

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
7th Grade Music Exploratory - Piano	Music	7 - BAIMS Exploratory	
<b>Course Description:</b>			
This course provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
Accelerated Piano Adventures (Faber book 1), Pianos		<p><b>Meaningfully contribute to a global society</b></p> <p>EMPATHY</p> <ul style="list-style-type: none"> <li>• Demonstrating understanding of others perspectives and needs</li> <li>• Listen with an open mind to understand others' situations</li> <li>• Understand the concept of community as a means for supporting others in need</li> </ul> <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> <li>• Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>• Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>Demonstrate Academic Knowledge and Skills</b></p> <p>CONTENT MASTERY</p> <ul style="list-style-type: none"> <li>• Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum</li> </ul> <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> <li>• Collect, assess and analyze relevant information</li> <li>• Reason effectively. Use systems thinking</li> <li>• Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.</li> <li>• Reflect critically on learning experience, processes and solutions</li> <li>• Transfer knowledge to other situations</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <a href="#">Completed Equity Audit</a>	
		<a href="#">Equity Curriculum Review - Piano - 7th Grade Exploratory</a>	
<b>Standard Matrix</b>			

District Learning Expectations and Standards	Intro to Playing Piano	Orientation to the Staff	Bass Clef Notes	3rds (skips) on the staff	Eighth Notes
<b>Creating</b>					
MU:Cr1.1 Generate and conceptualize artistic ideas and work.					
MU:Cr2.1 Organize and develop artistic ideas and work.					
MU:Cr3.1 Refine and complete artistic work.					
<b>Performing</b>					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S	S	S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S	S	S	S	S
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P	P	P
<b>Respond</b>					
MU:Re7.1 Perceive and analyze artistic work.					
MU:Re8.1 Interpret intent and meaning in artistic work.					
MU:Re9.1 Apply criteria to evaluate artistic work.	S	S	S	S	S
<b>Connecting</b>					
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.					

MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.					
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### Unit Links

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[Intro to Playing Piano](#)

[Orientation to the Staff](#)

[Bass Clef Notes: Middle C, B, A, G, F](#)

[3rds \(Skips\) on the Staff](#)

[Eighth Notes](#)

### Unit Title:

Intro to Playing Piano

### Relevant Standards: **Bold indicates priority**

**MU:Pr4.3.7.a** - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7.a** - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.7.a** - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

**MU:Re9.1.6.a** - Apply teacher-provided criteria to evaluate musical works or performances.

### Essential Question(s):

Pr4.3 How do performers interpret musical works?  
 Pr 5.1 How do musicians improve the quality of their performance?  
 Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?  
 Pr9.1 How do we judge the quality of musical work(s) and performance(s)?

### Enduring Understanding(s):

Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.  
 Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
 Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.  
 Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing, Visual, and Writing Assessments	~4 Lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Keys, natural, sharp, flat, interval of a second, interval of a third, musical alphabet, forte, piano, whole note, half note, quarter note, measure, double bar line, pentascale, repeat sign	Keyboard worksheets, Music Theory Worksheets
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Piano is easy, I don't have to read music
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
6-8.2 <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> </ul>	I CAN: Maintain proper playing posture Identify the finger numbers for playing the piano

<ul style="list-style-type: none"> <li>• respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>		<ul style="list-style-type: none"> <li>Identify different parts of the piano</li> <li>Maintain proper hand position while playing piano</li> <li>Identify high and low on the piano</li> <li>Identify different types of piano keys</li> <li>Identify the musical alphabet in relation to the keyboard</li> <li>Read rhythms</li> <li>Read piano notation</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lessons 1-4	<ul style="list-style-type: none"> <li>Maintain proper playing posture</li> <li>Identify the finger numbers for playing the piano</li> <li>Identify different parts of the piano</li> <li>Maintain proper hand position while playing piano</li> <li>Identify high and low on the piano</li> <li>Identify different types of piano keys</li> <li>Identify the musical alphabet in relation to the keyboard</li> <li>Read rhythms</li> <li>Read piano notation</li> </ul>	Playing, visual, and written assessments	Faber Accelerated Piano Adventures, Unit 1

Unit Title:	
Orientation to the Staff	
Relevant Standards: <b>Bold indicates priority</b>	
<p><b>MU:Pr4.3.7.a</b> - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.7.a</b> - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><b>MU:Pr6.1.7.a</b> - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Pr4.3 How do performers interpret musical works?</p> <p>Pr 5.1 How do musicians improve the quality of their performance?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Pr9.1 How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>

<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing, Visual, and Writing Assessments	~ 6 lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Staff, grand staff, treble clef, bass clef, time signature 4/4, 3/4, Middle C, mezzo forte, damper pedal, repeat sign, legato, slur,	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Piano is easy, I don't have to read music
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
6-8.2 <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul>	I CAN: Identify notes on the grand staff Identify $\frac{3}{4}$ and $\frac{4}{4}$ time signatures Play the piano with good technique

