

## BEGINNING PIANO / KEYBOARD CLASS

This class is open to all students in grades 9-12 who wish to acquire basic piano skills. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student interested in an introductory course in piano. Students will learn basic keyboard technique, music reading, fundamental music theory, simple composition and piano performance. Instruction is largely driven through music software. Individual practice at home is a required component to this class. This full-year class meets three days per week.

### Course Overview

#### Course Objectives

Students should:

- identify pitch and duration using standard music notation.
- identify pitches on the keyboard.
- construct various chords and inversions.
- perform scales with correct fingerings.
- perform with expression and technical accuracy, a repertoire of beginning piano literature in various genres.
- explain the historical and/or cultural significance of various selections after listening to master works in piano literature that represent a variety of musical styles, periods and cultures.
- use appropriate music terminology when:
  - describing specific music events in a given example, either aural or written.
  - demonstrating their knowledge of the elements of music; melody, harmony, form and rhythm.
  - evaluating the accuracy and musicality of their performances as well as the

#### Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

#### Assessments

- Identify pitches
- Report Legend – Wait for Note Report Legend – Theory Report
- Piano Performance
- Write and name key signatures 12 Bar Blues Performance Assessment
- Solo Piano Performance

performances of others.		
<p><b>Content Outline</b></p> <p>I. <a href="#">Ongoing Unit</a> – Keyboard Skills and Music Literacy</p> <p>II. <a href="#">Unit 1</a> - Introduction to the Keyboard and Basic Music Literacy</p> <p>III. <a href="#">Unit 2</a> - Major Scales, Key and Time Signatures</p> <p>IV. <a href="#">Unit 3</a> - Scales and Introduction to Blues</p> <p>V. <a href="#">Unit 4</a> - Scales, Ear Training and Lead Sheet Interpretation</p>	<p><b>Standards</b></p> <p><a href="#">Connecticut SDE Arts Curriculum Framework</a></p> <p>The standards are drawn from 6-8 standards.</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <b><i>Instrumental</i></b></li> <li>• <b><i>Composition</i></b></li> <li>• <b><i>Notation</i></b></li> <li>• <b><i>Analysis</i></b></li> <li>• <b><i>Evaluation</i></b></li> </ul>	<p><b>Skill Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify pitches on the grand staff.</li> <li>• use correct posture and hand position.</li> <li>• use correct fingering.</li> <li>• play correct pitches in treble and bass clef.</li> <li>• play correct rhythms at appropriate tempos.</li> <li>• correctly interpret the phrases, dynamics and articulations in a piece of music.</li> <li>• use proper pedal techniques including interpretation of pedal markings.</li> <li>• play scales correctly with appropriate fingering.</li> <li>• perform common chord progressions in various keys.</li> <li>• correctly interpret lead sheet chord symbols.</li> <li>• use efficient practice strategies.</li> <li>• perform pieces involving use of both hands simultaneously, within a limited range.</li> <li>• play simple pieces in a variety of keys.</li> </ul>

## Pacing Guide

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Ongoing Unit - <a href="#">Keyboard Skills and Music Literacy</a>									
Unit 1 <a href="#">Introduction to the Keyboard and Basic Music Literacy</a> 8-10 weeks		Unit 2 <a href="#">Major Scales, Key and Time Signatures</a> 8-10 weeks			Unit 3 <a href="#">Scales and Introduction to Blues</a> 8-10 weeks			Unit 4 <a href="#">Scales, Ear Training and Lead Sheet Interpretation</a> 8-10 weeks	

**Ongoing Unit of Study - Keyboard Skills and Music Literacy, [top](#)**

**Standards**

***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

***Notation***

**Students will read and notate music.**

Students will:

- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and interpret them correctly when performing.

***Analysis***

**Students will listen to, describe and analyze music.**

Students will:

- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- demonstrate extensive knowledge of the technical vocabulary of music.
- identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

***Evaluation***

**Students will evaluate music and music performances**

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Unit Objectives**

Students will be able to:

