and melodies | * identify by comparison major and minor triads in root position * identify by comparison which rhythm or melody is being played by looking at the music, but not the hands of the performer. | Administer a pre and posttest of studied ear training. | [www.good-ear.com](http://www.good-ear.com)  [www.musictheory.net](http://www.musictheory.net)  [www.teoria.com](http://www.teoria.com)  [www.musictechteacher.com](http://www.musictechteacher.com)  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/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. |
| Evaluation Skills  In-class performances | * evaluate their own in-class performances against criteria provided * evaluate peer’s in-class performances against criteria provided | Checklist  Rating form  Rubric  Students should write a paragraph about aspects of their performances that they are doing correctly and things that need more attention. Place in portfolio. | Teacher-developed rating forms and rubrics or the WTSBOA solo and ensemble judges form.  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/)  **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| 1. music history, literature and form 2. composers’ lives | * identify appropriate terms * study the lives of the composers whose pieces they are playing * continue to develop their recognition that music reflects time, place, and culture * analyze pieces that are in AB or ABA form | Students should write a short report about the life of the composer of one of their book pieces. They should include information about the era in which the piece was written. Sample reports should be place in the portfolio. | Faber & Faber - Advanced Piano Adventures, Book 2  Succeeding with the Masters Student Activity Book Volume Two  [www.wikipedia.org](http://www.wikipedia.org)  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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. |
| ***QUARTER 2*** |  |  |  |
| **PERFORM:**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music |  |  |  |
| Keyboard Harmony   1. Tonic and dominant chords (primary chords) 2. Key signatures | * Determine the key of a melody and play the primary chords of that key * Accompany the melody with the primary chords | Record a sampling of students as they begin and later polish their melodies with improvised accompaniments. | Pop Keyboard Course published by Hal Leonard  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/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. |
| Technique   1. D, A, and E major scales 2. Primary chords in D, A, and E major 3. D, A, and E major arpeggios 4. D, A, and E tonic triads and inversions | * Play D, A, and E scales one octave, hands alone or together * Play the I-IV-I-V7-I chord progression, hands alone or together * Play D, A, and E arpeggios, one octave, hands together. * Play D, A, and E tonic triads and inversions hands alone or togehter | Video a sampling of students as they work on their D, A, and E scales, arpeggios and chords.  Check for correct fingering, hand position and posture. | The FJH First Scale Book  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/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. |
| Vocabulary  1. Moderato  2. Andante  3. Accelerando  4. A tempo  5. Fermata  6. Arpeggio  7. Parallel motion  8. Contrary motion | * be able to accurately perform piano pieces by interpreting pertinent terms and signs | Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio  Administer a pre and posttest on new terms and signs | Faber & Faber - Advanced Piano Adventures Book 2 p 33-50  [www.musictheory.net](http://www.musictheory.net)  [www.teoria.com](http://www.teoria.com)  [www.musictechteacher.com](http://www.musictechteacher.com)  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| Transposition  C, G, D, A, and E pentascales | * transpose a five-finger melody to and from C, G, D, A, and E major | Record a sampling of students as they begin and perfect their transposition skills | Pop Keyboard Course published by Hal Leonard  Faber & Faber Children’s Songs and Favorites, book 1  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/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. |
| Sight Reading   1. up to eight measures 2. eighth, quarter, half, dotted half and whole notes 3. 3/4 and 4/4 time signatures 4. C, G, and D major 5. No hand-position changes 6. Basic dynamics of *f* and *p* | * clap rhythms at sight * at sight, play rhythms at the keyboard * at sight, play correct notes * at sight, be able to perform by interpreting pertinent terms and signs and other information on a printed score | Record or video a sampling of students as they sight read. | FJH Pianist’s Curriculum Sight Reading and Rhythm Every Day Book 1B or 2A  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| Solo Music Difficulty  Late Elementary  Ensemble Music Difficulty  Elementary | * Students will be able to perform solos at the Late Elementary level * Students will be able to perform in ensembles appropriate to their level of development | In-class performance event  Winter concert  Video the winter concert and let students watch and evaluate their performances. Save the video for comparison with the spring concert.  MCS Keyboard Solo and Ensemble Festival  The teacher should keep a copy of the judge’s scores to be compared with scores from the spring festival. | In Recital Elementary or Late Elementary solos or duets  Faber - *The Developing Artist Series* Piano Literature Book 1  Late level 1 and early level 2 solos by Bastien, Faber, Glover, Gillock, Alfred publications (or similar)  Journey Through the Classics by Jennifer Linn, Book 1  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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. |
