

HOPATCONG BOROUGH SCHOOLS

ADVANCED KEYBOARDING

HIGH SCHOOL

SEPTEMBER 1999

MUSIC
COURSE OF STUDY
Advanced Keyboarding
1999

CORE CURRICULUM CONTENT STANDARDS

1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater and visual arts.

Descriptive Statement: The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and the visual arts enhances these abilities.

Progress Indicator #1:

Students will communicate their responses to dance, music, theater, and visual arts with supporting statements based on aesthetics.

Activities:

Suggested activities may include, but are not limited to the following: Students will be instructed in and asked to apply basic principles of aesthetics to the performance of the pieces in their repertoire, at a level appropriate to their ability. These principles will include style, phrasing, and musicality.

Workplace Readiness:

3.12

Thinking Skills:

Recall, application, analysis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.2,1.3

Progress Indicator #2:

Students will understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.

Progress Indicator #3:

Students will communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

1.2 All students will refine perceptual, physical and technical skills through creating dance, music, theater and/or visual arts.

Descriptive Statement: Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

Progress Indicator #1:

Students will demonstrate performance and participation skills by working and creating individually and with others.

Activities:

Suggested activities may include, but are not limited to, the following: Students will be responsible for the performance of three solo recital pieces per semester. They will also be encouraged to attempt some ensemble work with students of like ability. These performances will include all technical skills which have been covered, as well as all aesthetic elements which are indicated in each piece.

Workplace Readiness:

3.2,3.4,3.8,3.10,4.1,4.3,4.4,4.9,4.10

Thinking Skills:

Recall, application, analysis, synthesis, evaluation

Progress Indicator #2:

Students will demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level.

Activities:

Students will, by semester's end:

- a. Demonstrate proper posture and hand position at all times
- b. identify and play notes two octaves higher and lower than middle C, utilizing treble and bass clefs appropriately
- c. identify and utilize basic note values, time signatures, dynamic and tempo markings, as applied to standard beginning/intermediate piano literature
- d. know and identify the keys of C, G, D, A, F, Bb Major; a, e, d minor, including scales, knowledge of key signatures, and construction of major, natural minor and harmonic minor scales, and all primary chord progressions in these keys.

Workplace Readiness:

3.2, 3.7, 3.8, 3.9, 3.10, 3.12, 4.1, 4.2, 4.3, 4.4, 4.9, 4.10, 4.11

Thinking Skills:

Recall, application, analysis, synthesis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1

Resources:

Piano literature, dittos, classroom instruction

Progress Indicator #3:

Students will create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.

Progress Indicator #4:

Students will demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

Activities:

Students will be given familiar melodies to harmonize using appropriate I-IV-V chords in the keys of C, G, D, A, F, Bb, Eb Major; a, e, d, g minor. Transposition into several keys of some simple melodies will also be explored.

Workplace Readiness:

2.1, 2.3, 2.6, 2.7, 2.8, 3.2, 3.4, 3.5, 3.8, 3.9, 3.10, 3.12, 4.1, 4.3, 4.4, 4.5, 4.9, 4.10

Thinking Skills:

Recall, application, analysis, synthesis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1

Resources

Supplemental keyboard literature

1.3 All students will utilize arts elements and arts media to produce artistic products and performances.

Descriptive Statement: In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

Progress Indicator #1:

Students will apply elements and media common to the arts to produce a work of art.

Activities:

Suggested activities may include, but are not limited to the following:
Students will apply concepts of form, rhythm, timing, and mood to the performance of pieces in their repertoire.

Workplace Readiness:

3.7, 3.8, 3.12, 4.3, 4.10

Thinking Skills:

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.2

Resources:

Keyboard literature, handouts

Progress Indicator #2:

Students will demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

Activities:

Students will utilize computers and programs which will aid them in basic music theory and musicianship.

Workplace Readiness:

2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

Thinking Skills:

Recall, application

Intra and Inter Disciplinary and Standards Links:

1.2, technology

1.4 All students will demonstrate knowledge of the process of critique.

Descriptive Statement: Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

Progress Indicator #1:

Students will explain the criteria by which they evaluate the quality of their work and the work of others.

Activities:

Suggested activities may include, but are not limited to the following: Students will be provided with criteria used to evaluate their performance, and will be able to apply and explain. Criteria will include note reading, rhythmic accuracy, correct fingering, appropriate application of phrasing, dynamics, and tempo, and correct stylistic interpretation in period-specific repertoire.

Workplace Readiness:

3.10, 3.12, 4.3, 4.10

Thinking Skills:

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.1, 1.2

Resources:

Classroom instruction, keyboard literature

Progress Indicator #2:

Students will offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

Descriptive Statement: The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

Progress Indicator #1:

Students will investigate, experience and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

Activities:

Suggested activities may include, but are not limited to, the following:
Students will be exposed to different musical periods and world cultures through their repertoire and supplementary listening exercises.

Thinking Skills:

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.1, 1.2, history, social studies

Progress Indicator #2:

Students will investigate and experience the works of artists and community cultural resources through exhibitions and performances.

Progress Indicator #3:

Students will apply knowledge of historical, social, and cultural influences to understanding a work of art.

Activities:

Students will apply appropriate musical stylistic interpretation to pieces being performed, according to the musical period in which the pieces were composed.

Workplace Readiness:

3.2, 3.8, 3.10, 3.12, 4.3, 4.10

Thinking Skills:

Recall, analysis

Intra and Inter Disciplinary and Standards Links:

1.3, history

Resources:

Keyboard literature, reference material

Progress Indicator #4:

Students will use their senses, imagination, and memory to express ideas and feelings in dance, music, theater and visual arts.

Progress Indicator #5:

Students will identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences.

Progress Indicator #6:

Students will understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.

Progress Indicator #7:

Students will interpret the meaning(s) expressed in works of dance, music, theater, and visual arts.

Activities:

Students will use information such as dynamics, tempo markings and other indicators of expression to interpret repertoire being performed.

Workplace Readiness:

3.10, 3.12, 4.3, 4.10

Thinking Skills:

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.2, 1.3

Resources:

Keyboard literature

1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Descriptive Statement: The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

Progress Indicator #1:

Students will identify and state needs and opportunities for design in the contexts of home, school, recreation, and play.

Progress Indicator #2:

Students will plan and execute solutions to design problems.

Progress Indicator #3

Students will identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.