

Perris Union High School District Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Piano Keyboard</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">n/a</div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">106581/106582</div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Single Subject: Music</i> <u>To be completed by Human Resources only.</u> </div>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	DocuSigned by: <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;"> <i>Prof Hillen</i> <small>DOFF5000E4E4380</small> </div> <div style="border: 1px solid black; padding: 2px;"> 3/12/2021 <small>Date</small> </div> </div>	
Meets UC/CSU Requirements? <input checked="" type="radio"/> Yes <input type="radio"/> No	Meets "Honors" Requirements? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Was this course <u>previously approved by UC for PUHSD?</u> <input type="radio"/> Yes <input checked="" type="radio"/> No (Will be verified by Ed Services)	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Donald Cerchia Site: Perris High School Date: January 10th, 2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/16/21
Asst. Superintendent of Educational Services		3/17/21
Governing Board		

Prerequisite(s) (REQUIRED):

None: Students with no musical experience may take this course.

Corequisite(s) (REQUIRED):

None required

Brief Course Description (REQUIRED):

Throughout the school year, students will be able to read, write, and comprehend beginning to intermediate level music through piano performance. They will learn piano/keyboarding techniques, practice techniques, understand how to read simple rhythms and notes on the Grand Staff, and be able to transpose and harmonize simple melodies/excerpts. Students will be graded based on their written assignments, worksheets, and piano performance tests. Students should expect to perform a selection for the class on a weekly or bi-weekly basis depending on the difficulty of the selection.

During the course of the year, students will also develop...

- left and right hand coordination
- basic musicality skills
- basic understanding of music history/research of composers/compositions
- a broad variety of content vocabulary, which will aid students in their ability to analyze and describe all types of music.
- performance experience

Repertoire selections will be chosen for specific purposes of reinforcing techniques, styles, music history, and note/rhythm reading abilities.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The purpose of this course is to allow students the opportunity to learn to read, write, understand and

describe music through the art of piano performance. Students will be able to discuss course content using content specific vocabulary, as well as be able to perform and describe music from different cultures, genres, and historical periods. By the end of the class, students should have a general overview of all historical music eras and prominent composers. They should also be able to perform beginning to intermediate level piano music and be able to transpose and harmonize simple melodies. Students should be able to notate, count, and perform simple rhythms while demonstrating successful practice techniques.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Performance Repertoire: will be supplemented with an emphasis on historical and/or genre-based lecture, assignments, reading, or listening examples. This textbook identifies eras of music history, composers of that era, and compositional techniques specific to keyboard instruments that were prevalent of composers in that era.

Vocabulary: will be implemented during all class discussions, lectures, assignments, and student interaction. Students should be able to understand and implement musical vocabulary in their reading, writing, communications, and performance. The text incorporates music vocabulary throughout with thorough explanation. It not only insures that students can understand and describe a musical term, but can execute the term through piano performance if necessary.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Listening Assignments: Students will listen to a piece of music (either as a class or of their choice, within a musical era). They will write a paper using complete sentences, paragraph structures, and music terminology to answer the following questions...

- What types of instruments do you hear? What type of group is it? Orchestra, Jazz Band, Chamber Music, Opera.... ect (be specific)
- What types of compositional devices/techniques is the composer using to create a mood, tension or effect?
- Do you enjoy this piece? If yes be specific, If not explain why.

