

Glendale Unified School District
Middle School

November 17, 2015

Department: Visual and Performing Arts (Instrumental Music)

Course Title: Beginning Class Piano

Course Number:

Grade Levels: 6-8

Semester Credits: 5

Recommended Prerequisite: None

Recommended Textbooks: **Basic Piano Adventures**

Course Description: Class piano is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music.

At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.

I. Standards

A. California State VAPA Standards, Instrumental Music, Middle School Section

1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.

- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
- 1.3 Transcribe simple aural examples into melodic notation.
- 1.4 Sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1-6).
- 2.4 Compose short pieces in duple, triple, and mixed meters.
- 2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media.
- 2.6 Improvise melodies and harmonic accompaniments.
- 3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.4 Perform music from diverse genres and cultures.
- 3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.
- 4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

B. California Common Core Standards for Technical Subjects (Anchor Standards)

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.

6. Assess how point of view or purpose shapes the content and style of a text.
 Integration of

Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

II. Sample Assessments

- A. Individual and group playing tests
- B. Lesson and unit quizzes and exams
- C. Reports and papers

III. Topic of Study - Suggested Time Distribution

WEEKS	TECHNIQUE	THEORY	HISTORY
1 - 2	<ul style="list-style-type: none"> • Introductions • Basic fingerings 	<ul style="list-style-type: none"> • Clefs • Notes • Rhythms 	<ul style="list-style-type: none"> • Intro to western history and notation • Exposure to non-western history and notation
2 - 4	<ul style="list-style-type: none"> • Right hand independent • Left hand independent 	<ul style="list-style-type: none"> • Grand staff • Names of notes • Solfeggio introduction 	<ul style="list-style-type: none"> • Western history and notation • Non-western history and notation
5 - 9	<ul style="list-style-type: none"> • Merging of two handed playing • Scales 	<ul style="list-style-type: none"> • I-IV-V-I progression • Keys • Solfeggio 	
10 - 14	<ul style="list-style-type: none"> • Working on hand independence • Major and minor scales 	<ul style="list-style-type: none"> • Using I-IV-V-I in left hand and melody in right • Grand staff notes and names 	

		<ul style="list-style-type: none"> • Solfeggio 	
15-20	<ul style="list-style-type: none"> • Working on speed and fluency of hands • How to finger music that has no fingering 	<ul style="list-style-type: none"> • 4 part harmony (an introduction) • Leading tones and V7 to I progression • Poly rhythms 	

IV. Recommended Materials

- A. Recommended Common Core Supplemental text books:
Practice Time Assignment Book (Scales, theory, and history),
Discover Beginning Improvisation (Improvisation, theory and history), Nancy and Randall Faber

- B. Piano lab
1. Weighted, 88 key keyboards
 2. Piano benches
 3. Full teacher control of Piano lab

- C. Text books
1. Student text for playing
 2. Student text for theory
 3. Student text for history

- D. Student supplied materials
1. Pencils (NO PENS!)
 2. Staff paper
 3. Notebook paper