

HS Piano 1

Huntingdon Area School District

UNITS (12/12 SELECTED)

SUGGESTED DURATION

 Unit 1: Introduction to Piano	<i>10 lessons</i>
 Unit 2: The Grand Staff	<i>5 lessons</i>
 Unit 3: Intervals	<i>10 lessons</i>
 Unit 4: C and G7 Chords	<i>10 lessons</i>
 Unit 5: 3/4 Time	<i>5 lessons</i>
 Unit 6: F chord	<i>4 lessons</i>
 Unit 7: G Position and Sharp Sign	<i>8 lessons</i>
 Unit 8: G and D7 Chords	<i>8 lessons</i>
 Unit 9: C Chord in G Position	<i>8 lessons</i>
 Unit 10: Middle C Position	<i>5 lessons</i>
 Unit 11: Advanced Rhythm and Form	<i>10 lessons</i>
 Unit 12: Final	<i>5 lessons</i>

Unit 1: Introduction to Piano

HS Piano 1

UNIT OVERVIEW

Students will learn Middle C and proper hand placement in relation to that note for C position, finger numbers, the first five notes (C, D, E, F, and G) for both hands, how to read the first five notes in Treble and Bass Clef.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

9.3.12.A

National Association for Music Education (NAfME) - Guitar, Keyboard and Harmonizing Instruments - Novice

MU:Cr1.1.H.5a

MU:Pr4.1.H.5a

MU:Pr4.2.H.5a

MU:Cn10.0.H.5a

BIG IDEAS

Big Ideas

- **Proper technique is the building block for success in playing an instrument.**

ESSENTIAL QUESTIONS

Essential Questions

- Why do we need good playing technique?
- What do the clefs mean and how do we use them?

Unit 1: Introduction to Piano

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to find each note on the piano	Play C, D, E, F, and G with both hands
The number system for identifying fingers on each hand	Use the proper fingers to play in C position
The notes on the lines and spaces of the Treble and Bass clef staves.	Be able to identify and play the first five notes of C position in both hands while reading music. Be able to begin playing simple melodies.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Finger Placement	Formative, Diagnostic	Making sure students are consistently using proper finger placement and correcting as necessary.
Piano Performance Assessment	Summative	Students perform Ode to Joy and Aura Lee graded against the Piano Performance Rubric.
Piano Work Packet	Formative	Class discussion of answers to Piano Work Packet pages

Unit 2: The Grand Staff

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UNIT OVERVIEW

Introduction of the combined Treble and Bass Clefs as the Grand Staff. Introduction of the concepts of rests or measured silence in music. Introduction of the meter and 4/4 time.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.I 9.2: 9.2.12.A

9.3: 9.3.12.A 9.3.12.B 9.3.12.E 9.3.12.F 9.4: 9.4.12.A 9.4.12.B

BIG IDEAS

Big Ideas

- **Music is read vertically and horizontally**
- **Rests are just as important as notes played**
-

ESSENTIAL QUESTIONS

Essential Questions

- Why is the steady beat so important?
- How do we measure silence?
- How do I coordinate using both hands?

Unit 2: The Grand Staff

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
In the Grand Staff, the treble and bass clefs occur simultaneously	Read and perform music that is written in the Grand Staff
The different lengths of notes and rests	Perform songs that incorporate rests with a steady beat
Understand meter and 4/4 time	Write measures and know what lengths of notes are appropriate to use.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of student ability and progress	formative, diagnostic	Work with students daily as they progress through the music and guide their learning based on performance
Piano Performance Assessment	summative	Students perform Playing on the Grand Staff, Rock Along, and Mexican Hat Dance and are graded against the Piano Performance Rubric.

Unit 3: Intervals

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UNIT OVERVIEW

Students will learn to read, play, and understand the concept of intervals and why they are important to understanding musical notation.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.F

9.1.12.G

9.1.12.H

9.1.12.I

9.1.12.K

9.2:

9.2.12.A

9.2.12.B

9.2.12.C

9.2.12.D

9.3:

9.3.12.A

9.3.12.B

9.3.12.C

BIG IDEAS

Big Ideas

- **Intervals are the building blocks of Melody**
- **Written intervals directly correlate to intervals played on piano**
-

ESSENTIAL QUESTIONS

Essential Questions

- What is melody?
- What is harmony?
- How do we read intervals?