Music Critique: Students will listen to a live-recorded piece of music either assigned or by choice and write a formal critique of the performance. They must give a thorough description of the piece from beginning to end describing instruments/voices being heard, dynamic levels, tempos, musical techniques being displayed, and any other prominent musical features. The students will assess the performer. Students must incorporate musical terminology whenever possible. Example: (The speed of the piece was fast. à The Tempo was Allegro). Students must write in complete sentences, paragraph structures, and include content vocabulary whenever possible.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: PIANO FOR ADULTS: A Beginning Course: Lessons – Theory – Technic – Sight Reading	Edition: BOOK 1 Publication Date: 1999
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Author: Jane Smisor Bastien, Lisa Bastien, and Lori Bastien	ISBN: ISBN-10 : 0849773008 ISBN-13 : 978-0849773020
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Publisher: Kjos Music Press	Publication Date: 1999
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Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
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Textbook #2

Title: Alfred’s Group Piano for Adults	Edition: 2nd Edition
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Author: E. L. Lancaster, Kenon D. Renfrow	ISBN: ISBN 10: 0-7390-5301-9 ISBN 13: 978-0-7390-5301-0
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Publisher: Alfred Music	Publication Date: Jan. 1st, 2004
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Usage: To be used as an additional resource <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
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Supplemental Instructional Materials *Please include online, and open source resources if any.*

- Pianos** – Already Own
- Teacher Control Box** – Already Own
- Headsets with Microphones** – Already Own
- Piano Pedals** – Already Own
- Teacher Computer** – Already Own
- Projector/Screen** – Already Own
- Student Chromebooks** – for research and Note reading App.

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: Main textbook: \$720 (36 books) Additional textbook: \$1980 (36 books)	Description of Additional Costs: Headset/microphone sets go through normal wear and tear throughout a school year. Usually breaks, wire/plug shorts, or the ear speaker blows. Electrical pianos will sometimes need repair for unresponsive keys or or wire shorts in plugs/jacks
Additional costs: Occasional Headset replacement @ \$60/ea	
Total cost per class set of instructional materials:	\$1500

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Detailed descriptions of the key assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.
<p>Composition Assignments – Students will compose a simple 16-measure piece using strict guidelines. It will be completed in stages, the 1st of which being just the melody. The 2nd stage will be the harmonization. The last stage is a clean final draft of the entire piece. The following are specific guidelines given to make sure that the students can produce a final product that is challenging but not unachievable.</p> <ul style="list-style-type: none"> · Must stay in 4/4 Time Signature · Must be in the 5-finger pattern of C or G · Must have 16 complete measures · Must use the I, IV, and V7 chords at least once · Must not have more than 1 complete measure without both melody and harmonies. · Can use broken or block chords · Must only use whole notes, half note, quarter notes, or eighth notes and their rest equivalents <p>Each student will have a 1 on 1 session with the teacher to review the melody and harmonies before writing a final draft. All elements of proper musical notation will be used throughout such as equally spaced measures, equal sized note head/stems, stem directions, straight measure lines, key signatures if necessary, proper clefs, vertical alignment, and a double bar at the end. Students will then perform their</p>

piece for the class for a Performance Test grade.

Note/Rhythm Reading Handouts: These are typically short answer assignments that enforce the student's ability to quickly and accurately read notes and rhythms. Examples include..

- Notes of the Treble Clef
- Notes of the Bass Clef
- Rhythm Reading
- Grand Staff Notes and Rests

Regional Music Essay: Students will pick a country to research. They will need to write about the origins of music from that region. They will discuss folk music, genres, native instruments, and specific regions in which the music was taking place. This assignment usually includes a detailed map and works cited page using complete sentences, music vocabulary, and collegiate paragraph structure.

Listening Assignments – detailed in previous section: “Writing Assignments”

Analytic Critiques – detailed in previous section: “Writing Assignments”

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- **Modeling** – Demonstrated by teacher or students
- **Chaining** – Linking Materials
- **Rote-Learning / Repetition** – helps gain muscle-memory in fingers
- **Isolation** of difficult sections or the hands (playing hands independently)
- **Working backwards**
- **Peer Share**
- **Flash Cards** (for note reading)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Aural Assessment: Student performance/practice on pianos will be assessed by the instructor: The

instructor has the ability to listen in to any piano in the room by selecting that piano from the controller box without the student even knowing they are doing so. They can then communicate to the student individually using the microphones to give verbal feedback or demonstrate the musical selection on the teacher piano through the headsets. This type of assessment is most typically used as a pre-assessment but will allow the teacher an opportunity to gauge the student’s knowledge of content and how they are applying the content and techniques to their piano performance.

