**9-12 Grade Beginner Piano Class**

Exploring and understanding fundamental musical concepts is the objective of the beginning 9-12 piano class.  This is a self-paced class that will allow students to advance to the best of their ability.  Students will learn basic musical terms, symbols, and techniques in individual and group lessons.   Over the course of this class, students will improve their piano playing and music reading skills by learning note names in both the treble and bass clefs and playing with rhythmic accuracy.  Students will also explore methods of composition, improvisation, music evaluation, and global connections through a variety of styles and genres.

**Learner Outcomes**

Upon completion of this course, the student will:

* Gain an understanding of basic musical notation
* Learn basic music theory
* Play with rhythmic accuracy
* Develop individual playing skills
* Apply proper practice and performance techniques
* Evaluate and play music in a variety of styles and genres
* Relate music to other subjects, life and art forms.

**1. Piano Foundations and Technique**

**Minnesota State Standard**

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work.  |

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|  | **Student will:** |
| Knowledge of Instrument | * Examine the history of the keyboard
* Become familiar with the keyboard
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| Body and Posture | * Demonstrate relaxation exercises for hands and arms
* Demonstrate proper posture bench position/height
* Demonstrate proper hand position
 |
| Reading Music | * Identify and demonstrate notes and symbols on the treble band bass clef using standard notation system
* Identify key signatures
* Identify time signatures
* Identify and demonstrate melodic and harmonic intervals
* Identify and demonstrate scales
* Identify and demonstrate chord symbols and inversions
 |
| Rhythmic Notation | * Demonstrate steady pulse
* Identify and demonstrate quarter, half, whole, dotted half, eighth and dotted quarter notes
* Identify and demonstrate quarter, half, whole and eighth rests
 |
| Tone and Expression | * Have awareness of the sound they are producing
* Demonstrate proper hand balance
* Demonstrate damper pedal
 |
| Articulation | * Identify and demonstrate accents, staccato, legato, slurs and phrasing on the Piano
 |

**2. Artistic Process: Create**

**National Standard**

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| MU:Cr1.1.H.5a | Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies. |
| MU:Cr2.1.H.5a | 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. |
| MU:Cr3.1.H.5a | Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies |
| MU:Cr3.2.H.5a | Share final versions of simple melodies (such two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. |

**Minnesota State Standards**

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| 3.9.2.2.1 | Improvise, arrange, or modify phrases that demonstrate understanding of the musical elements |
| 3.9.2.1.1 | Select multiple musical ideas, original or existing, to create drafts of music using notation or technology, where appropriate. |
| 3.9.2.4.1 | Revise or arrange a composition to become a completed musical work using current technology (as available) to preserve the composition. |

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|  | **Student will:** |
| Creating Music | * Improvise melodic excerpts on their instrument
* Compose melodic excerpts on their instrument
* Improvise rhythmic excerpts on their instrument
* Compose rhythmic excerpts on their instrument
* Perform student generated compositions
* Revise student generated compositions
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**3. Artistic Process: Perform**

**National Standard**

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| MU:Pr4.1.H.5a | 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 performances. |
| MU:Pr4.2.H.5a | 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 |
| MU:Pr4.3.H.5a | Demonstrate and describe in interpretations and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments. |
| MU:Pr5.1.H.5a | 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 |
| MU:Pr6.1.H.5a | Perform with expression and technical accuracy in individual performances of varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments demonstrating understanding of the audience and the context |
| MU:Pr6.1.H.5a | Perform with technical 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. |

**Minnesota State Standard**

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| 3.9.3.6.1 | Utilize multiple rehearsal strategies to refine performance, using technology where appropriate. |
| 3.9.3.6.1 | Perform contrasting musical selections for an audience conveying meaning through interpretation of the musical elements and expressive qualities. |

