Piano
Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**
The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Piano Curriculum	
Content Area: Performing Arts	
Course Title: Piano	**Grade level: 9-12**
Unit 1: The Creative Process	**Dates for Units: Sept- Nov (and Ongoing throughout)**
Unit 2: Scales and Sheet Music	**Dates for Units: Dec- Feb (and ongoing throughout)**
Unit 3: Chords/Note patterns	**Dates for Units: March-April (and ongoing throughout)**
Unit 4: Finger Exercise/ Agility/ Performance	**Dates for Units: May - June (and ongoing throughout)**
Date Created:	**Board Approved On:**

Lower Cape May Regional School District Piano Curriculum   Unit 1 Overview
Content Area: Performing Arts
Unit Title: Reading Sheet Music
Target Course/Grade Level: 9-12
Unit Summary: Students will learn to read notes on the treble and bass clefs, as well as those beyond the staff. Students will find notes on the keyboard and learn about a time signature and how it applies to playing. Students will learn the proper terms and symbols in music and will practice playing them. By the end of the unit students will have exposure to meter, rhythm, tonality, intervals, chords, and harmonic progressions.

Interdisciplinary Connections:
- Reading and interpreting informational text
- Math terminology in patterns, time, beat, etc
- Written expression of ideas

21st Century Themes, Skills, and Standards:
- (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/
- Technology utilization in the form of video footage of performances, using musical equipment, Chromebook reading and writing activities
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

http://www.theperformancelab.org/

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
MU:Pr4.1.C.la	Reading musical notes
MU:pr4.2.C.la	Playing musical notes

Unit Enduring Questions:

- How do I identify/read notes on the treble and bass clefs, as well as those beyond the staff?
- Where do I find notes on the piano keyboard?
- What information does a time signature give me and how does it apply to what I'm playing?
- What do the terms and symbols in my music mean?

Unit Enduring Understandings:

- How and why people play piano.
- What goes into the creative process
- What are meter, rhythm, tonality, intervals, chords, and harmonic progressions

Unit Objectives:
Students will know….

- How to read notes
- How to find notes on a piano keyboard
- What is a time signature
- About the creative process

Unit Objectives:
Students will be able to…...

- Read sheet music
- Play notes
- Understand a time signature
- Understand about meter, rhythm, tonality, intervals, chords, and harmonic progressions

Lower Cape May Regional School District Piano Curriculum
Lower Cape May Regional School District Piano Curriculum **Unit 2 Overview**
Content Area: Performing Arts
Unit Title: Scales/Sheet Music
Target Course/Grade Level: 9-12
Unit Summary: ● Students will continue to read about and learn to practice with scales and sheet music. Students will note pattern building for the major scales on which music is based and will translate the scales into key signatures. The students will begin to identify common note patterns and practice playing them in class independently and in groups. Students will also learn to improvise a particular style or genre.
Interdisciplinary Connections: ● Reading and interpreting informational text ● Math terminology in patterns, time, beat, etc ● Written expression of ideas
21st Century Themes, Skills, and Standards: ● (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of ………… ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
MU:Pr4.1.C.la	Pattern building/scales
MU:pr4.2.C.la	Common note patterns

Unit Enduring Questions:	Unit Enduring Understandings:
- What is the pattern used for building Major scales on which music is based, and how do I play those scales?. - How do scales translate into the key signatures that I see at the beginning of my music? - What kinds of common note patterns will I find in Major keys?	- Sheet music revolves around patterns - A musician must understand scales in music - Major keys have identifiable note patterns

Unit Objectives: *Students will know….* ● pattern building ● keys ● major scales ● key signatures	**Unit Objectives:** *Students will be able to…...* ● Identify music patterns ● Identify music scales ● Be able to perform patterns and scales ● Identify note patterns in major keys

Lower Cape May Regional School District Piano Curriculum **Unit 3 Overview**
Content Area: Performing Arts
Unit Title: Chords/ Note patterns
Target Course/Grade Level: 9-12
Unit Summary: ● In this unit, students will dive in deeper into chord understanding. Students will explore major, minor, diminished, and augmented triads. Students will be able to express what qualities triads possess within a major key. Students will also learn to build different kinds of 7th chords.

