

District: EMUHSD  
High School: Rosemead

<p>Course Title: Piano 1</p> <p>Textbook(s): The Older Beginner Piano Course, Level I, by James Bastien</p> <p>Copyright date/Edition: 1977</p> <p>Transitional* _____(Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* ____ Bilingual* ____</p> <p>AP**                      Honors**</p> <p>Department: Music</p> <p>CTE*** : Industry Sector: _____ Pathway: _____</p> <p>Check One Introductory: X Concentrator: _____ Capstone: _____</p> <p>Grade Level (s): 9-12</p> <p>Semester      two      Year      one</p> <p>Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>(   ) English (   ) Fine Arts (   ) Foreign Language (   ) Health &amp; Safety (   ) Math (   ) Physical Education (   ) Science (   ) Social Science ( X ) Elective</p> <p>This course meets a-g requirements:</p> <p>(   ) “a” – Social Studies (   ) “b” – ELA (   ) “c” – Math (   ) “d” – Lab Science (   ) “e” – Language (not English) ( f ) “f” – Vis/Perf Arts ( g ) “g” – College prep elective</p>	<p>Department/Cluster Approval      Date</p> <p>Is this course an adaptation from another source?  <input type="checkbox"/> No - X  <input type="checkbox"/> Yes</p> <p>If yes, please indicate the source of the original course:          _____          _____</p>
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1. Prerequisite(s): None

2. This course serves as an introduction to reading and performing music notation on a music keyboard at an elementary level.

**OBJECTIVES OF THE COURSE:** The student will be able to:

- Read, notate, and perform the following rhythms: quarter notes, eighth notes, half notes, dotted half notes, whole notes, and their corresponding rests.
- Identify all notes on, above, and below the musical staff and locate each note's position on the keyboard.
- Play C, G, and F major primary chords and notes in the corresponding 5-finger positions.
- Play various assigned pieces in C, F, and G with proficiency using the schedule of pieces to be learned.
- Play C and G major scales with both hands for two octaves during second semester.
- Play and harmonize simple melodies in the keys of C, F, and G major.
- Perform one 4-line piece in a recital in front of the class at the end of the 6-week and 12-week grading periods using music.
- Perform one 4-line piece memorized in a recital at the end of each semester.
- Define and demonstrate an understanding of the elements of music through listening, analysis, and reflective writing.

**COURSE CONTENT** - The student will use:

- Keyboard skills in playing music.
- Listening skills in ensemble playing and in recognizing the elements of music and identifying styles of music.
- Reading comprehension skills to read music notation and to obtain information from worksheets and other written sources.
- Writing skills in presenting an analysis of aural observations.

**CALIFORNIA MUSIC CONTENT STANDARDS** - These standards are the focus of Piano 1:**1.0 ARTISTIC PERCEPTION**

- Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
- Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

**2.0 - CREATIVE EXPRESSION**

- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).

**4.0 AESTHETIC VALUING**

- Responding to, Analyzing, and Making Judgments About Works of Music
- Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.
  - 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

**STUDENT PERFORMANCE STANDARDS:**

A - 90-100  
 B - 80-89  
 C - 70-79  
 D - 60-69  
 F - below 60

**Points:**

Playing pieces: 50 points each (more points given for advanced or longer pieces)  
 (Points assigned when piece reaches 95% accuracy)

Tests: 100 points each

Quizzes:	50 points each
Scales:	50 points each
Reflections:	10 points each
Concert Attendance:	150 points (1 per semester)
Recital:	150 points each (3 recitals per semester)

**Evaluation/assessment/rubrics** - Students are evaluated on a recital performance at the end of each grading period. Students are graded on the number of pieces they pass at 95% accuracy. Students are also graded on theory work, writing reflections, and concert reflections.

**Minimum to pass the course:** Students must attain at least 60% of points possible in order to pass the course. Students may receive credit for passing scales and pieces at any time. They are not penalized for missing scheduled deadlines if they make up the work by the end of the semester.

