

CURRICULUM MAP

SUBJECT: Introduction to Piano GRADE: 9-12

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
<p>Week 1&3</p>	<p>How do the markings on the page correspond to my hands on the keyboard?</p>	<p>Unit 1 –</p> <ul style="list-style-type: none"> • Expression marks • D.C. al fine • Active L.H. • Slurs • New C ledger lines above and below grand staff • Tempo markings • Changing Keys • Playing in the Key of D • New high G • Chords in key of C, F & G • Adding 9’s, and 7’s to chords <p>Day one</p> <ul style="list-style-type: none"> • Lecture and hands on introduction of notes and concepts to be covered in the unit • Group playing together with teacher in “lecture mode” on the console <p>Remaining days</p> <ul style="list-style-type: none"> • Individual practice in “practice mode” on console • Individual help at keyboards away from console 	<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures</p> <p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p>	<p>Teacher made text book with resources from several step by step beginning piano method books.</p>	<ul style="list-style-type: none"> • Monitoring daily practice and progress through “Ease drop” mode on console • Student self-assessment and re-evaluation of what needs to be practiced more • Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console • Retaking of any unsatisfactory performance grades

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Week 4,5, & 6	How do I expand my range of note reading ability to different styles of music?	<p>Unit 2 –</p> <ul style="list-style-type: none"> • Introduction to classical pieces • Playing in A minor • Chord pieces with Bm, E & D • Busy left hand <p>Day one</p> <ul style="list-style-type: none"> • Lecture and hands on introduction of notes and concepts to be covered in the unit • Group playing together with teacher in “lecture mode” on the console <p>Remaining days</p> <ul style="list-style-type: none"> • Individual practice in “practice mode” on console • Individual help at keyboards away from console 	<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures</p> <p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p>	<p>Teacher made textbook with resources from several step-by-step beginning piano method books.</p> <p>Additional teacher made chord pieces</p>	<ul style="list-style-type: none"> • Monitoring daily practice and progress through “Ease drop” mode on console • Student self-assessment and re-evaluation of what needs to be practiced more • Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console • Retaking of any unsatisfactory performance grades

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Week 7, 8 & 9	How can I play more difficult music	<p>Unit 3 –</p> <ul style="list-style-type: none"> • Stacatto • LH melody • New A & B leger line above staff RH • Vocabulary terms • Playing in the Key of Bb • New F below staff in LH • Classical pieces in G and Em • Chords with 7ths, F# Bm • Walking bass line <p>Day one</p> <ul style="list-style-type: none"> • Lecture and hands on introduction of notes and concepts to be covered in the unit • Group playing together with teacher in “lecture mode” on the console <p>Remaining days</p> <ul style="list-style-type: none"> • Individual practice in “practice mode” on console • Individual help at keyboards away from console 	<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures</p> <p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p>	<p>Teacher made textbook with resources from several step-by-step beginning piano method books.</p> <p>Additional teacher made chord pieces</p>	<ul style="list-style-type: none"> • Monitoring daily practice and progress through “Ease drop” mode on console • Student self-assessment and re-evaluation of what needs to be practiced more • Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console • Retaking of any unsatisfactory performance grades

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Week 10, 11 & 12	<p>What do the different markings in music mean?</p> <p>How can I continue to expand my playing range?</p>	<p>Unit 4 –</p> <ul style="list-style-type: none"> • Triplets • C ledger line below LH • Firmata, Staccato, Accents • Dynamic Markings • Key of A Major • Dotted rhythm • Classical pieces in D • Chords Bb, Gm, Ab and Eb <p>Day one</p> <ul style="list-style-type: none"> • Lecture and hands on intro of notes and concepts to be covered in the unit • Group playing together with teacher in “lecture mode” on the console <p>Remaining days</p> <ul style="list-style-type: none"> • Individual practice in “practice mode” on console • Individual help at keyboards away from console 	<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2:3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures</p> <p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p>	<p>Teacher made textbook with resources from several step-by-step beginning piano method books.</p> <p>Additional teacher made chord pieces</p>	<ul style="list-style-type: none"> • Monitoring daily practice and progress through “Ease drop” mode on console • Student self-assessment and re-evaluation of what needs to be practiced more • Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console • Retaking of any unsatisfactory performance grades

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Week 13 & 14	How can I continue to expand my playing range?	<p>Unit 5 –</p> <ul style="list-style-type: none"> • D ledger line below LH • Syncopation • Left hand cross overs • Playing in Eb Major • Playing in 6/8 time • Pick up count • E ledger line below LH <p>Day one</p> <ul style="list-style-type: none"> • Lecture and hands on intro of notes and concepts to be covered in the unit • Group playing together with teacher in “lecture mode” on the console <p>Remaining days</p> <ul style="list-style-type: none"> • Individual practice in “practice mode” on console • Individual help at keyboards away from console 	<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2:3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures</p> <p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p>	<p>Teacher made textbook with resources from several step-by-step beginning piano method books.</p> <p>Additional teacher made chord pieces</p>	<ul style="list-style-type: none"> • Monitoring daily practice and progress through “Ease drop” mode on console • Student self-assessment and re-evaluation of what needs to be practiced more • Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console • Retaking of any unsatisfactory performance grades

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Week 15 & 16	<p>How can I continue to expand my playing range?</p> <p>How can I improve my performance?</p>	<p>Unit 6–</p> <ul style="list-style-type: none"> • Students who have completed all units may request songs of their choice to work on in class • Prepare for final recital • Individual practice in “practice mode” on console • Individual help at keyboards away from console 	<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures</p> <p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p>	<p>Teacher made textbook with resources from several step-by-step beginning piano method books.</p> <p>Additional teacher made chord pieces</p>	<ul style="list-style-type: none"> • Monitoring daily practice and progress through “Ease drop” mode on console • Student self-assessment and re-evaluation of what needs to be practiced more • Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console • Retaking of any unsatisfactory performance grades

