

Course Title – Piano Lab	
Implement start year: 2017-2018	
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Unit #3 – Piano Techniques	
Transfer Goal – Students will be able to independently use their learning to demonstrate the essential piano techniques in order to perform a piece successfully. (Department Goal 1, 2, 3, 4, 5)	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
1.1.12.B.2 Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. 1.3.12.B.1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. 1.3.12.B.2 The ability to read and interpret music 1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	<u>21st Century Skills</u> <i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy

<p>1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	<p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> correct fingering provides for fluidity around the keyboard.</p> <p><i>EU 2</i> posture has a direct effect on relaxation and tone quality.</p> <p><i>EU 3</i> articulation is directly related to musicality and appropriate interpretation.</p> <p><i>EU 4</i> dynamics are essential to effective communication of musicality and interpretation.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is fingering necessary? • What effect does fingering have on articulation? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does posture impact piano technique? • How does tension affect piano playing? • What can you do to relieve tension? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why does note duration matter? • How does articulation affect the listener's interpretation? • How is musicality affected by articulation? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why are dynamics open to individual interpretation? • How can mood be conveyed musically? • Why do dynamics exist?

Knowledge:

Students will know . . .

EU 1

- which finger numbers correspond with each finger.
- any finger can play any key at any time.
- that the thumb is a pivot point for fluid transition.

EU 2

- the correlation between arm tension and proper playing.
- that relaxed hand position has a positive effect on playing technique.

EU 3

- the difference between staccato and legato and other piano articulation nomenclature.
- the approach and release of legato from a physical standpoint.
- the symbols that represent various articulations.
- what musicality is.

EU 4

- the various dynamic markings.

Skills:

Students will be able to . . .

EU 1

- physically demonstrate the utilization of each finger in each hand simultaneously and independently.
- demonstrate proper technique of crossing the thumb under.

EU 2

- demonstrate proper posture.
- explain the pros and cons of appropriate posture.
- apply proper posture to a performance scenario.

EU 3

- perform each of the various articulations.
- notate in various articulations.

EU 4

- identify and describe the effects of dynamics.
- define musical vocabulary relative to dynamics.
- perform music at various dynamic levels.

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- Performance assessments on scales, exercises, etudes and individual repertoire.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teacher instruction regarding finger numbers (A)
- Teacher demonstration of proper articulation (A)
- Teacher instruction on the components of effective musicality (A)
- Listen to various performances with varying levels of musicality (A)
- Class discussion of various performances of varying levels of musicality (M)
- Draw a diagram of your hands and label the fingers (A)
- Play scales utilizing correct fingering (M)
- Teacher demonstrates appropriate posture (A)
- Generate a list of five inanimate objects that display appropriate and poor posture (M)
- Perform a piece using musicality and proper interpretation (M, T)
- Edit a piece of urtext music in three different ways and perform it (M, T)
- Create two simple melodies demonstrating various articulations (M, T)