**Essential Questions**

- What are the essential elements and concepts of

**Assessments**

- Identify pitches

<ul style="list-style-type: none"> <li>• understand the basics of music notation.</li> <li>• understand how to use music-related technology.</li> <li>• describe appropriate practice techniques.</li> <li>• recognize a successful performance.</li> <li>• recognize elements of music in a piece that will help the learning process.</li> </ul>	<p>composition in Western Music?</p> <ul style="list-style-type: none"> <li>• What skills are needed to develop musical aptitude and aural acuity?</li> <li>• How do composers convey purpose, meaning and expression in music?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is good posture for playing the piano?</li> <li>• How is fingering used to play piano pieces?</li> <li>• What are the basic elements of pitch notation?</li> <li>• What are the basic elements of rests and rhythmic notation?</li> <li>• How are beats organized?</li> <li>• What are dynamics?</li> <li>• What is good practice technique?</li> <li>• How much practice time is required to consistently improve?</li> <li>• How will technology accelerate student learning of music notation and keyboard skills?</li> <li>• What defines a successful performance?</li> <li>• What elements of music can you visually identify in a piece that will help the learning process?</li> </ul>	<ul style="list-style-type: none"> <li>• Report Legend – Wait for Note Report Legend – Theory Report</li> <li>• Piano Performance</li> </ul>
<p><b><u>Lesson Planning Resources</u></b></p> <ul style="list-style-type: none"> <li>• Correct Posture and Hand Position</li> <li>• Fingerings</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Notation</li> <li>• Clefs</li> <li>• Grand Staff</li> <li>• Note Values</li> <li>• Rests</li> <li>• Time Signature</li> <li>• Dotted Note Values</li> <li>• Tied Note Values</li> <li>• Dynamics</li> </ul>	<p><b><u>Materials/Resources</u></b></p> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• 8 workstations consisting of: <ul style="list-style-type: none"> <li>○ Windows Computer</li> <li>○ Keyboard with minimum of 60 keys</li> <li>○ Footswitch (pedal)</li> <li>○ Interface to connect the keyboard to the computer (midi-audio interface) Midi cables</li> <li>○ Headphones (2 pair, one for the student and one for the teacher)</li> <li>○ Four Channel Headphone amplifier(multiple headphone inputs)</li> </ul> </li> </ul>	<p><b><u>Unit Skills</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify and play pitches on the grand staff.</li> <li>• identify and play rhythm notation.</li> <li>• identify more difficult passages in a selected piece to practice more effectively.</li> <li>• use piano instruction software and hardware practice more effectively.</li> <li>• use piano instruction software and hardware to improve music-reading skills.</li> <li>• use piano instruction software and</li> </ul>

<ul style="list-style-type: none"> <li>• Playing musical repertoire appropriate to student skill level</li> <li>• Practice Techniques</li> <li>• Using Technology</li> </ul>	<ul style="list-style-type: none"> <li>○ Multi outlet power strip with surge protection</li> <li>○ Audio Cables (quarter inch)</li> <li>• 1 Set of external (powered) speakers for demonstration and public performance</li> <li>• 1 Large computer/video monitor</li> <li>• 1 Printer for the classroom</li> <li>• Network Cables (Internet Access)</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Adventus Piano Suite</li> <li>• Internet Access</li> </ul> <p><b>Method Books</b></p> <ul style="list-style-type: none"> <li>• Ada Richter Piano Method (Bastien, Thompson)</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Beatles Anthology, Bach Inventions, Mozart Sonatas, Elton John, Billy Joel, Beethoven</li> </ul> <p><b>CDs</b></p> <ul style="list-style-type: none"> <li>• representing various composers and styles of piano music.</li> </ul>	<p>hardware to improve rhythmic performance.</p> <ul style="list-style-type: none"> <li>• perform one and two-hand pieces appropriate to student skill level.</li> <li>• identify elements of a successful performance.</li> <li>• identify elements of music in a piece that help the learning process.</li> </ul>
<p><b><u>Technology Resources</u></b></p>	<p><b><u>Differentiated Instruction</u></b></p>	<p><b><u>Enrichment/ELL</u></b></p>

**Unit 1 – Introduction to the Keyboard and Basic Music Literacy** [top](#)

**Standards**

***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

***Notation***

**Students will read and notate music.**

Students will:

- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and interpret them correctly when performing.

***Evaluation***

**Students will evaluate music and music performances**

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Unit Objectives**

Students will be able to:

- understand the history and parts of the piano.
- understand the basics of music notation.
- understand how to use music-related technology.
- describe appropriate practice techniques.

**Essential Questions**

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

**Focus Questions**

- What is good posture for playing the piano?
- How is fingering used to play piano pieces?