### 3. PIANO 1 COURSE OUTLINE

COURSE OBJECTIVES	UNITS OF STUDY
Perform quarter, half, and whole notes with a steady beat and legato tone. Perform simple pieces in C position with I and V7 chords in 4/4 time.	Unit 1: pp. 1-12 C Major Hand Position (not on the staff)
Musical staff terms and C position notes on staff, I & V7 chords on staff; Perform tie, matching rests, dotted half note, and upbeats.	Unit 2: pp. 13-20 C Major Hand Position – notes on the staff
Perform dynamics, slurs, eighth notes, IV chord, and new notes – A and B with RH. Playing in 3/4	Unit 3: pp. 21-28 Playing out of the 5-finger position.
Perform sharp, flat, natural; G chords and notes in G position.	Unit 4: pp. 29-36 Accidentals and G position notes.

Perform pieces in G major and F major; transpose piece from F to C and G; Perform dotted quarter note and <i>D. S. al Fine</i> .	Unit 5: pp. 37-44 Playing F position chords and notes, transposition, and dotted quarter note.	
Perform pieces with C, F, and G chords in block and broken form; perform accents and staccatos.	Unit 6: pp. 45-52 Pieces in C, F, and G; accents and staccatos	
Half steps, whole steps, and pattern of the major scale. Cut time.	Unit 7: pp. 53-60 More advanced pieces and C major scale.	
Perform pieces in 6/8 meter. Learn note and rest values in 6/8.	Unit 8: pp. 61-68 More advanced pieces, G major scale, and 6/8 meter.	
Perform songs in D, A, and E major. Perform pieces with LH movement. Begin easy classical literature.	Unit 9: 69-78 Group 2 Keys or more advanced pieces with LH movement including Fur Elise and Minuet in G.	

<p>4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results): This course integrates the school's SLO by teaching students to problem solve and to think and listen critically. Students demonstrate knowledge through performance. Students are encouraged to work together in order to learn their music, which also improves their communication skills.</p>
<p>5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:</p> <ul style="list-style-type: none"><li>• By probing prior knowledge to help the student connect what they already know with what they are learning.</li><li>• By breaking down the learning process into smaller parts - clap rhythm, notate the rhythm and pitches, play right hand only, play left hand only, play and say letter names, play and count, play one or two measures only, etc.. These are SIOP "chunk and chew" strategies.</li><li>• By using graphic organizers and rubrics to help facilitate learning.</li><li>• By satisfying student needs as outlined by student's active IEP.</li><li>• By demonstrating the performance of new terms such as: forte (loud) or staccato (play short and detached).</li><li>• The Older Beginner Piano Course, Level 1, is an especially effective tool for ELD students because it integrates pictures of the piano keyboard, includes fingering diagrams, and introduces pitch and rhythm with simple visuals in a scaffolded manner.</li></ul>

6. Describe the interdepartmental articulation process for this course:

Piano 1 is a basic course where students learn music reading, notation, and performance skills. This course may be taken before any Music Department Instrumental or Choral course. It is an introductory, foundational course. Students in Piano 1 develop confidence by performing in regular recitals. They exercise reasoning and critical thinking skills, and they use all modalities in learning. Performance-based learning helps students develop real-world skills such as the need for preparation, how to give a professional presentation, and how to deal with performance anxiety.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts: This course closely resembles college level piano classes which are mandatory for all music majors who have not passed a piano proficiency test. Piano 1 is foundational for any student who wants to become a professional performer, music teacher, music critic, conductor, composer, or many other music-related careers.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

- The Note Speller - by James Bastien; Neil Kjos Music Co., 1976.
- Alfred's Essentials of Music Theory, Book 1 - by Andrew Surmani, Karen Farnum Surmani, and Morton Manus; Alfred Publishing, 1998.
- Teacher made resources
- Materials and music found online.

Tools -

- CD player and CDs of musical performances
- Computer - youtube performances and arrangements of music
- Projector
- whiteboards with musical staff and markers for music theory practice