| **CREATE**  **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. |  |  |  |
| C, G, D, A, and F position,  Tonic and dominant  eighth, quarter, half, dotted half and whole notes ¾ or 4/4 meter | * Compose and play a twelve-measure composition that stays in C, G, D, A, or F position and uses eighth, quarter, half, dotted half and whole notes in ¾ or 4/4 meter. The first six measures should begin on tonic and end on dominant and the last six measures should end on tonic. | 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. | FJH Piano Teaching Library Music by Me Book 2  Garage Band  Finale Music Software  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/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. |
| **RESPOND:**  **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. |  |  |  |
| Aural Skills   1. Major and harmonic minor 8-note scales 2. Major intervals of 2nd, 4th, and 6th | * identify by comparison major and harmonic minor 8-note scales * identify by comparison intervals of a major 2nd, 4th, and 6th | Administer a pre and posttest of studied ear training. | [www.musictheory.net](http://www.musictheory.net)  [www.teoria.com](http://www.teoria.com)  [www.good-ear.com](http://www.good-ear.com)  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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. |
| Evaluation Skills  in-class performances | * evaluate their own in-class performances against criteria provided * evaluate peer’s in-class performances against criteria provided | Oral critique from fellow students based on a performance rubric  Written critique of their own performance using the rubric | Teacher-developed rubrics or the WTSBOA solo and ensemble judge’s sheet.  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/)  **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| 1. music history, literature and form 2. composers’ lives 3. waltz, minuet, symphony, variation | * identify appropriate terms * study the lives of composers * study the similarities and differences in the waltz, minuet, symphony, and variation | Students should write a short report about their fall festival or winter concert performance pieces. It should include information about the composer, stylistic traits, and era in which it was written | Succeeding with the Masters Student Activity Book Volume One  Wikipedia  Gaggle Tube  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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. |
| ***QUARTER 3*** |  |  |  |
| **PERFORM:**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music |  |  |  |
| Keyboard Harmony   1. Tonic and dominant chords (primary chords) 2. Key signatures | * Determine the key of a melody and play the primary chords of that key * Accompany the melody with the primary chords * Search for primary triads in the melody | Record a sampling of students as they begin and later polish their melodies with improvised accompaniments. | Pop Keyboard Course published by Hal Leonard  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| Technique   1. B and F major scales 2. Primary chords in B and F major 3. B and F major arpeggios 4. B and F tonic triads and inversions | * Play B and F scales one octave, hands alone or together * Play the I-IV-I-V7-I chord progression, hands alone or together * Play B and F arpeggios, one octave, hands together. * Play B and F tonic triads and inversions | Video a sampling of students as they work on their B and F scales, arpeggios and chords.  Check for correct fingering, hand position and posture. | The FJH First Scale Book  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| Vocabulary  1. Da Capo al Fine  2. Phrase  3. D.S. al coda  4. Dal Segno  5. Coda sign  6. Individual Eighth rest & note  7. Dotted Quarter Note  8. Key signature  9. Pianissimo | * be able to accurately perform piano pieces by interpreting pertinent terms and signs | Students should practice drawing the new terms and signs. A sampling of student work should be placed in the teacher portfolio  Administer a pre and posttest on new terms and signs | Faber & Faber - Advanced Piano Adventures Book 2 p. 50-67  [www.musictheory.net](http://www.musictheory.net)  [www.teoria.com](http://www.teoria.com)  [www.musictechteacher.com](http://www.musictechteacher.com)  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| Transposition  C, G, D, A, E, and F pentascales | * transpose a five-finger melody to and from C, G, D, A, E and F major | Record a sampling of students as they begin and perfect their transposition skills | Easy pentatonic folk songs  Pop Keyboard Course published by Hal Leonard  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| Sight Reading   1. Up to eight measures 2. Whole, half, dotted half and quarter notes and rests 3. 