

Keyboard Workshop

COURSE OUTLINE

Unit One	<i>Keyboard Basics</i>	<i>Approximately 6 classes</i>
Unit Two	<i>The Grand Staff</i>	<i>Approximately 6 classes</i>
Unit Three	<i>More Intervals</i>	<i>Approximately 6 classes</i>
Unit Four	<i>First Chords</i>	<i>Approximately 6 classes</i>
Unit Five	<i>Adding the F Major Chord</i>	<i>Approximately 6 classes</i>
Unit Six	<i>The G Position</i>	<i>Approximately 6 classes</i>
Unit Seven	<i>Sharps</i>	<i>Approximately 6 classes</i>
Unit Eight	<i>G Position Chords</i>	<i>Approximately 6 classes</i>
Unit Nine	<i>Composition and Recording Technologies</i>	<i>Approximately 6 classes</i>
Unit Ten	<i>New Rhythmic Values</i>	<i>Approximately 6 classes</i>
Unit Eleven	<i>Review and Synthesis</i>	<i>Approximately 6 classes</i>

School-wide Academic Expectations Taught In This Course

- Communication*
- Collaboration
- Analysis
- Literacy

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

Content Standards Taught in This Course

MU:Cr1.1.HSI	Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
MU:Cr2.1.H.HSI	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.1.H.HSI	Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
MU:Cr3.2.H.HSI	a.Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU:Pr4.1.H.HSI	a.Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
MU:Pr4.3.H.HSI	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
MU:Pr5.1.H.HSI	a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.HSI	a.Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU:Re7.1.H.HSI	a.Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
MU:Re9.1.H.HSI	a. Develop and apply teacher-provided and established criteria based on personal preference,

	analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
MU:Cn10.0.H.HSI	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.H.HSI	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Unit 1: Keyboard Basics

Introduction and Established Goals: Students will learn correct piano playing posture and position, and will play notes for the right and left hands on the treble and bass staves.

Desired Outcome(s): Students will play a simple song for each hand.

CT State Standard(s):

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country

and gallop strumming, finger picking patterns).

MU:Pr5.1.H.HSI

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

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Essential Question(s): How does music notation provide the instructions for the hands?

Key Terms/Concepts:

Note names in treble and bass clefs; key pattern

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI	Student will demonstrate proper piano playing position.	Reading textbook p. 6 and 7 Teacher and student demonstration Student selects exemplary YouTube video	Teacher observation
MU:Pr4.1.H.HSI	Students will identify all	Reading textbook -. 8 and 9	Score on

MU:Pr4.3.H.HSI	white piano keys by letter.	Piano Marble Game Name That Key Drill	computer drills
MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr5.1.H.HSI MU:Pr6.1.H.HSI	Students will play with the right hand in C position.	Teacher-led and student-led echo playing Playing Textbook p. 12-13 Play with peers Play with CD accompaniment Play solo	Playing Test: Ode to Joy
MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI	Students will identify notes on the treble staff.	Worksheet: Textbook p. 14, 15 Computer Drills in groups on Smartboard, then individually Alfred Notespeller drills	Computer Drill score
MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr5.1.H.HSI MU:Pr6.1.H.HSI	Students will play with the left hand in C position.	Teacher-led and student-led echo playing Playing Textbook p. 16-17 Play with peers Play with CD accompaniment Play solo	Playing Test: Aura Lee
MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI	Students will identify notes on the bass staff.	Worksheet: Textbook p. 18, 19 Computer Drills in groups on Smartboard, then individually Alfred Notespeller drills	Computer Drill score

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

Unit 2: The Grand Staff

Introduction and Established Goals:

Students will synthesize knowledge of the treble and bass staves to begin using both hands simultaneously in piano performance.

Desired Outcome(s): Students will readily identify bass and treble notes. Students will perform a piece for both hands.

CT State Standard(s):

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context

(social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Common Core Standard(s):

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Essential Question(s):

How do piano players interpret notation for both hands to play simultaneously?

