

Piano Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across a sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Music Vision

The vision for music in the Connecticut Technical Education and Career System (CTECS) is to empower students through Music Education to develop the creativity, communication, collaboration, and critical skills needed for success in the 21st century. Through music's rich cultural heritage and universal language, students grow as expressive, empathetic, and lifelong learners prepared to thrive in a diverse and evolving world.

Music Curriculum Philosophy

The CTECS Music Curriculum 24-25 revision was modeled after CSDE Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) and the [National Core Arts Standards: A Conceptual Framework for Arts Learning](#) as frameworks to structure and inform the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course; it provides a roadmap of the essential learning outcomes for mastery by the end of the course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

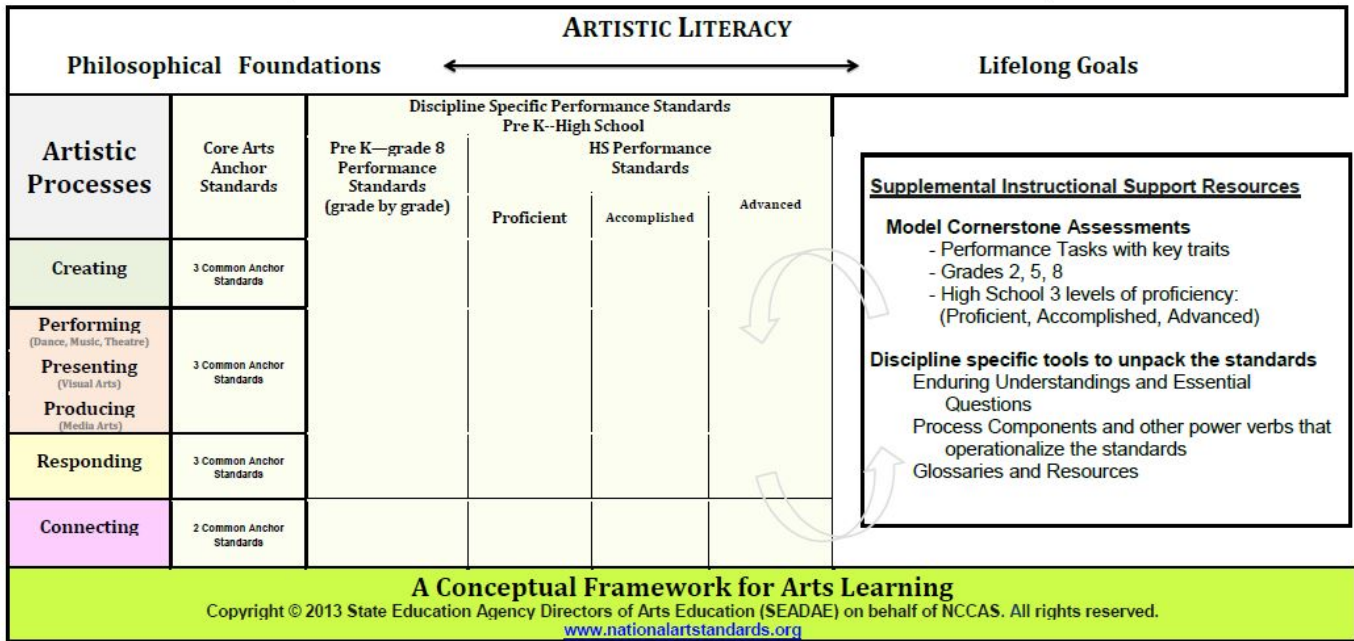
- [CT Arts Standards/National Arts Music Standards](#)
- [National Association for Music Education](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



Piano Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	MU:Pr4.2.H.5a MU:Pr4.3.H.5a	MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a	MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a	MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a MU:Re7.2.C.1a

Piano Curriculum Unit 1

Priority Standards Addressed in Unit 1

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

Big Ideas:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time and place.

Essential Questions:

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

MU:Pr4.2.H.5a

- Repertoire of music
- Melodies
- Repertoire pieces
- Melodic characteristics

MU:Pr4.2.H.5a

- Identify prominent melodic and rhythmic characteristics in music.
- Analyze musical elements in repertoire pieces.