Interdisciplinary Connections:
- Reading and interpreting informational text
- Math terminology in patterns, time, beat, etc
- Written expression of ideas

21st Century Themes, Skills, and Standards:
- (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/
- Example: Technology utilization in the form of …………
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

MU:Pr4.1.C.la	Pattern building/scales
MU:pr4.2.C.la	Common note patterns

Unit Enduring Questions:

- How do I build Major, minor, diminished, and augmented triads using my knowledge of key signatures?

- What qualities do triads possess within a Major key?
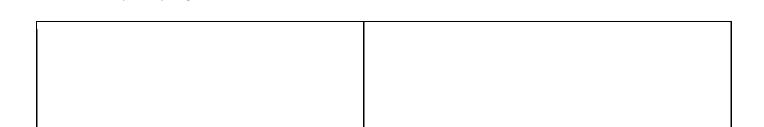
- How do I build different kinds of 7th chords?

Unit Enduring Understandings:

- Knowledge of signatures will assist with building triads

- Triads typically possess certain qualities

- Different 7th chords can be built

Unit Objectives:
Students will know…..

- Types of triads

- Qualities of triads

- How to build chords

Unit Objectives:
Students will be able to…...

- Identify types of triads

- Identify qualities of triads

- Build different chords successfully

Lower Cape May Regional School District Piano Curriculum
Unit 4 Overview

Content Area: Performing Arts

Unit Title: Finger Exercise/ Agility/ Performance

Target Course/Grade Level: 9-12

Unit Summary:
- Students will learn repeated finger extension exercises which will enhance their ability to play along with a variety of techniques to improve their agility as a piano player. Also, students will have the opportunity to put their knowledge into practice by performing solo and in groups in front of an audience.

Interdisciplinary Connections:
- Reading and interpreting informational text
- Math terminology in patterns, time, beat, etc
- Written expression of ideas

21st Century Themes, Skills, and Standards:
- (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/
- Example: Technology utilization in the form of …………
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity,

innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Unit Enduring Questions:

- How can repeated finger extension exercises enhance my overall play

- How can the addition of specific exercises add to my agility at the piano?

- What should we remember when performing in front of others?

- What are ways to prepare in advance of a

Unit Enduring Understandings:

- Finger exercises can improve ability to play

- Agility is important as a pianist

- Performing in front of others goes smoothly when well prepared

performance?	
Unit Objectives: *Students will know….* ● How to perform finger exercises ● The importance of agility ● The importance of preparation	**Unit Objectives:** *Students will be able to…...* ● Perform finger exercises ● Play piano with agility ● Perform solo and with a group in front of an audience

Lower Cape May Regional School District Piano Curriculum **Evidence of Learning**
Specific Formative Assessments Utilized in Daily Lessons: ● quizzes ● practice
Summative Assessment Utilized throughout Units: ● Performances ● Benchmarks
Modifications for ELL's, Special Education, 504, and Gifted and Talented Students: ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction ● Response to Intervention (www.help4teachers.com) ● Follow all IEP and 504 modifications ● extended time ● preferential seating ● study guides

Teacher Notes:
- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
  Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

Project-based Learning Tasks:
- Live Performances

Vocabulary:
- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:
- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:
- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below: piano, keyboard, chromebooks, video presentations via projector/computer

Resources:
- Ancillary resources and materials used to deliver instruction are included below:
  Keyboards
  Sheet music
  Study guides
  https://pianu.com/

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
	The computer is used as an additional center in the classroom, and

Varied computer programs	students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous

	groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both

	Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:
- https://www.state.nj.us/education/cccs/2014/arts/

Board of Education Approved Text(s)

- N/A