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|  | **Student will:** |
| Perform Music | * Perform alone
* Perform with others during class -
* Perform for an audience
* Perform a variety of repertoire based on their interest and knowledge of musical

works, understanding of their own technical skill, and context for a performance influence the selection of repertoire* Make interpretive decisions based on their understanding of context and

expressive intent |
| Evaluate Music | * Self-evaluate and assess themselves using teacher provided criteria
* Evaluate the musical performances of others using teacher provided criteria
* Apply practice strategies to performance challenges and refine the performances
 |
| Expressive Elements | * Demonstrate and describe interpretations and understanding of the context and expressive intent
* Identify and demonstrate the dynamics of *p, mf, f, ff, pp, mp, crescendo* and *diminuendo*
* Identify and demonstrate tempos
* Demonstrate musical phrasing
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**4. Artistic Process: Connect**

**National Standard**

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| MU:Re7.1.H.5a | Demonstrate and describe reasons for selecting music, based on characteristics found in music and connections to interest, purpose, or personal experience. |
| MU:Re7.2.H.5a | 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. |
| MU:Re8.1.H.5a | 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. |
| MU:Re9.1.H.5a | Identify and describe how interest, experiences, and contexts (personal or social) affect the evaluation of music. |

**Minnesota State Standards**

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| 3.9.4.7.1 | Interpret  musical elements and cultural or historical contexts embedded within a musical selection to express possible meanings of the composer or performer. |
| 3.9.4.8.1 | Evaluate music performances using commonly accepted standards, to demonstrate an understanding of musical elements. |

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|  | **Student will:** |
| Evaluate Music | * Evaluate and/or Compare and contrast a variety of musical styles and genres through teacher generated criteria
* Identify through the use of elements and structures of music and the cultural or historical intent, the performers and creators intent.
 |
| Music Choice | * Demonstrate and describe how an individual's selection of musical works is influenced by their interests, experience, understandings and purposes.
* Describe how understanding the structure and context of music can inform a musical response.
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**5. Artistic Process: Connect**

**National Standard**

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| MUCn10.0.H.5a | Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music |
| MU:Cn11.0.T.5a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.  |

**Minnesota State Standard**

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| 3.9.5.9.1 | Synthesize knowledge and personal experiences when responding to, creating, or performing musical works. |
| 3.9.5.10.1 | Demonstrate an understanding of how musical selections are influenced by or impact personal, societal, cultural, or historical contexts. |

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|  | **Student will:** |
| Music’s Connection | * Explain and discuss how music relates to other subjects, life and other art forms.
* Demonstrate music as a means of self-expression.
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**Materials**

Text:

Main:

* *Adult All-In One Course: Lesson, Theory, Technic; Level I*

Supplemental:

* *Alfred’s Basic and Modern Piano Course*
* *Bastien Piano Library*
* *Faber Piano Adventures*
* *John Thompsons’s Piano Course*

Music Listening Composers:

* Johann Sebastian Bach
* Wolfgang Amadeus Mozart
* Ludwig van Beethoven
* Claude Debussy
* Dave Bruebeck
* Herbie Hancock
* Elton John
* Billy Joel
* Herbie Hancock

Other:

* Finale Theory Worksheet Packets
* Piano Class Playlist
* Music Listening Journal
* Music Listening Compare and Contrast Worksheet
* Music Playing Test Rubric
* Self-Assessment Rubric
* iPad for recording

Assessment Methods

* Playing Test Rubric
* Self-Assessment
* Peer-Assessment
* Teacher Assessment
* Written assignments
* Classroom Observations
* Verbal Question & Answer
* Discussion
* In-Class Playing assessments

**Vocabulary**

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| Accent | Dotted Half Note | Mezzo Piano (*mp)* | Treble Clef |
| Allegro | Dotted Quarter Note | Moderato | Whole Note |
| Andante | Eighth Note | Phrase | Grand Staff |
| Articulation | Flat | Quarter Note | Double Bar Line |
| Barline | Fort (*f)* | Sharp | Scale |
| Bass Clef | Fortissimo (*ff)* | Slur | Piano (*p*) |
| Crescendo | Half Note | Staccatto | Interval |
| D.C. al Fine | Key Signature | Staff | Blues |
| Diminuendo | Mezzo Forte (*mf*) | Time Signature | Syncopation |