Performance Tests: Students will perform the selected repertoire at the teacher’s piano in the front of the class. This will act as a summative assessment to check for understanding and comprehension of content application. Typically given at the end of a section, these tests will act as the benchmarks to assess student learning and determine the most useful areas for re-teaching (if necessary).

Class Discussions: Class discussions will regularly take place throughout the instructional time to check for comprehension. Students should be able to participate in discussions and respond using complete sentences and musical terminology to teacher or student prompted questions/concerns. Equity cards may be used if the class is unresponsive.

Rubrics: A rubric will be used to assess Performance Tests and/or any other performance based assignment.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Week (s)	Objective	Standard(s)	Chapter(s)	Reference
1-2	An introduction to the piano. <ul style="list-style-type: none"> • Posture/Hand positioning • Basic rhythms • Musical selections in the “C” 5-Finger Pattern • Melodies using finger numbers Block/broken chords	4.1 Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	CHAPTER 1	Pg. 4 – 15 Reading Assignment: History of the Piano Vocabulary

3-5	<p>Music Notation</p> <ul style="list-style-type: none"> · The grand staff · Alternating melodies in each hand · Intervals – Harmonic/Melodic · Melodies using musical notation · Musical selections in the “C” 5-Finger Pattern <p>Composer Introduction</p>	<p>3.1 Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>4.2 Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	CHAPTER 2	<p>Pg. 16 – 31 Note/Rhythm Reading Packets</p> <p>Note reading flash cards</p> <p>Vocabulary</p>
6-10	<p>Harmonizing Melodies</p> <ul style="list-style-type: none"> · Chord progressions · Chord symbols · I, IV, and V7 chords of the “C” 5-Finger Pattern · Compositional Techniques <ul style="list-style-type: none"> - round - drone · Musical selections harmonizing the (I, IV, & V7 chords) · Folk Music · Into to Jazz Music · Musician Introduction 	<p>4.3 Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>7.2 Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	CHAPTER 3	<p>Pg. 32-47</p> <p>Listening Assignment</p> <p>Note reading Flash Cards</p> <p>Advanced Note/Rhythm Reading Packets</p> <p>Vocabulary</p>
11-15	<p>Reading in Middle “C”</p> <ul style="list-style-type: none"> · The Middle “C” 5- Finger Pattern · Opera of the Classical and Romantic Eras · Composers: <i>Frederic Chopin</i> <i>Johann Sebastian Bach</i> <i>Franz Joseph Hayden</i> · Waltz style · Musical Selections of the Middle “C” 5-Finger Pattern <p style="text-align: center;">END OF SEMESTER 1</p>	<p>7.2 Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	CHAPTER 4	<p>Listening Assignment</p> <p>Note Reading Flash Cards</p> <p>Vocabulary</p>

1-3	<p>Reading the “G” 5-Finger Pattern</p> <ul style="list-style-type: none"> · Key Signatures · I, IV, and V7 chords for the “G” 5-finger Pattern · Articulations – Staccato/Legato · Using the Sustaining Pedal · American Folk Music · Introduction of 1/8 notes 	<p>7.2 Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	CHAPTER 5	<p>Note Reading Packets</p> <p>Listening Assignment</p> <p>Vocabulary</p> <p>Note Reading Flash Cards</p>
4-5	<p>New Rhythms</p> <ul style="list-style-type: none"> · “C”, “Middle C”, and “G” 5-Finger Patterns · Composers: <i>W.A. Mozart</i> · Dynamics: <i>pp, p, mp, mf, f, ff</i> · <i>Crescendo/Decrescendo</i> · Introduction to Coda/DS al Fine · Circle of 5ths and Key Signatures 	<p>4.3 Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	Chapter 6	<p>Listening Assignment</p> <p>Composer Biography</p> <p>Vocabulary</p> <p>Key Signature Flash Cards</p>
6-7	<p>Composition Assignment</p> <ul style="list-style-type: none"> · Completed in 4 stages · Stage I: Composing a Melody · Stage II: Harmonizing a melody (I, IV, or V7 chords) · Final Draft <p>Performance Test of Composition</p>	<p>7.1 Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>3.2 Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	N/A	<p>Composition Assignment</p> <p>Music Notation Packet</p>