6-8.3		Identify notes on the staff in relation to the keyboard Play the correct notes on the piano with both hands	
<ul style="list-style-type: none"> <li>communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-6	Identify notes on the grand staff Identify $\frac{3}{4}$ and $\frac{4}{4}$ time signatures Play the piano with good technique Identify notes on the staff in relation to the keyboard Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 2

<b>Unit Title:</b>	
Bass Clef Notes: Middle C, B, A, G, F	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>MU:Pr4.3.7.a</b> - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.7.a</b> - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><b>MU:Pr6.1.7.a</b> - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
Pr4.3 How do performers interpret musical works? Pr 5.1 How do musicians improve the quality of their performance? Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Pr9.1 How do we judge the quality of musical work(s) and performance(s)?	Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing, Visual, and Writing Assessments	~4 lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>

This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.		Piano Keyboards, MusicFirst - Theory	
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>	
Bass clef notes C, B, A, G, F			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
		Piano is easy, I don't have to read music	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
N/A		This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
6-8.2 <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> 6-8.3 <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>		I CAN: Identify notes on the bass staff Perform rhythms with dotted half notes Play the piano with good technique Play the correct notes on the piano with both hands	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Lesson 1-4	Identify notes on the bass staff Perform rhythms with dotted half notes	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 3



	Play the piano with good technique Play the correct notes on the piano with both hands		
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<b>Unit Title:</b>	
3rds (Skips) on the Staff	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>MU:Pr4.3.7.a</b> - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.7.a</b> - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><b>MU:Pr6.1.7.a</b> - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
Pr4.3 How do performers interpret musical works? Pr 5.1 How do musicians improve the quality of their performance? Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Pr9.1 How do we judge the quality of musical work(s) and performance(s)?	Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing, Visual, and Writing Assessments	~4 lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Interval of a third, skips, steps, quarter rest	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>

	Piano is easy, I don't have to read music		
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>		
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.		
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>	<b>Teacher Actions:</b>		
<b>Perception</b> 1.2 - Offer alternatives for auditory information <b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols <b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships <b>Physical Action</b> 4.1 - Vary the methods for response and navigation. <b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance <b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>		
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>		
6-8.2 <ul style="list-style-type: none"> <li>● actively listen to others</li> <li>● present information and ideas</li> <li>● respond to simple questions and ask questions</li> </ul> 6-8.3 <ul style="list-style-type: none"> <li>● communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>	I CAN: Identify intervals of thirds on the staff Play rhythms with quarter rests Play melodies that have ties Play the piano with good technique Play the correct notes on the piano with both hands		
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Lesson 1-4	Identify intervals of thirds on the staff Play rhythms with quarter rests Play melodies that have ties Play the piano with good technique Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 4

**Unit Title:**

## Eighth Notes

### Relevant Standards: **Bold indicates priority**

**MU:Pr4.3.7.a** - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7.a** - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.7.a** - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

**MU:Re9.1.6.a** - Apply teacher-provided criteria to evaluate musical works or performances.

### Essential Question(s):

Pr4.3 How do performers interpret musical works?  
 Pr 5.1 How do musicians improve the quality of their performance?  
 Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?  
 Pr9.1 How do we judge the quality of musical work(s) and performance(s)?

### Enduring Understanding(s):

Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.  
 Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
 Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.  
 Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

### Demonstration of Learning:

Playing, Visual, and Writing Assessments

### Pacing for Unit

~ 4 lessons

### Family Overview (link below)

This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.

### Integration of Technology:

Piano Keyboards, MusicFirst - Theory

### Unit-specific Vocabulary:

Mezzo piano, beamed eighth notes, phrasing, pick up notes, upbeats

### Aligned Unit Materials, Resources, and Technology (beyond core resources):

### Opportunities for Interdisciplinary Connections:

### Anticipated misconceptions:

Piano is easy, I don't have to read music

Connections to Prior Units:	Connections to Future Units:
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.

**Differentiation through [Universal Design for Learning](#)**

UDL Indicator	Teacher Actions:
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>

**Supporting Multilingual/English Learners**

Related <a href="#">CELP standards:</a>	Learning Targets:
<p>6-8.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>	<p>I CAN:</p> <p>Play rhythms with eighth notes</p> <p>Play melodies that have pickup notes</p> <p>Play melodies with appropriate phrasing</p> <p>Play the piano with good technique</p> <p>Play the correct notes on the piano with both hands</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	Play rhythms with eighth notes Play melodies that have pickup notes Play melodies with appropriate phrasing Play the piano with good technique Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 4