

# Course Description

## Course Overview:

Students have the opportunity to experience piano music at a beginning level in this introductory course. They will study the elements of music (melody, harmony, rhythm, and form) and how they are used to create musical style. Students will be introduced to different genres of piano music including: Classical, Jazz, Gospel, Rock, Pop, and Ragtime and learn to identify musical elements unique to that style. The specific repertoire for this course is specific to the talent, work ethic and skill level of each individual student, and the development of piano technique which is accomplished through initial mastery (Level of Difficulty 1) of the same set of standards and objectives. Emphasis is placed on learning and appropriately using musical terminology, reading music, and developing musicianship in both solo and ensemble playing. Students will be required to participate in class performances. This course is part of the Arts, Media, and Entertainment Pathway for Performing Arts.

## Prerequisites:

None

## Co-requisites:

None

## Course Content:

Unit 1 includes the following concepts:

- C Position
- Reading, Writing & Playing Note Names in Treble and Bass Clefs
- Whole notes, Half Notes, Quarter Notes and Rests
- Correct Hand Position & Posture at the Piano

- Slurs and Ties
- Primary Chords in the Key of C
- Time Signatures 4/4 , 2/4, ¾
- Dynamics p, f, mf
- Intervals up to 5<sup>th</sup>
- Songs: Au Claire de Lune, a Tisket-a-Tasket, Rockin' Intervals, King W, My 5<sup>th</sup>

Unit 2 includes the following concepts:

- G Position
- Sharp Sign
- Damper Pedal
- Chords in G Major
- Broken Chords
- Songs: Jingle Bells, Mary Ann, What Can I Share

Unit 3 includes the following concepts:

- Middle C Position
- Basic Dynamic and Tempo Signs
- Eighth Notes, Dotted Quarter Notes
- Play one Octave
- C Major Scale, Primary Chord Cadence
- 2/4 Time Signature
- Songs: When the Saints (Two Versions), Money Can't Buy Everything

Unit 4 includes the following concepts:

- Staccato
- Intervals from 6ths to Octaves
- Whole Steps & Half Steps
- Tetrachords, Flat Sign
- Songs: Harp Song, Beautiful Brown Eyes, Alpine Melody

Unit 5 includes the following concepts:

- Building C Major Scales
- Playing and Constructing All Triads in the Key of C
- Natural Sign
- Songs: Waltz Time, Good Morning to You, Happy Birthday

Unit 6 includes the following concepts:

- Playing in G Major & F Major
- Writing G Major Scales and Chords
- Playing F, D, and A Major Scales
- Syncopation
- Songs: Standing in the Need, Alouette

Unit 7 includes the following concepts:

- Keys of A & D Minor
- ALL Major Scales
- Chords & Broken Chord Arpagios in the Circle of 5ths
- Songs: Lavender's Blue, Kum-ba-yah

Unit 8 includes the following concepts:

- Keys of F and E Minor
- Major & Minor Triad Construction
- Triplets
- Songs: Blow the Man Down, Lone Star Waltz

Each Unit includes the technique necessary for playing the piano skill presented in that unit. Students will have worksheets to complete in each unit to reinforce those concepts.

### Unit 1

- Slurs & Ties
- Time Signatures

### Unit 2

- Sharp Sign
- Damper Pedal

### Unit 3

- Basic Dynamic & Tempo Signs
- Eighth Notes, Dotted Quarter Notes
- 2/4 Time Signature

### Unit 4

- Intervals
- Flat Sign

### Unit 5

- Building C Major Scales
- Naturals

### Unit 6

- Writing G Major Scales & Chords
- Syncopation

### Unit 7

- Circle of 5ths
- Key Signatures

### Unit 8

- Major & Minor Triad Construction
- Triplets

At the end of each Unit students will be assessed on their performance of various piano pieces from that Unit, along with the worksheets mentioned above and daily class participation.

Examples of Class Assignments (Units 1-8) may include the following:

- Perform C,G, & D Scales – Both one and two Octaves
- Perform one's part on selected musical literature
- Identify/define musical terms & Symbols
- Identify/define meter and Time Signatures
- Perform selected Scales (Major, Minor, Modes)
- Perform a variety of Piano literature
- Demonstrate proper fingering technique
- Basic Music History in relation to Musical Literature

Students are expected to complete a research project on a famous composer as well as a major piano work. They are to give a brief summary detailing the life of the composer. Students will choose a major piano work, listen to and write a summary detailing tone, mood, and historical background of the piece using correct musical terminology. Utilizing the knowledge gained in this course, students will compose a newspaper "Musical Review" article regarding this piece.