8-10	<p>Major 5-Finger Patterns and Transposing</p> <ul style="list-style-type: none"> Keys of C, G, D, A, E, B, F#, C#, Ab Eb, Bb, and F Transpose simple melodies in any 12 keys. Ex. <i>Frere Jacques</i>, <i>Ode to Joy</i>, ect... Students tested weekly on 4 of the 12 finger patterns via simple melody 	<p>4.1 Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>7.2 Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	N/A	<p>Key Signature Flash Cards</p> <p>Listening Assignment</p>
11-12	<p>Scales, Chords, and Inversions</p> <ul style="list-style-type: none"> Melodic and Harmonic Intervals C Major scale (full) Harmonic minor scale Cut Time <p>Minor 5- Finger Patterns</p>	<p>4.1 Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>7.2 Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	Chapter 8	<p>Listening Assignment</p> <p>Vocabulary</p> <p>Interval Packet</p>
13-15	<p>Final Preparation/Practice</p> <ul style="list-style-type: none"> Students will prepare a more difficult piece from the end of the book, or of their choosing as long as sheet music is available. They will get the teacher's approval of the piece and prepare it for their final. Students choose final piece Must have the hard copy of sheet music <p>Must be challenging yet achievable with practice</p> <p style="text-align: center;">END OF 2nd SEMESTER</p>	<p>7.1 Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	FINAL	<p>Any make up work to the teacher's discretion</p> <p>Final written exam.</p>

C. HONORS COURSES ONLY	
Indicate how much this honors course is different from the standard course.	

D. BACKGROUND INFORMATION	
Context for course (optional)	
<p>Recommended performance repertoire arrangements from the <i>Bastien: Piano for Adults</i> book to accompany course work.</p> <p>* NOTE: Students will not have the time during a semester to play ALL of these pieces. They are simply recommended pieces that can be used to accompany lessons.</p> <p>Unit. 1</p> <ul style="list-style-type: none"> · <i>Ode to Joy</i> · <i>Au Clair de la Lune</i> · <i>Good King Wenceslas</i> · <i>Frere Jacques</i> · <i>Gentle Waves</i> · <i>Block and Broken Chords</i> <p>Unit. 2</p> <ul style="list-style-type: none"> · <i>Interval Etude</i> · <i>All Through the Night</i> · <i>Bridal March</i> · <i>Star Gazing</i> · <i>Aura Lee</i> · <i>Marching on Main Street</i> <p>Unit. 3</p>	

- Bells in the Distance
- Row, Row, Row Your Boat
- Kum Ba Yah
- When the Saints Go Marching In
- Persian Market

Unit. 4

- *Can Can*
- *Minuet in G*
- *Surprise Symphony*

Unit. 5

- *Bells in the Tower*
- *Take Me Out to the Ball Game*
- *Hush, Little Baby*
- *At Sunset*
- *Oh, Susanna*

Unit. 6

- *Parisian Street Scene*
- *Angels We Have Heard on High*
- *America*
- *Morning Mood*
- *The Caisson Song*

Unit. 7

- *Prelude*
- *The 12 Bar Blues*
- *Twilight Blues*
- *Riverboat Boogie*
- *The Blue Danube Waltz*
- *Blue Mood*

Unit. 8

- Hallelujah Chorus
- Country Gardens
- In Bagdad
- Prelude in A Minor
- Polovtsian Dance
- Carol of the Bells
- The Entertainer
- Fur Elise

History of Course Development (optional)