

INTRODUCTION TO PIANO KEYBOARD/ADVANCED PIANO CURRICULUM 2008

COURSE DESCRIPTION:

The objective of this course is a complete orientation to the keyboard for beginning pianists. Students will be instructed in the areas of proper technique and knowledge of fundamental notational skills.

Second semester will further develop the students' technical and musical knowledge through more advanced piano repertoire and theoretical study.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 8.1 Computer and informational literacy (technology). All students will use computer applications to gather and organize information and to solve problems.

CUMULATIVE PROGRESS INDICATORS

STANDARD 1.1 (Aesthetics)

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.
2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

STANDARD 1.2 (Creation and Performance)

Music

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.
5. Outline a variety of pathways and the requisite training for careers in music.

STANDARD 1.3 (Elements and Principles)

B. Music

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

STANDARD 1.4 (Critique)

A. Knowledge

1. Examine music from a variety of historical periods in both western and non-western culture(s).
2. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

B. Skills

1. Develop criteria for evaluating art/music in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

STANDARD 8.1 Computer and informational literacy (technology).

A. Basic Computer Skills and Tools

1. Produce a multimedia project using text, graphics, moving images, and sound.
2. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.

B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.

4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

5. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
6. Evaluate information sources for accuracy, relevance, and appropriateness.

Problem Solving and Decision Making

7. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

SUGGESTED ACTIVITIES: that address these standards may include but are not limited to:

STANDARD 1.1 (Aesthetics)

1. Students will study and master the appropriate use of correct musical terminology and notation.
2. Students will apply terminology and notation.

STANDARD 1.2 (Creation and Performance)

1. Students will be given specific performance tasks to master.
2. Students will be instructed as to skills that will be addressed in each piece, these skills being progressive in nature.
3. Students will be given class time to practice and accomplish mastery of skills.

STANDARD 1.3 (Elements and Principles)

1. Students will apply terminology, notation, and technique in each assigned piece.

STANDARD 1.4 (Critique)

1. Students will, on a voluntary basis, perform for peers and participate in peer evaluation.
2. Students will listen to music from various periods and genres for the purpose of critique and a better understanding of musical style.

STANDARD 8.1 Computer and informational literacy (technology).

1. Using such sites as *Classical Musical Downloads* [<http://www.virtualsheetmusic.com/?PHPSESSID=b35865ee385aaa07d292676e13ad4614>], students will download and practice “very easy” and “easy” piano pieces.
2. Using *YouTube* students will access various performances of piano repertoire.
3. Students will research and report on composers, musical periods, and various musical genres.

INSTRUCTIONAL STRATEGIES

The instructor will:

- provide verbal class instruction as to the daily activities.
- demonstrate the required performance skills.
- provide class time for practice and individual instruction.
- provide a variety of musical pieces geared toward interest and ability levels.
- provide all materials required.

EVALUATION/ASSESSMENT OF STUDENTS

- **performance tests using rubric of required skills**
- **peer assessment**
- **“Mad Minute” exercises on a daily basis**

EVALUATION/ASSESSMENT OF CURRICULUM

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the five year curriculum review schedule.

RESOURCES/BIBLIOGRAPHY

1. Alfred’s *All-In-One Adult Piano Course*
2. Additional repertoire taken from various online and printed sources.
3. Recordings of masters taken from online and recorded sources.