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| Unit 1: Introduction to Playing |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I* |
| Student will learn: | I can statements: |
| * History of the Piano
* Preliminary Exercises/no notes
* How to Sit at the Piano
* Finger Numbers
* Piano Tones
* Name that Key!
* Isometric Exercise
* Four Good reasons for Playing with Curved Fingers
 | * Examine the history of the keyboard
* Become familiar with the keyboard
* Demonstrate proper posture bench position/height
* Demonstrate proper hand position
* Perform with others
* Be aware of the sound I am producing
* Hear how sounds correlate with each other
* Look for patterns
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| Unit 2: C Position |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Finale Theory Worksheet Packet #1Music Listening Journal #1Piano Class Music Playlist |
| Student will learn: | I can statements: |
| * Right Hand C Position
* Line, Double Bar
* The Treble Clef Sign
* Left Hand C Position
* The Bass Clef Sign
 | * Become familiar with the keyboard
* Identify and demonstrate notes on the treble and bass clef using standard notation
* Identify and demonstrate symbols on the treble and bass clef using standard notation
* Evaluate the musical performances of others using teacher provided criteria
 |
| Theory: | Pieces |
| * Quarter Notes
* Half Notes
* Measure
* Bar Line
* Double Bar
 | * Right Hand Warm-Up
* Ode To Joy
* Left Hand Warm-Up
* Aura Lee
 |
| Music Listening: | Assessment: |
| Johann Sebastian Bach | Completed Theory Packet #1Completed Music Listening Journal #1Demonstrate Right and Left hand C position |

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| Unit 3: The Grand Staff |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I* |
| Student will complete:* The Grand Staff
* Time Signature
* Whole Rest
 | I can statements:* Identify the Grand Staff
* Identify and explain Time Signatures
* Identify and Count Whole rests
 |
| Theory | Pieces:  |
| * Whole Rest
 | Playing on the Grand Staff |

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| Unit 4: Playing C-G on the Grand Staff |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Finale Theory Worksheet Packet #2Music Listening Journal #2Piano Class Music PlaylistMusic Playing Test Rubric |
| Student will learn: | I can statements: |
| * Quarter Rest
* Writing in 4/4 Time
* 2nd, 3rd, 4th & 5th Melodic Intervals
* *p* and *mf* Dynamic signs
* 2nd, 3rd, 4th & 5th Harmonic Intervals
 | * Identify and Count Quarter Rests
* Identify Time Signatures
* Compose rhythmic excerpts on my instrument
* I can measure 2nd, 3rd, 4th, & 5th Melodic and Harmonic Intervals
* Demonstrate a steady pulse
* I can play *p*, *f, mp* *&* *mf* Dynamics
 |
| Theory | Pieces |
| * 4/4 Time Signatures
* Quarter Rest
* *p*, *f, mp* *&* *mf* Dynamics
* Melodic Intervals
* Harmonic Intervals
 | * Rock-Along
* Mexican Hat Dance
* Lightly Row
* Aunt Rhody
* Au Claire De La Lune
* Tisket, A Tasket
* Rockin’ Intervals
* Good King Wenceslas
* My Fifth
* Jingle Bells
* Dueling Harmonics
 |
| Music Listening: | Assessment: |
| Wolfgang Amadeus Mozart | Completed Theory Packet #2Completed Music Listening Journal #2Playing Test #1 My Fifth |