3/4 and 4/4 time 4. C, G. D and A positions 5. No hand-position changes | * Accurately sight read music in the C, G, D or A pentascale using quarter, half, dotted half, and whole notes and rests. | Record or video a sampling of students as they sight read. | FJH Pianist’s Curriculum Sight Reading and Rhythm Every Day Book 2B  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| Solo Music Difficulty  Late Elementary  Ensemble Music Difficulty  Elementary/Late Elementary | * Prepare and perform appropriate songs by reading the written score * perform music at the elementary and late elementary levels * perform music at the early elementary levels in ensemble with the teacher and each other. * Sing simple and familiar songs together with the class while playing out loud. | Students should create a performance portfolio that lists all solos, ensembles and piano literature that they have learned well enough to perform for the class. | In Recital Book ,2 Elementary and Late Elementary, solos and duets (or similar)  Faber - *The Developing Artist Series* Piano Literature Book 1  (or similar)  FJH Spotlight on Duets Elementary and Late Elementary (or similar)  Level 2 solos by Faber, Bastien, Glover, Alfred publishers (or similar)  Journey Through the Classics by Jennifer Linn, Book 1  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| **CREATE**  **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. |  |  |  |
| Garage Band  Finale Music Software | * use a variety of sound, notational, and/or technological sources to compose or arrange a given song. * Take a simple two or three part piano piece and turn it into a duet or trio for orchestral instruments. | Download student compositions/arrangements from Garage Band or Finale to a USB drive and place it in the portfolio. | Garage Band  Finale Music Software  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **RESPOND:**  **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. |  |  |  |
| Aural Skills   1. Discernment of Pitch and melodic direction 2. Discernment of Steps and skips 3. Rhythmic discernment | * Select the melody they hear from two choices using mostly 2nds and 3rds. * Select the rhythm they hear from two choices including quarter, half and whole notes and rests of two measures * Write one-measure rhythms from dictation. | Administer a pre and posttest of studied ear training. | [www.musictheory.net](http://www.musictheory.net)  [www.teoria.com](http://www.teoria.com)  [www.good-ear.com](http://www.good-ear.com)  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Evaluation Skills   1. Listen to professional recordings of music 2. Performance etiquette 3. Performance analysis | * Demonstrate proficiency in analyzing a recorded work and describe how elements of music make the selection unique, interesting, and expressive. * Practice being a good audience by listening attentively and applauding after the performance. * Practice bowing after a performance. * Apply specific criteria (rubric) to evaluate his/her personal performance. | * Oral critique from fellow students based on a performance rubric * Written critique of their own performance using the performance rubric | WTSBOA solo and ensemble form or teacher-developed rubric  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| 1. music technology 2. equipment care and maintenance 3. musical style , history, literature and form | * Explain orally or in writing the ways music technology impacts today’s society. * Continue to take care of all headphones, computers and keyboards * Study a composer from the Classical period, such as Mozart. * Evaluate how the composer describes the title of certain pieces with their music. | Students should write an analysis of how composers use music to describe the title of some of their compositions.  Students should write a short report about Classical music and at least one Classical composer.  Students should be able to demonstrate how music technology impacts today’s society. | Faber - *The Developing Artist Series* Piano Literature Book 1  www.get-piano-lessons.com/piano-history.html  [www.uk-piano.org/history/history\_1.html](http://www.uk-piano.org/history/history_1.html)  [www.wikipedia.org](http://www.wikipedia.org)  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| ***QUARTER 4*** |  |  |  |
| **PERFORM:**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music |  |  |  |
| Transposition  Five-finger melodies in many keys | * Be able to perform five-finger melodies in C, G, D, A, E and F major by transposing from one key to another | Record a sampling of students who are able to transpose five-finger melodies into C, G, D, A, E and F. | Tennessee Music Teachers Association Musicianship Manual Level One Summative Assessment for Transposition  Advanced Piano Adventures, book 2, p. 25 transposed to G; 87 transposed to C  Faber & Faber Children’s Songs or Favorites, Book 1 or 2  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/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. |