Key Terms/Concepts:

Bass and treble clef notes

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr2.1.H.HSI MU:Pr4.3.H.HSI	Students will identify notation on the grand staff.	Skittle Game Online Drills in groups and individually Notespeller p. 5	Online drill score
MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI	Students will perform pieces notated on the grand staff.	Students will concentrate on one clef at a time and collaborate to complete the piece (pair & share). Playing textbook p. 21	Playing Test: Choice of pieces from p. 21
MU:Cr2.1.H.HSI MU:Pr4.3.H.HSI	Students will identify seconds and thirds.	Playing textbook p. 24 Interval drills in class Writing textbook p. 25 Ear Training p. 8 Notespeller p. 6	Playing test: Tisket A Tasket, p. 24 Worksheet textbook p. 25
MU:Cr2.1.H.HSI MU:Pr4.3.H.HSI	Students will read rhythmic values on the grand staff.	Textbook p. 22, 23 Online drills if necessary – this content should be review from middle school	Textbook p. 22, 23

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

Unit 3: More Intervals

Introduction and Established Goals:

Students will review the knowledge gained in class so far and extend to read, identify, and play harmonic and melodic intervals up to fifths.

Desired Outcome(s):

Students will read and perform harmonic and melodic seconds, thirds, fourths, and fifths with both hands on the grand staff.

CT State Standard(s):

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context

(social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

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Essential Question(s):

How do piano players use extended intervals?

Key Terms/Concepts:

Harmonic and melodic; fourths, fifths.

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.HSI	Students will aurally and visually distinguish harmonic and melodic seconds, thirds, fourths, and fifths.	Notespeller p. 7-9 Ear training p. 11 Aural drills	Worksheets
MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr6.1.H.HSI MU:Pr7.1.H.HSI	Students will read and perform harmonic seconds and thirds.	Playing "Rockin Intervals" – have students group to master either harmonic or melodic intervals, and then re-group to share in a heterogeneous setting.	Playing Test: Rockin' Intervals
MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr6.1.H.HSI	Students will read and perform melodic fourths and fifths.	Interval drills in class Textbook p. 28	Playing test: choice of pieces on p. 28
MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr6.1.H.HSI	Students will read and perform harmonic fourths and fifths.	Textbook: Jingle Bells. Isolate melody and then harmony.	Playing test: Jingle Bells.

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Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com "fling the teacher" interval drills

www.teoria.com interval drills

Unit 4: First Chords

Introduction and Established Goals: Students will begin to play three notes simultaneously. Students will aurally and visually identify major triads in root position.

Desired Outcome(s):

CT State Standard(s):

MU:Cr1.1.HSI

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing

characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

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Essential Question(s):

How do piano players read and perform chords?

Key Terms/Concepts:

Major vs. minor; triad; C; G7

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.HSI MU:Cr3.2.H.HSI MU:Pr4.3.H.HSI	Students will aurally identify major chords, minor chords, and seventh chords.	Aural drills while students move around classroom; aural drills with free response	Ear Training p. 12
MU:Cr3.2.H.HSI MU:Pr4.3.H.HSI MU:Pr6.1.H.HSI MU:Re9.1.H.HSI	Students will read and play the C major triad.	Students will play textbook p. 33 by concentrating first on the triads while the teacher plays the melody. Notespeller p. 10	Playing tests: Brother John and Here's A Happy Song.
MU:Cr1.1.HSI MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI	Students will read and play the G7 chord.	Play-alongs on two-chord songs with YouTube Notespeller p. 11 Playing on p. 35 and 37 in text Worksheets p. 38 and 39 in text	Playing tests: Student choice from p. 35; Maryann p. 37.

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

Unit 5: Adding F Major Chord

Introduction and Established Goals:

Desired Outcome(s): Students will use the C, G7, and F chords in keyboard harmonies in triple meters.

CT State Standard(s):

MU:Cr1.1.H.SI

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.1.H.HSI

Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr5.1.H.HSI

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

○

Essential Question(s): What is the F major chord?

Key Terms/Concepts:

F major chord

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.HSI	Students will aurally identify subdominant, dominant, and tonic chords.	Ear Training Exercises	
MU:Cr1.1.HSI MU:Pr6.1.H.HSI	Students will play the subdominant, dominant, and tonic chords.	Echo playing (teacher- then student-led)	
MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI	Students will aurally recognize duple and triple meters.	Listening exercises Students will select songs that exemplify duple and triple meter	Student identification of exemplary pieces

MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr6.1.H.HSI	Students will play chords in the context of varied recorded repertoire.	Play-alongs following lead sheets and/or YouTube videos	Playing Tests
MU:Cr3.2.H.HSI MU:Pr5.1.H.HSI MU:Pr6.1.H.HSI	Students will synthesize knowledge of C, G7, F chords and the triple meter	Tapping and counting rhythms; separating melodic and harmonic content; playing alone and with accompaniment	Playing Tests: What Can I Share With You p. 42; When The Saints Go Marching In p. 45 & 47.
MU:Cr1.1.HSI MU:Cr3.1.H.HSI	Students will harmonize a simple C major melody with the tonic, dominant, and subdominant chords	Original composition in Noteflight.com, first with whole-note chords and then with chordal patterns.	Students will present original composition to the class.

