

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><b>Week 1&amp;2</b></p>	<p>How do the markings on the page correspond to my hands on the keyboard?</p>	<p><b>Unit 1 –</b></p> <ul style="list-style-type: none"> <li>• Clefs – G, Treble and F, Bass</li> <li>• Five Finger Exercises</li> <li>• Measures</li> <li>• Beats and Note Values</li> <li>• Time Signatures</li> <li>• Left Hand/Right Hand positions</li> <li>• Middle C-G in the Right Hand</li> <li>• Middle C-G in the Left Hand</li> <li>• Chords C &amp; G7</li> <li>• C Major Scale hands separate</li> </ul> <p><b>Day one</b></p> <ul style="list-style-type: none"> <li>• Lecture and hands on introduction of notes and concepts to be covered in the unit</li> <li>• Group playing together with teacher in “lecture mode” on the console</li> </ul> <p><b>Remaining days</b></p> <ul style="list-style-type: none"> <li>• Individual practice in “practice mode” on console</li> <li>• Individual help at keyboards away from console</li> </ul>	<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"> <li>• Monitoring daily practice and progress through “Ease drop” mode on console</li> <li>• Student self-assessment and re-evaluation of what needs to be practiced more</li> <li>• Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console</li> <li>• Retaking of any unsatisfactory performance grades</li> </ul>

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<p><b>Week 3 &amp;4</b></p>	<p>How do I read and perform different rhythms</p> <p>How do I expand my range of note reading ability?</p>	<p><b>Unit 2 –</b></p> <ul style="list-style-type: none"> <li>• C Scale hands together</li> <li>• Addition of the C below and above Middle C</li> <li>• Addition of F below middle C</li> <li>• Flat and Sharp Symbols</li> <li>• Key signatures with one flat and one sharp Eighth notes</li> </ul> <p><b>Day one</b></p> <ul style="list-style-type: none"> <li>• Lecture and hands on introduction of notes and concepts to be covered in the unit</li> <li>• Group playing together with teacher in “lecture mode” on the console</li> </ul> <p><b>Remaining days</b></p> <ul style="list-style-type: none"> <li>• Individual practice in “practice mode” on console</li> <li>• Individual help at keyboards away from console</li> </ul>	<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"> <li>• Monitoring daily practice and progress through “Ease drop” mode on console</li> <li>• Student self-assessment and re-evaluation of what needs to be practiced more</li> <li>• Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console</li> <li>• Retaking of any unsatisfactory performance grades</li> </ul>