<ul style="list-style-type: none"> ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Expression 	<ul style="list-style-type: none"> ● Read standard notation to support performance and analysis. ● Select and perform pieces based on understanding of characteristics. ● Describe musical features that influence interpretation. ● Connect musical patterns to expressive intent in performance.
<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Context (social, cultural, historical) ● Expressive intent ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<p>MU:Cr2.1.C..HSI.a</p> <ul style="list-style-type: none"> ● Demonstrate understanding of context and expressive intent in performance. ● Describe interpretations of musical selections. ● Apply musical elements to convey expressive intent. ● Analyze how context informs performance choices. ● Select phrasing, dynamics, and articulation to communicate meaning. ● Connect musical interpretation to audience understanding.
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Identify ● Perform ● Describe ● Analyze ● Evaluate <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Whole note/rest ● Dotted half note/rest ● Half note/rest ● Quarter note/rest ● Eighth note/rest ● Piano ● Mezzo-piano ● Mezzo-forte ● Forte ● Tie ● Slur ● Staccato ● Legato ● Treble Clef ● Bass Clef ● Staff ● Note 	

- Pitch
- Measure
- Time Signature/Meter
- Rhythm
- Melody
- Tempo
- Beat

Resources:

Online Exercises:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>

Youtube Videos:

- https://www.youtube.com/watch?v=le10tF_3YWg
- <https://www.youtube.com/watch?v=v1EH61Wljin8>

The Rhythm Tree:

- <https://www.essential-music-theory.com/rhythm-tree.html>

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In musictheory.net (or through physical, teacher-made exercises that mimic those on musictheory.net):
 - Note ID Exercise (using treble clef; notes C4 - G5)

- Note ID Exercise (using bass clef; notes G2 - C4)
- Note Construction Exercise (using treble clef; notes C4 - G5)
- Note Construction Exercise (using bass clef; notes G2 - C4)
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Rhythm Only" Exercises through level 2 (using 4/4 and 3/4 time signatures) -- it is suggested that this be evaluated in small groups

Suggested:

- **Anecdotal** observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- Timed note identification exercises
- Whole-class practice using the white board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic **dictation exercises**

Summative Assessments:

- Not applicable to this first unit as is suggested by the Sensible Assessment Practices Guide made by the CT State Department of Education: "As stated previously, the first unit should not only be engaging, but also allow students to have a high probability of success in learning the material. This will help students to ease into learning in the new school year and experience success early. Teachers should differentiate instruction and utilize formative assessment practices to gauge the impact of their teaching and adjust instruction as necessary. To minimize student anxiety at the start of the school year, this unit should not require the administration of a separate test."

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Elementary and Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking

- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Piano Curriculum Unit 2

Priority Standards Addressed in Unit 2

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Big Ideas:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How does understanding the structure and context of music inform a response?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Melodic characteristics ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Expression 	<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Identify prominent melodic and rhythmic characteristics in music. ● Analyze musical elements in repertoire pieces. ● Read standard notation to support performance and analysis. ● Select and perform pieces based on understanding of characteristics. ● Describe musical features that influence interpretation. ● Connect musical patterns to expressive intent in performance.
<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Context (social, cultural, historical) ● Expressive intent ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<p>MU:Cr2.1.C..HSI.a</p> <ul style="list-style-type: none"> ● Demonstrate understanding of context and expressive intent in performance. ● Describe interpretations of musical selections. ● Apply musical elements to convey expressive intent. ● Analyze how context informs performance choices. ● Select phrasing, dynamics, and articulation to communicate meaning. ● Connect musical interpretation to audience understanding.
<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Repetition ● Similarities and contrasts in music ● Musical selections ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (social, cultural) ● Evidence from the music ● Musical structure ● Expression ● Interpretation 	<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate repetition, similarities, and contrasts in music. ● Explain how musical elements create these patterns. ● Cite evidence from the music to support observations. ● Analyze how social or cultural context influences musical choices. ● Interpret musical selections based on structure and context. ● Connect musical patterns to expressive meaning.
<p>Academic Vocabulary</p>	