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

youtube.com

Unit 6: The G Position

Introduction and Established Goals: Students will apply skills first learned in the C position to the G position.

Desired Outcome(s): Students will play in the G position.

CT State Standard(s):

MU:Cr1.1.HSI

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

○

Essential Question(s): What pitches are possible to use in the G position?

Key Terms/Concepts:

Key names; letter names.

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.HSI MU:Pr4.1.H.HSI	Students will aurally replicate pitches in the G position.	Echo playing Decoding simple melodies By ear, transpose known C-position melodies to the G position.	Playing Test
MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI	Students will visually recognize pitches found in the G position.	Skittles game Whiteboard Spelling Tests Time Test Drills Online Drills Notespeller pages	Text page 52, 53 worksheets
MU:Cr1.1.HSI MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI	Students will perform pitches in the G position with both hands.	Pitch and interval reading Rehearsal of song	Playing Test: Student choice of "Love Somebody" or "A Friend Like You," textbook p. 51.

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

youtube.com

Unit 7: Sharps

Introduction and Established Goals: Students will learn to identify and implement the sharp sign.

Desired Outcome(s):

CT State Standard(s):

MU:Cr1.1.H.SI

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a

varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

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Essential Question(s): What is a sharp?

Key Terms/Concepts:

Accidental; sharp; natural; half-step

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.HSI MU:Pr4.3.H.HSI	Students will identify half-steps and the sharp in musical scores.	Text page 55 Keyboard drills at musictechteacher.com	Playing Test
MU:Cr1.1.HSI	Students will adapt physical technique to accommodate sharps.	Class demonstration: reaching changes posture. Video examples of sharps on YouTube – found by teacher and students	Playing Test
MU:Cr1.1.HSI MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI	Students will perform music that includes sharps.	Students will identify free-choice pieces that utilize the sharp Students will select a piece for individual practice	Playing Test: Money Can't Buy Everything, text p. 54, or student-selected equivalent piece

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

youtube.com

Unit 8: G Position Chords

Introduction and Established Goals: Students will aurally and visually recognize the G and D7 chords in G position, and use them in their playing.

Desired Outcome(s):

CT State Standard(s):

MU:Cr1.1.HSI

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr5.1.H.HSI

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

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Essential Question(s): What chords are most commonly used in the G position?

Key Terms/Concepts:

Tonic; dominant; note names

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.HSI MU:Cr3.2.H.HSI	Students will aurally recognize the G and D7 chords, and later the C chord as well.	Ear training book exercises Echo playing Original harmonizations of well-known tunes	Playing Test
MU:Cr1.1.HSI MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr5.1.H.HSI	Students will play the G and D7 chords.	Playing along with a variety of repertoire, through YouTube videos and assorted lead sheets with accompanying recordings. Team up to cover chords and melody for The Cuckoo	Playing Test: The Cuckoo, p. 59
MU:Cr1.1.HSI MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI MU:Pr5.1.H.HSI	Students will play the G, D7, and C chords.	Playing along with a variety of repertoire, through YouTube videos and assorted lead sheets with accompanying recordings. Team up to cover chords and	Playing Test

		melody for The Harp	
MU:Cr3.2.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI	Students will demonstrate proper use of the damper pedal	Independent exploration: "What does the damper pedal accomplish?" Use guitar to demonstrate string resonance and dampening. Exemplary YouTube videos, selected and presented by students Student modeling while teacher plays the piano, then while a peer plays the piano	Playing Test: The Harp, p. 61

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

youtube.com

Unit 9: Recording Technologies

Introduction and Established Goals: Students will continue applying the concepts of previous weeks while learning to enhance their performance through more advanced recording techniques.

