

El Monte Union High School District

Course Outline

District: EMUHSD
High School: Rosemead

<p>Course Title: Piano 2</p> <p>Textbook(s): Piano Adventures: Lesson Books 3A and 3B - by Nancy and Randall Faber - Faber and Faber Pub. Copyright date/Edition: 1998 Alfred's Essentials of Music Theory, Book 2 - by Andrew Surmani, Karen Farnum Surmani, and Morton Manus; Alfred Publishing, 1998.</p> <p>Transitional* _____(Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____Bilingual* _____</p> <p>AP** Honors**</p> <p>Department: Music</p> <p>Check One Introductory: Concentrator: <u> X </u> _____ Capstone: _____ Grade Level (s): 9-12 9th grade by audition</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 & 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): Piano 1 or previous private piano lessons demonstrated through
audition

2. This course serves as a concentrator course which is designed to help students progress from elementary to late intermediate level in music reading and performance.

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, sixteenth notes, dotted eighth notes, triplets, 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, F, G, and D major as well as A and D minor cadence chords, arpeggios, chords and inversions, and scales.
- Identify all major key signatures
- Perform in $\frac{3}{4}$, $\frac{4}{4}$, cut time, $\frac{6}{8}$, and $\frac{3}{8}$ meters
- Play various assigned pieces in a variety of keys with 95% proficiency.
- Play and harmonize simple melodies in various major keys.
- Perform one piece of increasing difficulty level in a recital in front of the class at the end of the 6-week and 12-week grading periods using music.
- Perform one 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 2:

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 2 COURSE OUTLINE

COURSE OBJECTIVES	UNITS OF STUDY
<p>Perform syncopation and F major in <i>Mockingbird</i> (Adventures, 3A, p. 8,9)</p> <p>Perform using Binary and Ternary Form in G major - <i>Promenade</i> (Adventures, 3A, p. 11)</p>	<p>Unit 1:</p> <p>Perform C major scale, cadence chords, arpeggios & triads and inversions.</p> <p>Performance practice – syncopation, coda, binary and ternary forms</p> <p>Alfred Essentials of Music Theory (AEOMT): Unit 7A –major scales</p>
<p>Perform “C major scale” and slurs in a performance piece - <i>Looking Glass River</i> (Adventures, 3A, p. 12, 13)</p> <p>Perform “C minor chord”, pedaling, 3-voice playing in <i>Lunar Eclipse</i> (Adventures – Level 3A, p. 18, 19)</p>	<p>Unit 2:</p> <p>Perform A minor triads & inversions & arpeggios. Play C minor chord.</p> <p>Performance practice - articulation – connect slur and release at end of slur; 3 voice layering; pedaling. AEOMT: Unit 7B – key signatures</p>
<p>Perform 6/8 rhythm in <i>Night of the Tarantella</i> (Adventures – 3A).</p> <p>In pairs (R, L) – perform <i>Amazing Grace</i>, including triplet rhythm. (Adventures – Level 3A, p. 28, 29)</p> <p>Perform <i>March Slav</i> with ledger notes and triplet rhythm. (Adventures – Level 3A, p. 33)</p>	<p>Unit 3:</p> <p>Perform G major scale, cadence chords, arpeggios & triads and inversions.</p> <p>Performance practice – 6/8 meter and pick-ups</p> <p>AEOMT: Unit 11 – 3/8, 6/8, triplets & syncopation</p>

<p>Perform <i>Snowflake Rag</i> (Adventures – Level 3A, p. 41) with chromatic scale.</p> <p>Perform <i>Minuet in F</i> (Adventures – Level 3B, p. 7)</p>	<p>Unit 4: Perform F major scale, cadence chords, arpeggios & triads and inversions, chromatic scales.</p> <p>Performance practice: chromatic scale; f major</p> <p>AEOMT: Unit 8 -Diatonic Intervals, Chromatic scale, Circle of 5ths</p>	
<p>Perform <i>Tum Balalaika</i> in d minor in partners (R, L) (Adventures – Level 3B, p. 22, 23)</p> <p>Perform sixteenth notes; triads and inversions in <i>Pachelbel Canon</i> (in C major). (Adventures – Level 3B, p. 42-45)</p>	<p>Unit 5: Perform d minor scale, cadence chords, arpeggios & triads and inversions, chromatic scales.</p> <p>Performance practice: sixteenth notes and slurs</p> <p>AEOMT: Unit 9 – Chromatic intervals</p>	
<p>Perform syncopation in <i>Fiesta Espana</i> (Adventures – Level 3B, p. 28, 29)</p> <p>Perform chords and inversions in <i>Gavotte</i> (Adventures – Level 3B, p. 35)</p>	<p>Unit 6: Perform D major scale, cadence chords, arpeggios & triads and inversions, chromatic scales.</p> <p>Performance practice: chromatic scales; triads and inversions in rounded binary form.</p> <p>AEOMT: Unit 10 – 16th notes and rests; dotted eighth notes; cut time & common time.</p>	

<p>Perform <i>Sea Chantey</i> (Adventures – Level 3B, p. 40, 41)</p> <p>Perform C major and G major scales in - <i>Clementi Sonatina in C</i> (World's Greatest Sonatinas for Piano – Ed. Maurice Henson)</p>	<p>Unit 7: Review scales, cadence chords, arpeggios, triads and inversions.</p> <p>Performance practice – theme and variations, sixteenth notes. Articulation – slur and release at end of slur.</p> <p>AEOMT: Unit 12 – Triads, Primary triads, scale degree names and V7 chord.</p>	
<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. Piano 2 students are also assigned Piano 1 students to mentor, which builds confidence and improves their understanding of their own learning.</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"> • By probing prior knowledge to help the student connect what they already know with what they are learning. • 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. • By using graphic organizers and rubrics to help facilitate learning. • By satisfying student needs as outlined by student's active IEP. • By demonstrating the performance of new terms such as: forte (loud) or staccato (play short and detached). • By playing with a partner. 		

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. In Piano 2, students are assigned Piano 1 students to mentor. This gives Piano 2 students real world experience teaching piano, which will help prepare them to be a piano teacher, 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.)

- Hanon, Book 1; Technique - scales, cadences, arpeggios, and finger exercises
- World's Greatest Sonatinas for Piano – Ed. Maurice Henson; Alfred Pub. 2002.
- Teacher made resources
- Materials and music found online.
- Graded level piano performance pieces -
<http://gmajormusictheory.org/Freebies/freebies.html>

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