- Identify
- Perform
- Describe
- Analyze
- Evaluate

Content Vocabulary

- Sharp
- Flat
- White key
- Black key
- Posture
- 1st-5th fingers
- Positions (i.e. C position)
- Action

Resources:

Online Exercises:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>

Youtube Videos:

- <https://www.youtube.com/watch?v=B8jh18UFpVY>
- https://www.youtube.com/watch?v=grpljv7f_w8

Piano-Keyboard-Guide:

- https://www.piano-keyboard-guide.com/#google_vignette

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

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First day of the New Cycle:

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(approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

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 - Note ID Exercise (using treble clef; notes C4 - G5)
 - Note ID Exercise (using bass clef; notes G2 - C4)
 - Note Construction Exercise (using treble clef; notes C4 - G5)
 - Note Construction Exercise (using bass clef; notes G2 - C4)
 - Keyboard Note ID Exercise
 - Keyboard Reverse ID Exercise
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Rhythm Only" Exercises through level 2 (using 4/4 and 3/4 time signatures) -- it is suggested that this be evaluated in small groups
- Posture assessment (in the form of an exit ticket in which students must describe the elements of proper keyboard-playing posture or through a physical demonstration or both)

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- Timed note identification exercises
- Whole-class practice using the white board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic dictation exercises

Summative Assessments:

- First "playing test" in which students must demonstrate proper posture while playing a beginning exercise from *Alfred's Basic Adult All-in-One Piano Course* book or a teacher-made exercise.

Opportunities for Interdisciplinary Connections:

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 - Criminal Justice and Protective Services
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 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology

- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
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- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Piano Curriculum Unit 3

Priority Standards Addressed in Unit 3

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Big Ideas:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

- How does understanding the structure and context of music inform a response?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

MU:Pr4.2.H.5a

- Repertoire of music
- Melodies
- Repertoire pieces
- Melodic characteristics
- Rhythmic characteristics
- Standard notation
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Performance considerations
- Expression

MU:Pr4.2.H.5a

- Identify prominent melodic and rhythmic characteristics in music.
- Analyze musical elements in repertoire pieces.
- Read standard notation to support performance and analysis.
- Select and perform pieces based on understanding of characteristics.
- Describe musical features that influence interpretation.
- Connect musical patterns to expressive intent in performance.

MU:Pr4.3.H.5a

- Repertoire of music
- Melodies
- Repertoire pieces
- Context (social, cultural, historical)
- Expressive intent
- Interpretation
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Performance considerations
- Audience

MU:Cr2.1.C..HSI.a

- Demonstrate understanding of context and expressive intent in performance.
- Describe interpretations of musical selections.
- Apply musical elements to convey expressive intent.
- Analyze how context informs performance choices.
- Select phrasing, dynamics, and articulation to communicate meaning.
- Connect musical interpretation to audience understanding.

MU:Re7.2.H.5a

- Repetition
- Similarities and contrasts in music
- Musical selections
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Context (social, cultural)
- Evidence from the music
- Musical structure
- Expression
- Interpretation

MU:Re7.2.H.5a

- Demonstrate repetition, similarities, and contrasts in music.
- Explain how musical elements create these patterns.
- Cite evidence from the music to support observations.
- Analyze how social or cultural context influences musical choices.
- Interpret musical selections based on structure and context.
- Connect musical patterns to expressive meaning.

Academic Vocabulary

- Identify
- Perform
- Describe
- Analyze
- Evaluate

Content Vocabulary

- Sharp
- Flat
- White key
- Black key
- Posture
- 1st-5th fingers
- Positions (i.e. C position)
- Action
- Sustain pedal

Resources:

Online Exercises:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>

Youtube Videos:

- https://www.youtube.com/watch?v=VXD0p_g_UTg
- https://www.youtube.com/watch?v=sFBz_VDpTVY

Piano-Keyboard-Guide:

- https://www.piano-keyboard-guide.com/#google_vignette

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

- 1:1 or small group conferring
- Whole-group observation of how students are grasping the material

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Rhythmic and melodic dictation exercises

Summative Assessments:

- "Playing tests"
 - Teacher listens to each students play individually OR
 - Students put on a class-wide recital where each student plays one selection