| Sight Reading   1. up to twelve measures 2. eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests 3. 3/4 and 4/4 time signatures 4. C, G, D, A and F position 5. No hand-position changes | * Sight read music in the C, G, D, A, or F pentascale hand position in ¾ and 4/4 meter, hands together | Record or video a sampling of students as they sight read.  Compare with sight reading videos from the beginning of the year. | FJH Pianist’s Curriculum Sight Reading and Rhythm Every Day Book 2B  Tennessee Music Teachers Association Musicianship Manual Level Two Summative assessment for sight reading  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| Solo Music Difficulty  Early elementary, elementary, late elementary  Ensemble Music Difficulty  Primer, early elementary, elementary | * Prepare and perform appropriate songs by reading the written score * perform music at the elementary and late elementary levels * perform music at the primer and early elementary levels in ensemble with the teacher and each other. * Sing simple and familiar songs together with the class while playing out loud. | Performance events  All-City Solo and Ensemble Festival assessment  The teacher should keep a copy of the judge’s scores to be compared with scores from the fall festival.  Spring concert  Video the spring concert and let students watch their performances. Evaluate progress since their winter concert. | In Recital Book 2 Elementary solos and duets. (or similar)  Faber - *The Developing Artist Series* Piano Literature Book 1  FJH Spotlight on Duets Book 1 Elementary – Early Intermediate  Level 2 and 3 solos by Faber, Bastien, Glover, Alfred publications. (or similar)  Journey Through the Classics by Jennifer Linn, Book 1  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| **CREATE**  **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. |  |  |  |
| Pitches within each octave scale  Eighth, Quarter, dotted quarter, half, dotted half, and whole notes and rests.  Dynamics of p, mp, mf, and f | * create an arrangement of their favorite piece from this year using altered notes, rhythms, and dynamics. | Students should use a variety of sound, notational, and/or technological sources to composer or arrange a given song. A sampling should be placed in the portfolio. | Advanced Piano Adventures  Solo/ensemble music played  Faber & Faber PlayTime or ShowTime Piano pieces  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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. |
| **RESPOND: Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. |  |  |  |
| Aural Skills   1. Pitch and melodic direction 2. Major and minor triads 3. Steps and skips 4. Eighth, quarter, half and whole notes and rests of four measures 5. Same and different (ABA) | * Select the melody they hear from two choices that use mostly intervals of 2nds and 3rds * Identify by comparison major and minor triads * Select the rhythm they hear from two choices including quarter, half and whole notes and rests of two measures * Identify same and different parts of music in ABA form * Write rhythms from dictation. | Administer a pre and posttest of studied ear training. | FJH Pianist’s Curriculum Sight Reading and Rhythm Every Day Book 2B  Tennessee Music Teachers Assocaition Musicianship Manual Level One Summative assessment for aural skills  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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. |
| Evaluation Skills  Students will act as student judges, using sample judges sheets from the MCS piano festival as a guideline for their comments concerning areas of performance strengths and areas that need more attention before festival. | * evaluate in-class performances against criteria provided in the form of a rubric. * communicate in writing and orally to identify, describe, analyze and evaluate specific components of music. * demonstrate an awareness of various criteria that may be applied with evaluating music * develop and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, arrangements, and improvisations. | 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. | Teacher-developed rubrics or the WTSBOA solo and ensemble judge’s sheet  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/)  **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| **Connect: Relate and Apply**   1. musical style , history, literature and form | * recognize that music reflects time, place and culture * describe various uses of music in the United States and the world | Students will identify historical periods and/or cultures of selected instrumental music literature. | www.get-piano-lessons.com/piano-history.html  [www.uk-piano.org/history/history\_1.html](http://www.uk-piano.org/history/history_1.html)  Wikipedia  Gaggle Tube  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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. |