## Unit 1 – History of Piano Music

Within this particular unit, students will demonstrate proficiency by analyzing and composing samples of the historical development of styles. Utilizing recordings, students will develop an understanding of how each style developed and compose a brief variation of each style. The unit will introduce the various historical keyboard instruments, the evolution of the pianoforte, and its use with in secular and sacred music and the relevant role of the society and culture of Western Music, key composers, prominent performers, and the evolution of style over the past century.

Furthermore students will have the opportunity to establish aptitude through research, written, and aural contexts. The students will demonstrate knowledge of the historical perspective of the keyboard instruments' impact on society, identify the historical and cultural milestones of keyboard instruments, and utilize music proper terminology as applied.

1. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

This lesson will introduce students to the music of the harpsichord and pipe organ. Their uses as the instruments of the church, and their effect on the development of western music will be explored. Students will prepare reports outlining these developments for class presentation.

#### Unit 2-Performance Science & Techniques

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.

For each performance, configuration of the stage will be discussed and planned. Visual performance skills will be continually developed as students incorporate the pre-production components of venue, audience, available technology, and showmanship.

Students will become emerging performers through introductory use of performance production elements: stage layout, staging of microphones, timing of appropriate actions, applying various audio techniques, and entrance and exit of performers.

Performance examples via video will allow students to analyze and critique for best practices. Comparisons of professional, collegiate, and high school performances will allow students to accurately learn and describe the best practices.

1. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Employment in the 21st century requires the ability to learn and use technology appropriately and effectively. This lesson will introduce students to the basic components of microphone and amplifier technology. Types of microphones and amplifiers will be introduced, with an emphasis on which microphones are best for instruments, vocals, and universal applications, and how different amplifiers are best suited for a variety of venues.

### **Unit 3-Elements of Music**

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

Within this unit, students will learn how to read, listen to, and analyze peer and professional music using the elements and terminology of music. Basic music theory through composition skills will be developed through sequential units of study.

Consecutive lessons will explore how short musical ideas can be used to represent moods, images, and storylines. Examples of traditional repertoire and their development will be used as examples.

Using standard notation, students will develop their skills at reading and playing basic major and minor scales, basic chord structures, and rhythms. Students will develop the ability to sight read musical notation at beginning levels.

Using these combined skills, students will create and demonstrate personal musical ideas into simple compositions. Using available technology, they will document and perform these ideas for their classmates.

- 2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.**

Students will analyze the most common chord progressions of blues music. These chord progressions will be compared to traditional music from other cultures. Students will learn how these chord progressions can be transposed to various keys. Playing of the transpositions will demonstrate mastery.

### **Unit 4-Music Performance & Rehearsal**

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

**This unit introduces students to the understanding of personal practice, group rehearsal, and performance. The concurrent lessons will allow the students to explore and understand how to approach practice effectively from the professional viewpoint. Throughout the unit the students will develop a comprehension of rehearsal technique and group responsibility.**

**Students will continue to build on and develop their performance skills. Rehearsal and performance outside of regular class time will be required as part of the graded work.**

- 2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns**

**Personal practice is an essential component of performance preparation. Students will use personal logs, video or audio technology, and computer programs to monitor their practice. Group and teacher analysis of technique progression will allow the student to plan for future practice**

#### **Unit 5-Preparation for Music Career**

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

**Accompanists and keyboardists are in high demand throughout the country. This unit will prepare students for auditions, introduce the practice of job searches, and help them to prepare resumes. Audio, video, and web-based portfolios will be introduced which can be used for interviews.**

**Professional keyboard musicians and groups will be invited to the class to discuss the workplace. Emphasis will be placed on opportunities, road experiences, and practical advice for those seeking a career in music. Students will prepare classroom presentations based on this information.**

- 2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns**

**In order to understand the challenges of a career in music, and to be able to begin the process of choosing a vocation, students will research available opportunities. In a written report, students will learn about and detail the education needed, practical experience required, and the opportunities available for musicians.**

# Course Materials

## Textbooks

| <u>Title</u>                              | <u>Author</u> | <u>Publisher</u>   | <u>Edition</u> |
|---|---------------|--------------------|----------------|
| Alfred's Basic Adult Piano                | Palmer,       | Alfred Publishing  | Spiral         |
| Course Adult All-In-One                   | Manus,        | Co.,Inc., Van Nuys | Bound          |
| Course:Lesson,Theory,<br>Technic, Level 1 | Lethco        | California         | Edition        |

## Supplemental Materials

| <u>Title</u>          | <u>Content</u>  |
|-----------------------|---|
| Sight Reading Factory | Internet Based Program Annual Subscription for<br>Teacher to project music onto screen for students.<br>Student subscriptions on tablets/phones also available. |