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

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Connecticut Elementary and Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

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CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving

- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Piano Curriculum Unit 4

Priority Standards Addressed in Unit 4

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

MU:Re7.2.C.1a

Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Big Ideas:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Questions:

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How does understanding the structure and context of music inform a response?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

MU:Pr4.2.H.5a

- Repertoire of music
- Melodies
- Repertoire pieces
- Melodic characteristics
- Rhythmic characteristics
- Standard notation
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Performance considerations
- Expression

MU:Pr4.2.H.5a

- Identify prominent melodic and rhythmic characteristics in music.
- Analyze musical elements in repertoire pieces.
- Read standard notation to support performance and analysis.
- Select and perform pieces based on understanding of characteristics.
- Describe musical features that influence interpretation.
- Connect musical patterns to expressive intent in performance.

MU:Pr4.3.H.5a

- Repertoire of music
- Melodies
- Repertoire pieces
- Context (social, cultural, historical)
- Expressive intent
- Interpretation
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Performance considerations
- Audience

MU:Cr2.1.C..HSI.a

- Demonstrate understanding of context and expressive intent in performance.
- Describe interpretations of musical selections.
- Apply musical elements to convey expressive intent.
- Analyze how context informs performance choices.
- Select phrasing, dynamics, and articulation to communicate meaning.
- Connect musical interpretation to audience understanding.

MU:Re7.2.H.5a

- Repetition
- Similarities and contrasts in music
- Musical selections
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Context (social, cultural)
- Evidence from the music
- Musical structure

MU:Re7.2.H.5a

- Demonstrate repetition, similarities, and contrasts in music.
- Explain how musical elements create these patterns.
- Cite evidence from the music to support observations.
- Analyze how social or cultural context influences musical choices.

<ul style="list-style-type: none"> ● Expression ● Interpretation 	<ul style="list-style-type: none"> ● Interpret musical selections based on structure and context. ● Connect musical patterns to expressive meaning.
<p>MU:Re7.2.C.1a</p> <ul style="list-style-type: none"> ● Elements of music (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Musical works ● Style ● Mood / emotion ● Context (social, cultural, historical) ● Analysis process ● Models for growth ● Composition ● Performance ● Listening / aural skills 	<p>MU:Re7.2.C.1a</p> <ul style="list-style-type: none"> ● Analyze aurally the elements of music in musical works. ● Relate musical elements to style, mood, and context. ● Describe how analysis informs personal growth as a composer, performer, or listener. ● Identify patterns and structures that model effective musical choices. ● Apply insights from analysis to personal music creation or interpretation. ● Reflect on how listening critically strengthens musical skills.
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Identify ● Perform ● Describe ● Analyze ● Evaluate <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Sharp ● Flat ● White key ● Black key ● Posture ● 1st-5th fingers ● Positions (i.e. C position) ● Action ● Sustain pedal ● Composer (and various composer names such as J.S. Bach, Beethoven, Mozart, Chopin, and Liszt) ● Artist (and various artist names such as Duke Ellington, Daniil Trifonov, and more) ● Competition (and various competition names such as the International Chopin Competition) ● Various <i>moods</i> (such as "melancholy", "joyous", "heroic", etcetera) ● Various <i>genres</i> (such as "nocturne", "concerto", "sonata", "fugue", etcetera) ● Various keyboard instruments (such as "clavichord", "harpsichord", "accordion", etcetera) 	

Resources:

Youtube Videos:

- <https://www.youtube.com/watch?v=UcOjKXIR8lw> (also see other performances from this competition)

Naxos Library:

- <https://www.naxos.com/>

Composer Compendium:

- https://www.pianostreet.com/piano-music/composers_a-z.php

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Suggested:

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Summative Assessments:

- "Playing tests"

- Teacher listens to each students play individually OR
- Students put on a class-wide recital where each student plays one selection OR
- Advanced students get an opportunity to put on an extended recital (they play multiple repertoire pieces)
- **Assessment on keyboard composers/artists/competitions/instruments (depending on what was covered)**
 - Quiz OR
 - Essay OR
 - Presentation OR
 - Playlist project

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