**Assessments**

- Identify pitches
- Report Legend – Wait for Note Report Legend – Theory Report
- Piano Performance

	<ul style="list-style-type: none"> <li>• What are the basic elements of pitch notation?</li> <li>• What are the basic elements of rests and rhythmic notation?</li> <li>• How are beats organized?</li> <li>• What are dynamics?</li> <li>• What is good practice technique?</li> <li>• How will technology accelerate student learning of music notation and keyboard skills?</li> </ul>	
<p><b><u>Lesson Planning Resources</u></b></p> <ul style="list-style-type: none"> <li>• History of the Piano</li> <li>• Parts of the Piano</li> <li>• Choosing a Keyboard</li> <li>• Correct Posture and Hand Position</li> <li>• Fingerings</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Notation</li> <li>• Clefs</li> <li>• Grand Staff</li> <li>• Note Values</li> <li>• Rests</li> <li>• Time Signature</li> <li>• Dotted Note Values</li> <li>• Tied Note Values</li> <li>• Dynamics</li> <li>• Playing musical repertoire appropriate to student skill level</li> <li>• Practice Techniques</li> <li>• Using Technology</li> </ul>	<p><b><u>Materials/Resources</u></b></p> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• 8 workstations consisting of: <ul style="list-style-type: none"> <li>○ Windows Computer</li> <li>○ Keyboard with minimum of 60 keys</li> <li>○ Footswitch (pedal)</li> <li>○ Interface to connect the keyboard to the computer (midi-audio interface) Midi cables</li> <li>○ Headphones (2 pair, one for the student and one for the teacher)</li> <li>○ Four Channel Headphone amplifier(multiple headphone inputs)</li> <li>○ Multi outlet power strip with surge protection</li> <li>○ Audio Cables (quarter inch)</li> </ul> </li> <li>• 1 Set of external (powered) speakers for demonstration and public performance</li> <li>• 1 Large computer/video monitor</li> <li>• 1 Printer for the classroom</li> <li>• Network Cables (Internet Access)</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Adventus Piano Suite</li> <li>• Internet Access</li> </ul> <p><b>Method Books</b></p> <ul style="list-style-type: none"> <li>• Ada Richter Piano Method (Bastien, Thompson)</li> </ul>	<p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify parts of the piano.</li> <li>• identify and play pitches on the grand staff.</li> <li>• identify and play rhythm notation.</li> <li>• use piano instruction software and hardware.</li> <li>• perform one and two-hand pieces appropriate to student skill level.</li> </ul>



	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Beatles Anthology, Bach Inventions, Mozart Sonatas, Elton John, Billy Joel, Beethoven</li> </ul> <p><b>CDs</b></p> <ul style="list-style-type: none"> <li>• representing various composers and styles of piano music.</li> </ul>	
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

**Unit 2 - Major Scales, Key and Time Signatures** [top](#)

**Standards**

***Notation***

**Students will read and notate music.**

Students will:

- read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and interpret them correctly when performing.

**Unit Objectives**

Students will be able to:

- understand how to build and perform C, F, G and D major scales.
- understand how to build chords.
- understand the function of time signatures.
- understand the function of key signatures.

**Essential Questions**

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

**Assessment**

- Write and name key signatures

**Focus Questions**

- What is the function of accidentals?
- What is the function of Key Signatures?
- How are major scales played and how are they related to the key signature?
- What is the function of Time Signatures?
- When is hand position shifting necessary?
- What are chords and how are they formed and played?

**Lesson Planning Resources**

- C, F, G and D Major Scales
- Accidentals
- Key signatures
- Introduction to chords
- Time signatures
- Shifting hand position

**Materials/Resources**

**Hardware**

- 8 workstations consisting of:
  - Windows Computer
  - Keyboard with minimum of 60 keys
  - Footswitch (pedal)
  - Interface to connect the keyboard to the

**Skill Objectives**

Students will:

- perform C, F, G and D major scales on the keyboard (one octave with two-hands, two octaves with one-hand).
- build chords on the keyboard.
- perform piano literature with shifting hand positions.

	<p>computer (midi-audio interface) Midi cables</p> <ul style="list-style-type: none"> <li>○ Headphones (2 pair, one for the student and one for the teacher)</li> <li>○ Four Channel Headphone amplifier(multiple headphone inputs)</li> <li>○ Multi outlet power strip with surge protection</li> <li>○ Audio Cables (quarter inch)</li> <li>● 1 Set of external (powered) speakers for demonstration and public performance</li> <li>● 1 Large computer/video monitor</li> <li>● 1 Printer for the classroom</li> <li>● Network Cables (Internet Access)</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>● Adventus Piano Suite</li> <li>● Internet Access</li> </ul> <p><b>Method Books</b></p> <ul style="list-style-type: none"> <li>● Ada Richter Piano Method (Bastien, Thompson)</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>● Beatles Anthology, Bach Inventions, Mozart Sonatas, Elton John, Billy Joel, Beethoven</li> </ul> <p><b>CDs</b></p> <ul style="list-style-type: none"> <li>● representing various composers and styles of piano music.</li> </ul>	<ul style="list-style-type: none"> <li>● perform pieces with varying simple time signatures.</li> </ul>
<p><u>Technology Resources</u>  <a href="http://www.musictheory.net">www.musictheory.net</a></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

**Unit 3 - Scales and Introduction to Blues** [top](#)

**Standards**

**Composition**

**Students will compose and arrange music.**

Students will:

- improvise simple harmonic accompaniments.
- improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Analysis**

**Students will listen to, describe and analyze music.**

Students will:

- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Evaluation**

**Students will evaluate music and music performances.**

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Unit Objectives**

Students will be able to:

- understand how to build and perform all white-key major scales.
- understand how to build chord inversions and seventh chords.
- understand the function of chord progressions.
- understand how a 12-bar blues is performed.
- understand how to improvise a simple melody over a 12-bar blues pattern.
- understand how to improvise a simple accompaniment pattern to a melody.
- understand how a blues scale is created.