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<b>Week 5, 6 &amp; 7</b>	How can I play more difficult music	<p><b>Unit 3 –</b></p> <ul style="list-style-type: none"> <li>Two Note Chords in right Hand</li> <li>Two Note Chords in Left Hand</li> <li>Low C hand position adding E and D</li> <li>Flat, Sharp review and Natural sign added</li> <li>New A and B above middle C in Right Hand</li> <li>New Right Hand position 3 on F</li> <li>New Right Hand position 5 on High C</li> <li>Chords C, F, G7, Em</li> <li>F Major Scale hands separate</li> </ul> <p><b>Day one</b></p> <ul style="list-style-type: none"> <li>Lecture and hands on introduction of notes and concepts to be covered in the unit</li> <li>Group playing together with teacher in “lecture mode” on the console</li> </ul> <p><b>Remaining days</b></p> <ul style="list-style-type: none"> <li>Individual practice in “practice mode” on console</li> <li>Individual help at keyboards away from console</li> </ul>	<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"> <li>Monitoring daily practice and progress through “Ease drop” mode on console</li> <li>Student self-assessment and re-evaluation of what needs to be practiced more</li> <li>Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console</li> <li>Retaking of any unsatisfactory performance grades</li> </ul>
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<b>Week 8, 9 &amp; 10</b>	<p>What do the different markings in music mean?</p> <p>How can I continue to expand my playing range?</p>	<p><b>Unit 4 –</b></p> <ul style="list-style-type: none"> <li>• Repeat Sign, First and Second Endings</li> <li>• Common time</li> <li>• Firmata, Staccato, Accents</li> <li>• Dynamic Markings</li> <li>• Review of all notes previously taught</li> <li>• New D above high C in right hand</li> <li>• New hand position with 1 on G in right hand</li> <li>• New E above high C in right hand</li> <li>• Hid C hand position in right hand</li> <li>• Chords C, F, B7, Bb</li> <li>• Pop Tune in mixed C position</li> <li>• D.C. al Coda, Coda</li> </ul> <p><b>Day one</b></p> <ul style="list-style-type: none"> <li>• Lecture and hands on intro of notes and concepts to be covered in the unit</li> <li>• Group playing together with teacher in “lecture mode” on the console</li> </ul> <p><b>Remaining days</b></p> <ul style="list-style-type: none"> <li>• Individual practice in “practice mode” on console</li> <li>• Individual help at keyboards away from console</li> </ul>	<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"> <li>• Monitoring daily practice and progress through “Ease drop” mode on console</li> <li>• Student self-assessment and re-evaluation of what needs to be practiced more</li> <li>• Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console</li> <li>• Retaking of any unsatisfactory performance grades</li> </ul>
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Week 11, 12 & 13	How can I continue to expand my playing range?	<p><b>Unit 5 –</b></p> <ul style="list-style-type: none"> <li>• New F above high C in right hand</li> <li>• Additions to high C hand position</li> <li>• Left hand cross overs</li> <li>• Crescendo and Diminuendo symbols</li> <li>• Switching hand positions within the key of C in RH</li> <li>• Pick up count</li> <li>• Left hand plays D above mid C</li> <li>• G hand position in both hands</li> <li>• G scale in both hands</li> <li>• Right hand plays B below mid C</li> <li>• Left hand thumb tuck and cross</li> <li>• New B below low C in LH</li> <li>• Switching from high to low positions in LH</li> </ul> <p><b>Day one</b></p> <ul style="list-style-type: none"> <li>• Lecture and hands on intro of notes and concepts to be covered in the unit</li> <li>• Group playing together with teacher in “lecture mode” on the console</li> </ul> <p><b>Remaining days</b></p> <ul style="list-style-type: none"> <li>• Individual practice in “practice mode” on console</li> <li>• Individual help at keyboards</li> </ul>	<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"> <li>• Monitoring daily practice and progress through “Ease drop” mode on console</li> <li>• Student self-assessment and re-evaluation of what needs to be practiced more</li> <li>• Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console</li> <li>• Retaking of any unsatisfactory performance grades</li> </ul>

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Week 14, 15 & 16	<p>How can I continue to expand my playing range?</p> <p>How can I improve my performance?</p>	<p style="text-align: center;">away from console</p> <p><b>Unit 6–</b></p> <ul style="list-style-type: none"> <li>• New A below low C in LH</li> <li>• New G below low C in LH</li> <li>• Switching from low G to high G positions in LH</li> <li>• Three note chords in RH and LH</li> <li>• New Key signature and hand position of D major</li> <li>• Review songs with all previously taught notes and symbols</li> <li>• Chords C, F, C7, E, Am D, G7</li> <li>• D Scale in both hands</li> </ul> <p><b>Day one</b></p> <ul style="list-style-type: none"> <li>• Lecture and hands on intro of notes and concepts to be covered in the unit</li> <li>• Group playing together with teacher in “lecture mode” on the console</li> </ul> <p><b>Remaining days</b></p> <ul style="list-style-type: none"> <li>• Individual practice in “practice mode” on console</li> <li>• Individual help at keyboards away from console</li> </ul>	<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</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"> <li>• Monitoring daily practice and progress through “Ease drop” mode on console</li> <li>• Student self-assessment and re-evaluation of what needs to be practiced more</li> <li>• Performance of assigned pieces or exercises alone for teacher by “call” or “ease drop” mode on console</li> <li>• Retaking of any unsatisfactory performance grades</li> </ul>

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