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| Unit 5: Introduction to Chords |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Finale Theory Worksheet Packet #3Music Listening Journal #3Piano Class Music PlaylistMusic Playing Test Rubric  |
| Student will learn: | I can statements: |
| * The C, G7 & F Major Chords
* Half Rest
* Learn the Note B and A in the Left and Right Hands
* Dotted Half Note
* Learn about Chord Symbols
* Writing in ¾ time
* Legato and Slur articulations
* Play a melody in the Left Hand
* Play Moderato tempo
 | * Identify and Play a C, G7 & F chord
* Identify and count a Half Rest
* Play in a Largo Tempo
* Identify and Play B and A in the Left and Right Hands
* Identify and play music in ¾ Time signature
* Identify and Count a dotted half note
* Describe and Demonstrate Chord Symbols
* Play music with an incomplete measure
* Compose Melodic excerpts on my instrument
* Play a Moderato tempo
* Perform and Revise my own Compositions
* Play alone and with others
* Demonstrate and describe a slur and a tie
* Play a melody in the Right and Left Hand
* Evaluate musical styles through teacher generated criteria
* Explain and discuss music is influenced by personal, societal, cultural or historical contexts
 |
| Theory: | Pieces: |
| * C, G7 & F Major Chords
* Largo
* ¾ Time
* Dotted Half Note
* Pick up notes
 | * Brother John
* Here’s A Happy Song!
* Merrily We Roll Along
* Largo
* Mary Ann
* Rockets
* What Can I Share?
* Day Is Done
* When the Saints Go Marching In
* I’m Gonna Lay My Burden Down
* Waltzing Chords
 |
| Music Listening: | Assessment: |
| Ludwig van Beethoven | Completed Theory Packet #3Completed Music Listening Journal #3Playing Test #2 – When the Saints Go Marching In (RH & LH) |

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| Unit 6: G Position |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksMusic Listening Journal #4Piano Class Music PlaylistMusic Playing Test Rubric |
| Student will learn: | I can statements: |
| * G Position
* Intervals in G position
* The D7 Chord
* Block Chord
* Broken Chord
* Musical Phrasing
* The Damper Pedal
* E for the Left and Right Hand
* Choose their own piece
* Develop a Practice Plan
* Allegro
 | * Play in G position
* Compose, Revise and Perform my own composition
* Identify Melodic and Harmonic Intervals in G Position
* Identify and describe a sharp symbol
* Compare and Contrast Block and Broken Chords
* Demonstrate proper technique of the Damper Pedal
* Write G 7 D7 Chords
* Write E in the Left and Right Hand
* Learn new C Chord position for the Right Hand
* Demonstrate Musical Phrasing
* Play with proper hand balance
* Describe my personal choice of music
* Make interpretative decisions
* Play an Allegro tempo
 |
| Theory: | Pieces: |
| * Melodic and Harmonic Intervals in G position
* Sharp Sign
* Block & Broken Chords
* The Note E
 | * Love Somebody!
* A Friend Like You
* The Band Leader
* Money Can’t Buy Ev’rything
* The Cuckoo
* Harp Song
* Liza Jane
* Beautiful Brown Eyes
* Alpine Melody
* Student Choice
 |
| Music Listening: | Assessment: |
| Claude Debussy | Completed Music Listening Journal #4Playing Test #3 – Alpine Melody |

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| Unit 7: Middle C Position |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksFinale Theory Worksheet Packet #4Music Listening Compare and Contrast #1Piano Class Music PlaylistMusic Playing Test Rubric |
| Student will learn: | I can statements: |
| * Middle C Position
* Crescendo, Diminuendo
* Fermata
* Eighth Notes
* D.C. al Fine
* Dotted Quarter Notes
* Student Choice
 | * Play in Middle C Position
* Play a properly paced Crescendo and Diminuendo
* Demonstrate how to play a fermata
* Count and play Eighth Notes
* Explain a D.C. al Fine
* Count and perform Dotted Quarter Notes
* Compare and contrast differing musical styles
* Make interpretive decisions
 |
| Theory: | Pieces: |
| * Crescendo
* Diminuendo
* Fermata
* Eighth notes
* D.C. al Fine
* Dotted Quarter Notes
 | * Thumbs on C!
* Waltz Time
* Good Morning to You!
* Happy Birthday to You!
* Shoo, Fly, Shoo!
* Skip To My Lou!
* Standing in the Need of Prayer
* Alouette
* Student Choice
 |
| Music Listening: | Assessment |
| J.S. BachClaude Debussy | Completed Theory Packet #4Completed Music Listening Compare and Contrast #1Playing Test #4 Alouette |

