

Piano
Created 11/16/2023 Revised

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Piano						
Author	Kelemen						
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Students will learn the basics of playing the piano including how to read music notation, how to play chords, and how to learn the songs they like to listen to. This class is a mix of self-paced lessons and group assignments designed to give students the tools to continue learning outside of the classroom.						
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Piano Basics 2 Weeks	Online Video Synthesizers Course long	Music Notation Performances Course long	Expo Performance Quarter 2	Expressive Techniques Semester 2	Scales + Chords Semester 2	Expo Performance Quarter 4
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	-Notation basics -Piano/hand placement and set up -Rhythm basics -Video synthesizer use	-How to use YouTube and other video sources to learn a song on the piano	-How to use sheet music from the binder to learn a song on the piano	-How to select an appropriate piece for performance -How to perform in front of an audience	-How to play with expression (articulation, tempo, dynamics)	-How to play scales (finger numbers) -How to build and play chords. What is the difference between a chord and a note?	-How to select an appropriate piece for performance -How to perform in front of an audience
GX Focus <i>Clarification: This is the GX's you plan to pay particular attention to.</i>	Creativity GX	Creativity GX	Creativity GX	Creativity GX	Creativity GX	Creativity GX	Creativity GX
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate.	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate.	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as	Performing Arts GP: Perform: MU:Pr4.1.I.d. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy

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	MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Note identification (staff) Note identification (piano) Rhythm practice	Performance of a song of choice	Performance of a song from the binder	-Video Reflection assignment -Repertoire selection -Performance	-Demonstrations for teacher -	-Demonstrations for teacher -	-Video Reflection assignment -Repertoire selection -Performance
Link to Unit <i>Clarification:</i> <i>This is the link to your unit plan.</i>	Piano Lesson Book	Piano Tutorials	Piano Lesson Book	Expo Song Choice	-Performance for the teacher	-Performance for the teacher	Expo Song Choice