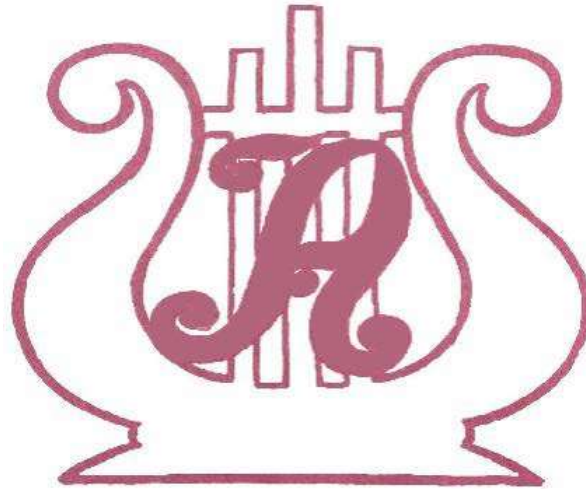


**Abington School District**

**Abington, PA**



**Piano II**

**Grade 10-12**

**Planned Course of Study**

**November 2010**

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## PLANNED COURSE OF STUDY FOR THE FINE ARTS

### PIANO II

#### I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to music.

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- B. Historical and Cultural Contexts
- C. Critical Response
- D. Aesthetic Response

#### II. Major Concepts

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
  - 1. Student will be able to play piano with hands together.
  - 2. Student will be able to read standard music notation.
  - 3. Student will be able to use adequate motor skills for piano performance.
  - 4. Student will be able to improvise on the piano.
  - 5. Student will be able to harmonize melodies at the keyboard.
  - 6. Student will be able to play accidentals in melodies and harmonies.
  - 7. Student will be able to play in keys other than C Major.

8. Student will be able to increase finger dexterity and finger range size, developed by the use of finger exercises and etudes.
9. Student will be able to play in multiple time signatures.
10. Student will be able to read ledger lines above both clefs
11. Student will be able to read key signatures
12. Student will be able to use dotted notes
13. Student will be able to play chord progressions

#### B. Historical and Cultural Contexts

1. Student will listen and discuss piano pieces from different time periods once a week.
2. Student will learn contemporaries of different composers and their relation to history.
3. Student will research one specific composer and a piece written by that composer and be able to discuss when, why, and other factors that went into the composition.

#### C. Critical Response

1. Student will practice on their own to meet satisfaction of playing all notes with precision and accuracy.
2. Student will listen and discuss the good and bad qualities of different piano pieces once a week.

#### D. Aesthetic Response

1. Student will listen and discuss the emotional/psychological dimensions of a different piano piece once a week.
2. Student will research one specific composer and a piece written by that composer and write about their inner reactions to the piece and its connection to the immaterial.

### III. Instruction

#### A. Course Schedule (Days and Length of class period)

1. The course will meet three class periods a week for one year.
2. Each class will be approximately forty-five minutes in duration.

#### B. Pacing (content by marking period)

1. By the end of the 1<sup>st</sup> marking period, student will know:
  - a. Accidentals
  - b. Ledger lines below the bass clef staff
  - c. Intervals of minor and major seconds
2. By the end of the 2<sup>nd</sup> marking period, student will know:
  - a. Intervals of minor and major thirds
  - b. Minor chords
  - c. Playing octaves
3. By the end of the 3<sup>rd</sup> marking period, student will know
  - a. Playing in different keys
  - b. Accidentals in different keys
  - c. Play in multiple time signatures
4. By the end of the 4<sup>th</sup> marking period, student will know
  - a. Tied notes

- b. Dotted notes

#### C. Methods

1. The common experiences are those which are inherent in the text as well as in the supplementary materials.
2. Students are instructed first as a large class, then practice on their own at individual pianos/keyboards.
3. Techniques/new concepts are taught through demonstration, discussion, analysis and performance.

#### D. Resources

1. Kadidlo, Phil. Keyboard Fundamentals: The Introduction to Keyboard Sessions. San Diego, CA: Neil Kjos Music Company, 1990.
2. Kadidlo, Phil. Keyboard Sessions: Book 1, Comprehensive Method for Individual or Group Study. San Diego, CA: Neil Kjos Music Company, 1990.
3. Supplementary Piano literature provided by student and/or teacher.

### IV. Assessment

#### A. Procedures for Evaluation

1. Students will play off approximately 25 assignments off each marking period. Each assignment is worth 4 points, and students have the opportunity to replay any assignment they wish up until the end of the marking period.
2. Students will have two major projects.
  - a. 1<sup>st</sup> marking period – Paper on composer and piano piece
  - b. 2<sup>nd</sup> marking period – Composition

#### B. Expected Levels of Achievement

1. Advanced (A+)

Demonstrates

1. Superior understanding of above concepts
2. 95-100% mastery on assessment items related to above concepts and scored numerically
3. Achievement at the highest level on assessment items related to above concepts
4. The ability to apply and extend learning and to explore ideas/topics independently

2. Proficient (B-A)

1. Solid understanding of above concepts
2. 80-94% mastery on assessment items related to above concepts and scored numerically
3. Achievement at the proficient level on assessment items related to above concepts
4. The ability to apply and extend learning and to explore ideas/topics with support

3. Basic (C)

1. Partial understanding of above concepts
2. 70-79% mastery on assessment items related to above concepts and scored numerically
3. Achievement at one level below proficient on assessment items related to above concepts
4. A need to begin to apply and extend learning and to explore ideas/topics

4. Below Basic (D and below)

1. Inadequate understanding of above concepts
2. Less than 69% mastery on assessment items related to above concepts and scored numerically
3. A need for additional focused instructional opportunities