Unit 3: Intervals

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The difference between melody and harmony	Be able to identify melodic and harmonic intervals
How to count intervals on the staff	Be able to play and write melodic and harmonic intervals

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Monitoring of student progress	formative, diagnostic	Observation and one on one interaction with students as they practice
Piano Performance Assessment	summative	Students perform several songs and are graded against the piano performance rubric
Piano Work Packet progress	formative	Student responses to assigned pages in the Piano Work Packet,

Unit 4: C and G7 Chords

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UNIT OVERVIEW

Introduction of Chords beginning with the C chord in C position and then the G7 chord. Students perform several songs utilizing both chords in the right and left hand while the other hand plays melody.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.E

9.1.12.F

9.1.12.G

9.1.12.H

9.2:

9.2.12.A

9.2.12.B

BIG IDEAS

Big Ideas

- Chords add important harmony to songs
- Hand and finger coordination can be developed
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ESSENTIAL QUESTIONS

Essential Questions

- How do we play a chord?
- How can we visually recognize the difference between chords?

Unit 4: C and G7 Chords

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to read the C and G7 chord	Play them in context of songs as they are written
Coordinate their fingers and hands	Perform more difficult music in time and rhythm

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student observation	formative, diagnostic	One on one student/teacher time throughout the period to evaluate and guide students in specific areas where they need the most help.
Piano Performance Assessment	Summative	Students perform various songs to be graded against the Piano Performance Rubric
Piano Work Packet	formative	Students complete assigned pages from the Piano Work Packet

Unit 5: 3/4 Time

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UNIT OVERVIEW

Students will learn a new time signature, 3/4 time, and how it differs from 4/4 in subtle but important ways. They will perform several songs in 3/4 time.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

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|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9.1: | 9.1.12.A | 9.1.12.B | 9.1.12.C | 9.1.12.D | 9.1.12.E | 9.1.12.F | 9.1.12.G | 9.1.12.H |
| 9.1.12.I | 9.1.12.J | 9.1.12.K | 9.2: | 9.2.12.A | 9.2.12.B | 9.2.12.C | 9.2.12.D | 9.2.12.E |
| 9.2.12.F | 9.2.12.J | 9.2.12.K | 9.2.12.L | 9.3: | 9.3.12.A | 9.4: | 9.4.12.A | |

BIG IDEAS

Big Ideas

- Although there is only one beat difference, 3/4 is drastically different from 4/4
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ESSENTIAL QUESTIONS

Essential Questions

- How do we count 3/4 time?
- What is the feeling of the music in 3/4 time?

Unit 5: 3/4 Time

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to read 3/4 time	Play song in 3/4 time
Common 3/4 time "feelings"	Coordinate right and left hand "boom-chuck-chucks"

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of student practice	formative, diagnostic	Give students feedback on their practice in one-on-one situations
Piano Performance Assessment	summative	Grade students on various performed songs against the Piano Performance Rubric
Piano Work Packet	formative	Spot check students on completion of assigned pages in Piano Work Packet

Unit 6: F chord

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UNIT OVERVIEW

Students will learn the F chord in C position and incorporate it into the songs When the Saints Go Marching In and I'm Gonna Lay My Burden Down.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.F 9.1.12.G 9.1.12.E 9.1.12.H

9.1.12.J 9.2: 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.F 9.2.12.H 9.2.12.K 9.2.12.J

9.3.12.A 9.3: 9.3.12.D 9.4: 9.4.12.D

BIG IDEAS

Big Ideas

- The C, F, and G7 chords in C are the most important chords to learn
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ESSENTIAL QUESTIONS

Essential Questions

- How do we transition from one chord to the next seamlessly?
- How are F and G7 chords used to emphasize the C chord?