Desired Outcome(s): Students will apply special recording effects to their performance of a G position piece.

CT State Standard(s):

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.1.H.HSI

Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr5.1.H.HSI

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger

picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

MU:Cn10.0.H.HSI

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.H.HSI

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Common Core Standard(s):

○

Essential Question(s): How can recording technologies enhance my piano performance?

Key Terms/Concepts:

Track; gain; fade; balance; effect; tempo; speed; frequency; patch

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr3.1.H.HSI	Students will review G	Worksheets, pages 63, 66, 67,	Playing Test:

MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI	position chords and pitches by applying their knowledge to new pieces and exercises.	70, 71 NoteSpeller pages Aural drills	Beautiful Brown Eyes and Alpine Melody, pages 65 and 69.
MU:Cr2.1.H.HSI MU:Pr5.1.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI MU:Cn10.0.H.HSI MU:Cn11.0.H.HSI	Students will manipulate their performance through features in Audacity and Soundation (or an equivalent program).	Recording a raw track Class demonstrations Guided exploration	Students will explain how their recording techniques enhanced their performance when submitting their Playing Test.

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1
 Alfred's Basic Adult Ear Training Book
 Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com
www.musictechteacher.com
youtube.com
[Audacity](#)
[Soundation](#)

Unit 10: New Rhythmic Values

Introduction and Established Goals:

Desired Outcome(s):

CT State Standard(s):

MU:Cr1.1.HSI

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

○

Essential Question(s):

Key Terms/Concepts:

Eighth note; dotted quarter note; syncopation

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.HSI MU:Cr3.2.H.HSI	Students will aurally replicate and improvise with dotted quarter and eighth note rhythmic patterns.	Teacher-led and student-led echo playing Teacher-led and student led question-and-answer improvisations Poison Rhythm game	Playing tests listed below
MU:Cr3.2.H.HSI MU:Pr6.1.H.HSI	Students will accurately play eighth notes and dotted quarter notes.	Hanon exercises with metronome (text p. 78)	Playing Test: Hanon exercises with metronome;
MU:Cr3.2.H.HSI MU:Pr4.1.H.HSI MU:Pr6.1.H.HSI MU:Re7.1.H.HSI MU:Re9.1.H.HSI	Students will use their knowledge of eighth notes and dotted quarter notes to decode common tunes	Play common tunes incorporating rhythmic values (text p. 81) Tapping and drumming exercises with rhythmic patterns	Playing Test: free-choice song containing quarter notes and dotted eighth notes

Suggested Resources and Texts:

Alfred's Adult All-In-One Course Level 1

Alfred's Basic Adult Ear Training Book

Alfred's Basic Adult Notespeller

Suggested Technology:

www.emusictheory.com

www.musictechteacher.com

youtube.com

[Audacity](#)

[Soundation](#)

Unit 11: Review and Synthesis

Introduction and Established Goals:

The students will synthesize the content they experienced in keyboard class by choosing an appropriate piece of repertoire, developing an independent practice strategy, performing and recording it, and articulating their concepts from the course addressed in the piece.

Desired Outcome(s):

CT State Standard(s):

MU:Cr2.1.H.HSI

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Cr3.2.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.HSI

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.HSI

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr5.1.H.HSI

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.HSI

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.1.H.HSI

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re9.1.H.HSI

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Common Core Standard(s):

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Essential Question(s):

How have I grown as a musician this year?

Key Terms/Concepts:

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.1.H.HSI MU:Pr4.3.H.HSI MU:Re7.1.H.HSI	Students will select appropriate repertoire for self-expression.	Students will evaluate pieces from the classroom repertoire collection and online sources.	Final Exam project
MU:Pr4.3.H.HSI MU:Pr5.1.H.HSI	Students will develop an appropriate rehearsal plan	Students will articulate strategies such as hands-separate practice, additive measure sequences, and other techniques.	Final Exam project
MU:Cr2.1.H.HSI MU:Cr3.2.H.HSI MU:Pr6.1.H.HSI	Students will perform a piece of their choice	Rehearse and record	Final Exam Project

MU:Pr4.3.H.HSI MU:Re9.1.H.HSI	Students will evaluate their work with the Performance Rubric	Peer and self evaluation	Final Exam Project

Suggested Resources and Texts:

Classroom library

Suggested Technology:

Online sheet music sources

Recording studio