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| Unit 8: Expanding the 5-Finger Position |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksMusic Listening Journal #5Piano Class Music PlaylistMusic Playing Test RubricSelf Assessment #2iPad for recording |
| Student will learn: | I can statements: |
| * Melodic 6th &7th Intervals
* Harmonic 6th & 7th Intervals
* 2/4 Time Signature
* Staccato
* Flat
* Measuring Half Steps & Whole Steps
* Tetrachords
 | * Identify intervals of a 6th
* Identify intervals of a 7th
* Play in 2/4 time signature
* Demonstrate proper staccato
* Define and demonstrate a Flat
* Describe how to measure Half and Whole Steps
* Explain a compose a tetrachord
* Assess my playing
 |
| Theory: | Pieces: |
| * 6th &7th Melodic and Harmonic Intervals
* 2/4 Time Signature
* Staccato
* Tetrachords
 | * Lavender’s Blue
* Kum-Buh-Yah!
* Londong Bridge
* Michael, Row the Boat Ashore
* Blow the Man Down!
* Lone Star Waltz
* Dafe Vienna
* Lullaby
* Rock it Away!
 |
| Music Listening: | Assessment: |
| Dave Brubeck | Completed Music Listening Journal #5Playing Test #5 – Rock it Away!Self Assessment #1Recording |

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| Unit 9: Scales & Chords – The Key of C Major |
| Materials: |
| Materials:*Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksMusic Listening Journal #6Piano Class Music PlaylistMusic Playing Test Rubric |
| Student will learn: | I can statements: |
| * The C Major Scale
* Writing the Major Scale
* How to play *ff*
* How to play the Blues and the Blues Chord Progression
* Extended position in the Right Hand
 | Play the C Major ScaleWrite the C Major ScalePlay *ff* & *pp* dynamicsPlay a Blues Chord ProgressionExtend my position in the Right HandAssess my own playing |
| Theory: | Pieces: |
| * C Major Scale
* *ff*  & *pp* dynamic
* Blues Chord Progression
 | * Joy to the World
* Cockles and Mussels
* Got Those Blues!
* Chasing the Blues Away
* Blues for Wynton Marsalis
* On Top of Old Smokey
* Student Choice
 |
| Music Listening: | Assessment: |
| Herbie Hancock | Completed Music Listening Journal #6Playing Test #6 – On Top of Old SmokeySelf-Assessment #2Recording |

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| Unit 10: The Key of G Major |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksMusic Listening Journal #7Theory Packet #4Piano Class Music PlaylistMusic Playing Test Rubric |
| Student will learn: | I can statements: |
| * The G Major Scale
* Changing fingers on the same note
* Syncopation
 | * Play the G Major Scale
* Write the G Major Scale
* Change fingers on the same note
* Play Syncopation
 |
| Theory: | Pieces: |
| * Key of G Major
 | * The Can-Can
* The Marine’s Hymn
* Why Am I Blue?
* Student Choice
 |
| Music Listening: | Assessment: |
| Elton John | Completed Theory Packet #4Completed Music Listening Journal #7Playing Test #7 – Why Am I Blue? |

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| Unit 11: The Key of F Major |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksMusic Listening Journal #8Self-Assessment #3Piano Class Music Playlist |
| Student will learn: | I can statements: |
| * The F Major Scale
* Arpeggiated Chords
 | * Play the F Major Scale
* Write the F Major Scale
* Can play Arppegiated Chords
* Describe and count an Eighth Note
* Play an Accent
* Assess my own playing
 |
| Theory: | Pieces: |
| * Key of F Major
* Eighth Rest
* Accent Sign
 | * Little Brown Jug
* Chiapanecas
* Auld Lang Syne
* Student Choice
 |
| Music Listening: | Assessment: |
| Billy Joel | Music Listening Journal #8Self-Assessment #3Recording |