Unit 6: F chord

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to recognize and play the F Chord	Be able to incorporate the F chord into songs
More intricate coordination of their hands	Play the more difficult music with back and forth hand technique.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of student practice	formative, diagnostic	One-on-one assessment and feedback of students as they practice
Piano Performance Assessment	summative	Graded assessment of piano performance against the Piano Performance Rubric
Piano Work Packet	formative	Spot check student work in piano work packet

Unit 7: G Position and Sharp Sign

HS Piano 1

UNIT OVERVIEW

Students will learn a new hand position with the G position. They will be reading new notes, but understanding that intervals don't change. Learn and incorporate the use of the sharp sign.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.C

9.1.12.D

9.1.12.E

9.1.12.H

9.1.12.K

9.2:

9.2.12.C

9.2.12.B

9.2.12.F

9.2.12.K

BIG IDEAS

Big Ideas

- Intervals in new positions on the piano and the music staff are the same.
- Being able to move to new positions on the piano opens up new sounds
- We can alter notes with new signs

ESSENTIAL QUESTIONS

Essential Questions

- Where do my hands go in G position?
- What new notes will be played in G position?
- How do intervals work in G position?

Unit 7: G Position and Sharp Sign

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Where to put their hands in G position	Be able to play in G position
New notes higher in the staff	Read music in G position

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of student learning	formative, diagnostic	One-on-one assessment of student progress during their practice time
Piano Performance Assessment	summative	Students perform several songs for a grade.
Piano Work Packet	formative	Check on student progress through assigned pages in the work packet

Unit 8: G and D7 Chords

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UNIT OVERVIEW

With a basic understanding of chords, the G position, and sharps, students can now learn the G and D7 chords in G position and use them in songs.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.E

9.1.12.I

9.1.12.G

BIG IDEAS

Big Ideas

- The shape of chords can be similar from C position to G position
- The pedal is a tool to be used in piano playing
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ESSENTIAL QUESTIONS

Essential Questions

- How do we play chords in G position? How are they the same and how are they different from C position?
- How do we use the pedal and what does it do?

Unit 8: G and D7 Chords

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The relationship of notes to form chords	Play chords in G position
What the bracket means in music	Utilize the pedal effectively in their playing

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of student practice	formative, diagnostic	Assess and guide students as they practice on their own
Piano Performance Assessment	summative	Students perform various songs and are graded against the Piano Performance Rubric
Piano Work Packet	formative	check student progress on assigned pages in Piano Work Packet.

Unit 9: C Chord in G Position

HS Piano 1

UNIT OVERVIEW

Students will learn the C chord, but this time in G position. They will also utilize more broken chord accompaniments and learn how to recognize those quickly.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

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|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9.1: | 9.1.12.A | 9.1.12.B | 9.1.12.C | 9.1.12.D | 9.1.12.E | 9.1.12.F | 9.1.12.G | 9.1.12.H |
| 9.1.12.I | 9.1.12.J | 9.1.12.K | 9.2: | 9.2.12.A | 9.2.12.B | 9.2.12.C | 9.2.12.H | 9.2.12.I |
| 9.3: | 9.3.12.C | 9.3.12.D | 9.4: | 9.4.12.A | 9.4.12.B | 9.4.12.C | | |

BIG IDEAS

Big Ideas

- **Broken Chords are still chords**
-
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ESSENTIAL QUESTIONS

Essential Questions

- How are the C chord in G position and C chord in C position alike and different?
- How is the C chord in G position similar to the F chord in C position?
- What are broken chords and how do we recognize and use them?

