

Piano Class Curriculum Map

Grade Primary (pk-1) Content: Music/Pianos Teacher(s) Ford

	Time period (month? Weeks? Quarter?)	Focus Standard	Assessment	Essential Question	Resources	Differentiation
Foundational Skills	September - December	MU:Pr.5.1.H.5 b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), and show improvement over time. c. Respond appropriately to teacher-provided cues.	Observation of individual and group performances Criteria -- accurate finger position, acceptable use of instruments, 1:1 correlation of written note to sound	How do we use instruments to make music? Topics covered - Use of pianos, use of classroom instruments, finger position,	Bastien Piano Series, primer level -- through page 13 Teacher-created activities for Kodaly Rhythm Syllables Teacher-created piano and boomwhacker activities for large group work	Color-coded notes for boomwhacker activities Flexible fingering patterns as needed for motor skills Large-group drills with "air piano" (fingers in air), small group or independent options Use of large-motion skills (e.g. boomwhackers, off) as well as fine motor (piano)

Piano Class Curriculum Map

<p>Music Literacy</p>	<p>January - March (continuing as needed)</p>	<p>MU:Pr4.2.H.5 b. Use aural skills and standard notation when analyzing selected music.</p>	<p>Performance of group instrumental and individual piano pieces Criteria -- Accuracy of written note; accuracy of rhythm using basic notes (quarter, half, whole notes, rests; eighth notes through Kodaly syllables)</p>	<p>How do we translate written notes to sounds? Topics -- Introductory rhythms (Kodaly syllables), letter notes/musical alphabet, note placement on piano</p>	<p>Bastien Piano Series, primer level -- prior to page 26 Teacher-created activities</p>	<p>Separate rhythm and melodic exercises Use of pianos (fine motor) and classroom instruments (gross motor) to demonstrate pitch accuracy Modified fingerings as needed for finger strength Group performances (to hear modeling of rhythms) and individual performances (to emphasize note accuracy and motor development) Spoken and instrumental activities for all concepts</p>
------------------------------	---	--	--	---	--	---

Piano Class Curriculum Map

<p>Repertoire and Facility</p>	<p>March - June (overlaps with Music Literacy)</p>	<p>MU:Pr6.1.H.5 a. Perform a varied repertoire of prepared or improvised music, alone or with others, with technical accuracy and appropriate interpretation.</p>		<p>Can we use our basic piano skills to learn new songs? Target -- build facility in basic piano by learning multiple and varied pieces</p>	<p>Continued work in Bastien series, through page 26 Teacher-created pieces using C position, note names, basic rhythms, but no staff</p>	<p>Student choice in repertoire selection Continued variation in presentation of new music</p>
<p>Independence in Musicianship</p>	<p>Ongoing (Sept - June)</p>	<p>MU:Pr5.1.H.5 a. Apply self-reflection and teacher-provided criteria to evaluate prepared or improvised ensemble and personal performances. b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as</p>	<p>Observation of practice habits Individual reflection and goal setting.</p>	<p>How do musicians practice? Target -- develop independence in practice skills, especially repetition; develop stamina for learning.</p>	<p>NA</p>	<p>Individualized practice goals as needed Group activities to build stamina Scaffolded supports as needed.</p>

Piano Class Curriculum Map

		form and harmony), and show improvement over time.					
--	--	--	--	--	--	--	--