

Unit	Topic	Session	Objective/Essential Questions?	Standards: CCSS	Content: What will students know?	Skills: What will students be able to do?	Textbook/Materials/Resources	Technology Equipment	Activities/Experiences	Assessment	Standard: Connecting	Standard: Creating	Standard: Performing	Standard: Responding
Listening and Reflectin	Listening Journal	1-32(one weekly	How do we develop musical vocabulary to describe our reflections on a recorded piece of American Music?	CCSS ELA 7.1e, 7.10 and 7.2D	New vocabulary to discuss and write about their reflections on a piece of music.	Gather vocabulary and listening skills to write reflections to listening examples using grade appropriate ELA skills.	Listening Journal		Students will listen to a recording of American music and spend 3-5 minutes reflecting on that piece of music using newly aquired vocabulary.	Students will receive a grade for their listening journal based on the grade appropriate ELA skills and usage of new vocabulary words.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
Notation Review	Musical Notation	1,2,3,4	What are the functions of the staff, notes, rhythms and rhythm?	1.3.8.B.1	How to read the notes and rhythms on the treble and bass clef	Clap and/or play on the keyboard, basic rhythms and notes that showcase their ability level	Keyboard and rhythm worksheets	Keyboards	Students will complete note naming worksheets and rhythm clapping excerpts	Students will be graded on their worksheets	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.
Piano	Posture and Physical Playin	1,2,3,4		1.3.8.B.1	How posture effects health and technique	Demonstrate the ability to play correct posture, feet flat on the floor and correct hand position	Keyboard Method Book	Keyboard		Visual Observation and Demonstration w/ rubric		Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	Compare how the elements of music and expressive qualities relate to the structure within programs of music.
Piano	Piano Profeciency	1-32	How do we develop our skills and knowledge on the piano so we can continue to perform more challenging repertoire	1.3.8.B.1	How to play keyboard music using a variety of hand positions	demonstrate the ability to play with accuracy, notes in a variety of hand positions.	Keyboard Method Book and concert music	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Students will demonstrate their skills in periodic playing quizzes.		Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Piano	Piano Profeciency	1-32	How do you prepare musically for a concert? How do you know when you are ready?	1.3.8.B.1	How to develop practice skills to prepare for performance	Demonstrate the skills to play pieces of music according to the level of proficiency they have gained and at the level of literature they are playing. Students will prepare 3-4 pieces of varying levels throughout the term.	Keyboard	Keyboard	Students will prepare a piece of music at their ability level to showcase to the class.	Playing quiz with scoring rubric		Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Identify how cultural and historical context inform performances and result in different musical effects	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.
Piano	Piano Profeciency	5,6,7,8	How do we effectively read music and demonstrate on an instrument?	1.3.8.B.1	How to accuratly play in multiple hand positions on the keyboard	Demonstrate the ability to play with accuracy notes in several hand positions with individual notes and harmonies in skill appropriate level	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing Quiz w/ rubric		Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
Piano	Piano Profeciency	9,10,11,12	What skills are needed to move onto more challenging music?	1.3.8.B.1		Demonstrate ability to play a level 2 melody in both hands accompanied by root position triads in a variety of keys based on student skill level	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing Quiz w/ rubric		Describe the rationale for refining works by explaining the choices, based on evaluation criteria.	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.
Piano	Piano Profeciency	13,14,15,16	What is the difference between melody and harmony? How can you tell the difference?	1.3.8.B.1		Demonstrate the ability to identify the difference between melodic and harmonic parts in level 2 music	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor			Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.	Apply appropriate personally-developed criteria to evaluate musical works or performances.

Listening and Reflecting	Listening and Reflecting	4,8,12,16,20,24	How can you compare and contrast two different pieces of music from a recording or played by your peers?	CCSS ELA 7.1e, 7.10 and 7.2D	Drawing from an expanding vocabulary word bank, students will be able to compare and contrast two different pieces of music performed by their peers.	Drawing from an expanding vocabulary word bank, students will be able to compare and contrast two different pieces of music and provide feedback to their peers.	Compare and Contrast Worksheet	Music player and audio system	Students will listen to a recording of American music and spend 3-5 minutes reflecting on that piece of music using newly acquired vocabulary.			Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.
Piano	Music Reading Skills	21,22,23,24	What is meter and how is music performed in various meters?	1.3.8.B.1	The framework for performing and counting rhythms in 2/4, 3/4 and 4/4 and 6/8 meters.	Demonstration the ability to accurately perform music in 2/4, 3/4, 4/4 and 6/8	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric		Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	
Piano	Musical Expression	25,26,27,28	What is tempo and dynamics in music? How do we know how to play a given piece of music?	1.3.8.B.3	The terminology used to dictate tempo and dynamics in written music.	demonstrate the ability to define and apply the following tempo and dynamic terms while playing: allegro, andante, largo, crescendo, decrescendo, p, mp, mf, and f.	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric			Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style	
Piano	Musical Expression	25,26,27,28	What is tempo and dynamics in music? How do we know how to play a given piece of music?	1.3.8.B.3	The terminology used to dictate tempo and dynamics in written music.	demonstrate the ability to define and apply the following tempo and dynamic terms while playing: allegro, andante, largo, crescendo, decrescendo, p, mp, mf, and f.	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric			Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	
Piano	Music Reading Skills	29,30,31,32	How does music notation communicate rhythm?	1.3.8.B.1	How to translate notated rhythm and demonstrate on keyboard.	Demonstration ability to play on keyboard rhythms values of whole note, half note, quarter note, eighth note and corresponding rests at the ability level of the student in year 2 of piano profecency	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric				
Piano	Music Reading Skills	29,30,31,32	How does music notation communicate rhythm?	1.3.8.B.1	How to translate notated rhythm and demonstrate by clapping.	Demonstrate the ability to understand, clap, count and play easy rhythmic patternes using whole note, half note, quarter note, eighth note and corresponding rests	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric				
Piano	Musical Expression	29,30,31,32	How do you play a musical phrase musically?	1.3.8.B.2	How to read all the written and unwritten notation and communicate it through performance.	Demonstration the skills to play a musical phrase	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric				
Piano	Music Reading Skills	29,30,31,32	How does music notation communicate rhythm?	1.3.8.B.1	How to translate notated rhythm and demonstrate on keyboard.	Demonstration ability to play on keyboard rhythms values of whole note, half note, quarter note, eighth note and corresponding rests	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric				
Piano	Music Reading Skills	29,30,31,32	How does music notation communicate rhythm?	1.3.8.B.1	How to translate notated rhythm and demonstrate by clapping.	Demonstrate the ability to understand, clap, count and play intermediate rhythmic patternes using whole note, half note, quarter note, eighth note and corresponding rests	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric				
Piano	Musical Expression	29,30,31,32	How do you play a musical phrase musically?	1.3.8.B.2	How to read all the written and unwritten notation and communicate it through performance.	Demonstration the skills to play a level 2 musical phrase	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Final Playing Quiz				

Piano	Musical Expression	29,30,31,32	How do you present yourself professionally on stage?	1.3.8.8.1	How to dress, sit, and perform on stage in a professional maner.	I can demonstrate the appropriate stage presence for proper performance etiquette.	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Playing quiz w/ rubric				
Piano	Solo Playing	31,32	How does performing music live showcase your hard work?	1.3.8.8.2		Demonstrate the ability to perform solo	Keyboard Method Book	Keyboard	Students will use classroom time to practice their keyboard skills with direction from instructor	Final Playing Quiz				