Unit 9: C Chord in G Position

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to quickly recognize broken chords	Quickly learn songs that use broken chords
The relationship of the C chord to the key of G	Incorporate the C chord into the music

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student Observation	formative, diagnostic	Observations of student progress in personal practice time
Piano Performance Assessment	summative	Grading students on performance of assigned songs
Piano Work Packet	formative	Checking progress of assigned pages in piano work packet

Unit 10: Middle C Position

HS Piano 1

UNIT OVERVIEW

Students will learn a new hand position, middle C position, and how, even though it's a little unconventional, can be used effectively in piano playing.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

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|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9.1: | 9.1.12.A | 9.1.12.B | 9.1.12.C | 9.1.12.D | 9.1.12.E | 9.1.12.F | 9.1.12.G | 9.1.12.H |
| 9.1.12.I | 9.1.12.J | 9.1.12.K | 9.2: | 9.2.12.A | 9.2.12.B | 9.2.12.C | 9.2.12.D | 9.2.12.E |
| 9.2.12.F | 9.2.12.H | 9.2.12.I | 9.2.12.J | 9.2.12.K | 9.2.12.L | 9.3: | 9.3.12.A | 9.3.12.B |
| 9.3.12.C | 9.4.12.A | 9.4: | 9.4.12.D | | | | | |

BIG IDEAS

Big Ideas

- **Middle C position is an effective piano hand position**
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ESSENTIAL QUESTIONS

Essential Questions

- How can we use middle C position?
- What do I do with my thumbs?

Unit 10: Middle C Position

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Middle C Position	Be able to play new songs with a different sound and aesthetic
The historical context of Happy Birthday	Be able to play Happy Birthday and why it is important to our culture

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student Observation	formative, diagnostic	Student assessment of ability and progress during individual practice time.
Piano Performance Assessment	summative	Graded performances using the Piano Performance Rubric

Unit 11: Advanced Rhythm and Form

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UNIT OVERVIEW

Students will continue to advance in both their rhythms and knowledge of song forms. We will incorporate the use of multiple series of eighth notes, as well as the dotted quarter/eighth note rhythm. Students will learn more about repeats within the song as well as DC al Fine, al Coda, and DS symbols.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

- | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9.1: | 9.1.12.A | 9.1.12.B | 9.1.12.C | 9.1.12.D | 9.1.12.E | 9.1.12.F | 9.1.12.G | 9.1.12.H |
| 9.1.12.J | 9.2: | 9.2.12.A | 9.2.12.D | 9.2.12.E | 9.2.12.F | 9.2.12.I | 9.2.12.H | 9.3: |
| 9.3.12.A | 9.3.12.D | 9.4: | 9.4.12.A | 9.4.12.B | | | | |

BIG IDEAS

Big Ideas

- Form is the overall structure of music
- **Advanced rhythms add interest to melodies and harmonies**
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ESSENTIAL QUESTIONS

Essential Questions

- How do we follow the form in music?
- How do we coordinate our hands to play advanced rhythms in harmonies and melodies?

Unit 11: Advanced Rhythm and Form

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
What DC, DS, al Fine, and al Coda mean	Follow the full form of a piece of music that uses these terms.
How to read and count 2 to 4 beamed eighth notes in a row	Play more advanced music.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Formative, diagnostic	Observation of student progress during individual practice time
Piano Performance Assessment	Summative	Grading student performances against the Piano Performance Rubric

Unit 12: Final

HS Piano 1

UNIT OVERVIEW

The final consists of one song that covers most of the concepts learned up to this point, including advanced rhythms and form as well as moving hands around the keyboard.

STANDARDS/EXPECTATIONS

Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.B 9.1.12.C 9.2.12.B 9.2.12.C 9.2.12.E 9.2.12.G 9.2.12.F

9.4: 9.4.12.A 9.4.12.D 9.3.12.F 9.3.12.C 9.3:

BIG IDEAS

Big Ideas

- **Music played on the piano rarely stays in one position**
- **The more comfortable you become moving around the piano, the more songs you can play.**

ESSENTIAL QUESTIONS

Essential Questions

- How do we recognize hand placement outside of C and G position?
- How do all concepts learned to this point compound to be able to play more advanced music?

Unit 12: Final

HS Piano 1

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to read patterns in the music outside of C and G Position	Play moving patterns across the piano

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of progress	formative, diagnostic	Observation of student progress during individual practice time
Piano Performance Assessment	summative	Grade students ability to perform a piece of music against the piano performance rubric