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| Unit 12: Performance |
| Materials: |
| *Adult All-In One Course: Lesson, Theory, Technic; Level I*Supplemental Piano BooksSelf-AssessmentPeer-AssessmentMusic Listening Compare and Contrast #2 |
| Student will complete: | I can statements: |
| * Performance
 | * Self-evaluate a performance
* Evaluate my peers
* Use practice strategies
* Demonstrate expressive context and self-expression
* Explain and discuss how music relates to other topics
* Describe how Structure and Context Influence Selections of Music
* Describe how Structure and Context can inform a Musical Response
 |
| Music Listening | Assessment: |
| Peer ListeningJ.S. BachBilly Joel | Self-Assessment #4Peer Evaluation #1Playing Test #8Completed Compare and Contrast #2 |

**Yearly Overview**

**Quarter 1**

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| Introduction to playing the piano |
| * History of the Piano
* Preliminary Exercises
* How to Sit at the Piano
* Finger Numbers
* Name that Key!
* Isometric Exercises
* Four good reasons for Playing with Curved Fingers
 |
| C Position |
| * Right and Left Hand C Position
* Bar Line
* Double Bar
* Treble Clef Sign
* Bass Clef Sign
* Quarter Note
* Half Note
* Johann Sebastian Bach
 |
| The Grand Staff |
| * The Grand Staff
* Time Signature
* Whole Rest
 |
| Playing C-G on the Grand Staff |
| * Quarter Rest
* 4/4 Time Signature
* 2nd Melodic and Harmonic Intervals
* 3rd Melodic and Harmonic Intervals
* 4th Melodic and Harmonic Intervals
* 5th Melodic and Harmonic Intervals
* *p*  Dynamic Marking
* *f* Dynamic Marking
* *mf* Dynamic Marking
* *mf* Dynamic Marking
* Wolfgang Amadeus Mozart
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**Quarter 2**

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| Introduction to Chords |
| * C Major Chord
* G7 Major Chord
* F Major Chord
* Half Rest
* Note A in the Right Hand
* Note A in the Left Hand
* Note B in the Right Hand
* Note B in the Left Hand
* Dotted Half Note
* ¾ Time Signature
* Legato Articulation
* Slur Articulation
* Play a Melody in the Left Hand
* Moderato Tempo
* Pick Up Notes
* Largo Tempo
* Ludwig van Beethoven
 |
| G Position |
| * G Position
* Melodic Intervals in G Position
* Harmonic Intervals in G Position
* D7 Chord
* Block Chord
* Broken Chord
* Musical Phrasing
* Damper Pedal
* E for the Right Hand
* E for the Left Hand
* Allegro Tempo
* Sharp Sign
* Claude Debussy
 |

**Quarter 3**

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| Middle C Position |
| * Middle C Position
* Crescendo Dynamic Marking
* Decrescendo Dynamic Marking
* Fermata
* Eighth Notes
* D.C. al Fine
* Dotted Quarter Note
 |
| Expanding the 5-Finger Position |
| * 6th Melodic and Harmonic Intervals
* 7th Melodic and Harmonic Intervals
* 2/4 Time Signature
* Staccato Articulation
* Flat Sign
* Measuring Half Steps
* Measuring Whole Steps
* Tetrachords
* Dave Bruebeck
 |
| Scales & Chords – The Key of C Major |
| * C Major Scale
* *ff* Dynamic Marking
* *pp* Dynamic Marking
* Blues Chord Progression
* Herbie Hancock
 |

**Quarter 4**

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| The Key of G Major |
| * G Major Scale
* Changing Fingers on the same note
* Syncopation
* Elton John
 |
| The Key of F Major |
| * F Major Scale
* Arpeggiated Chord
* Eighth Rest Accent Sign
* Billy Joel
 |
| Performance |
| * Practice Plan and Strategies
* Self-Assessment
* Peer Assessment
* Performance of 4 Pieces
 |