

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

**Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.**

**A few important points:**

- 1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).**
- 2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.**
- 3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...**
- 4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).**
- 5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates.**

<b>Course Title: Piano Class</b>		
<b>School: Thomaston High School</b>	<b>Grades 9-12</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit of Study: Music Literacy</b>	<b>Unit of Study: Introduction to Playing &amp; Keyboard Orientation</b>	<b>Unit Three: C &amp; G Major Positions</b>
<b>Unit Pacing: 4 Weeks &amp; Ongoing Throughout the Year</b>	<b>Unit Pacing: 5 weeks</b>	<b>Unit Pacing: 5 weeks</b>
<p><b>Unit Overview: In this Unit of Study students will learn the fundamental skills, terms, and concepts that are necessary to successfully read and interpret printed music. Topics covered include:</b></p> <ul style="list-style-type: none"> <li>● Identifying notes on the staff</li> <li>● Identifying, counting, notating simple rhythms</li> <li>● Understanding grade-level musical terms and symbols and successfully applying them in performance</li> <li>● Making stylistic considerations.</li> <li>● Identifying, understanding, and constructing key signatures and scales.</li> </ul>	<p><b>Unit Overview: In this Unit of Study students will learn proper posture for playing the piano, wrist and hand position, finger numbers and position, the musical alphabet applied to piano keys, and white and black key groupings.</b></p>	<p><b>Unit Overview: In this unit students will be introduced to playing the piano by way of C and G Positions. They will play melodies in both hands, dexterity exercises, and simple 2-part songs within fixed five-note ranges.</b></p>
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is music communicated in written form?</li> <li>2. How do composers use markings and symbols to create expression?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the proper body posture of a musician when sitting at the piano?</li> <li>2. How do the notes on the musical staff relate to the notes on the piano?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is proper finger placement critical in piano playing?</li> <li>2. How do you locate middle C on the piano?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can correctly identify notes on the grand staff in both the treble and bass</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can play with proper posture and hand position at the piano.</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can locate both C and G position on the keyboard and place my hands on</li> </ol>

<p>clefs.</p> <ol style="list-style-type: none"> <li>I can identify and define symbols in music pertaining to tempo, articulation, dynamics, and style.</li> <li>I can identify and construct all 12 major key signatures.</li> </ol>	<ol style="list-style-type: none"> <li>I can identify note locations on the piano, both of white and black keys.</li> <li>I can explain the variance in pitch between two successive notes, moving both up and down on the keyboard.</li> </ol>	<p>the instrument accordingly.</p> <ol style="list-style-type: none"> <li>I can play 5-note melodies with proper fingering with both my right and left hands.</li> <li>I can switch from G position to C position and back without looking at the keyboard.</li> </ol>
<p><b>Unit Four: Chords, Accompaniment Techniques, AND Expanding the Five Finger Pattern</b></p>	<p><b>Unit Six: Duet Performance</b></p>	<p><b>Unit Six: Solo Performance</b></p>
<p><b>Unit Pacing: 6 weeks</b></p>	<p><b>Unit Pacing: 8 Weeks</b></p>	<p><b>Unit Pacing: 8 Weeks</b></p>
<p><b>Unit Overview:</b> In this unit, the students will begin to read, write, practice, and perform basic Chords/Chord Progressions. Students will read, write, and perform basic accompaniments to simple melodies. Students will also learn to play increasingly complex melodies and 2-part songs that will require them to play beyond the fixed ranges of C and G Positions. Students will learn advanced fingering techniques to maximize efficiency of motion.</p>	<p><b>Unit Overview:</b> In this penultimate unit, students will be taking the skills and concepts learned throughout the course and applying them in a duet performance with a partner. Students will be assigned a song that will require equitable contributions from both partners in order to successfully perform a challenging piece of music.</p>	<p><b>Unit Overview:</b> This final unit will be the summative unit for the course. In this unit students will be required to apply all skills and concepts learned throughout the course in a culminating performance of a song of their choosing.</p>
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>What is the relationship between an arpeggio and a chord?</li> <li>What is the role of an accompanist both in rehearsal and in live</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>How do we judge the quality of musical works and performances?</li> <li>How do musicians make meaningful connections to creating, performing,</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>What considerations are there for a musician when selecting a piece of music for performance purposes?</li> <li>How do musicians improve the quality of their performances?</li> </ol>

performance?	and responding?	
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can read and perform basic chord progressions within any given key signature.</li> <li>2. I can play one octave Major Scales for all 12 Major keys using both hands.</li> <li>3. I can maintain a steady tempo and proper expressive qualities when accompanying a soloist.</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can maintain a steady tempo and appropriate dynamic level in order to create a cohesive duet performance.</li> <li>2. I can take a previously existing piece of piano repertoire and rearrange it so that it might be played by two pianists.</li> <li>3. I can effectively employ active and critical listening skills when performing alongside one or more additional musicians.</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can describe differences in interpretation of two or more performances of the same musical selection, using the learned musical vocabulary.</li> <li>2. I can incorporate appropriate interpretation of expressive markings as they appear in the repertoire, such as legato, staccato, slur, fermata, dynamic levels, crescendo, decrescendo, ritardando, allegro, adagio, andante, moderato, phrase, upbeat, and downbeat.</li> <li>3. I can engineer a complete performance, starting with the selection of a viable piece of performance literature, all the way through the final performance.</li> </ol>