**Essential Questions**

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

**Focus Questions**

- What is the historical context of the Blues?
- How are numbers assigned to chords in a key?
- How are chords linked together to create a progression?
- What are some common chord progressions?
- What is a chord inversion and why are they used?

**Assessment**

- 12 Bar Blues Performance Assessment

	<ul style="list-style-type: none"> <li>• How are seven chords created?</li> <li>• What are the scale degrees in a blues scale?</li> </ul>	
<p><b>Lesson Planning Resources</b></p> <ul style="list-style-type: none"> <li>• A, E, B, Bb Major Scales</li> <li>• Introduction to Blues</li> <li>• Blues Scale</li> <li>• Blues progression</li> <li>• Common chord progressions</li> <li>• Voice Leading</li> <li>• Chord inversions</li> <li>• 7<sup>th</sup> chords</li> <li>• Simple improvisation</li> <li>• Accompaniment patterns</li> </ul>	<p><b>Materials/Resources</b></p> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• 8 workstations consisting of: <ul style="list-style-type: none"> <li>○ Windows Computer</li> <li>○ Keyboard with minimum of 60 keys</li> <li>○ Footswitch (pedal)</li> <li>○ Interface to connect the keyboard to the computer (midi-audio interface) Midi cables</li> <li>○ Headphones (2 pair, one for the student and one for the teacher)</li> <li>○ Four Channel Headphone amplifier(multiple headphone inputs)</li> <li>○ Multi outlet power strip with surge protection</li> <li>○ Audio Cables (quarter inch)</li> </ul> </li> <li>• 1 Set of external (powered) speakers for demonstration and public performance</li> <li>• 1 Large computer/video monitor</li> <li>• 1 Printer for the classroom</li> <li>• Network Cables (Internet Access)</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Adventus Piano Suite</li> <li>• Internet Access</li> </ul> <p><b>Method Books</b></p> <ul style="list-style-type: none"> <li>• Ada Richter Piano Method (Bastien, Thompson)</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Beatles Anthology, Bach Inventions, Mozart Sonatas, Elton John, Billy Joel, Beethoven</li> </ul> <p><b>CDs</b></p> <ul style="list-style-type: none"> <li>• representing various composers and styles of piano music.</li> </ul>	<p><b>Unit Skills</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• perform all white-key major scales on the keyboard.</li> <li>• perform a Bb Major Scale.</li> <li>• build seventh chords on the keyboard.</li> <li>• perform 12-bar blues progression.</li> <li>• improvise simple melodies over a 12-bar blues pattern.</li> <li>• perform common chord progressions in various keys including inversions.</li> </ul>

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>
-----------------------------	-----------------------------------	-----------------------

## Unit 4 - Scales, Ear Training and Lead Sheet Interpretation [top](#)

### Standards

#### *Instrumental*

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### *Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

#### *Evaluation*

**Students will evaluate music and music performances.**

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

### Unit Objectives

Students will be able to:

- interpret chord symbols and lead-sheets.
- understand how to build and perform black key major scales.
- explain the steps to learn a popular piece of music by ear.

### Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

### Focus Questions

- How does the fingering change from white-key to black-key scales?
- How are chords labeled and interpreted on lead sheets?
- What steps are taken to learn a piece by ear?

### Assessment

- Solo Piano Performance

<p><b><u>Lesson Planning Resources</u></b></p> <ul style="list-style-type: none"> <li>• Lead sheet interpretation</li> <li>• Chord symbols</li> <li>• Playing by Ear</li> </ul>	<p><b><u>Materials/Resources</u></b></p> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• 8 workstations consisting of: <ul style="list-style-type: none"> <li>○ Windows Computer</li> <li>○ Keyboard with minimum of 60 keys</li> <li>○ Footswitch (pedal)</li> <li>○ Interface to connect the keyboard to the computer (midi-audio interface) Midi cables</li> <li>○ Headphones (2 pair, one for the student and one for the teacher)</li> <li>○ Four Channel Headphone amplifier(multiple headphone inputs)</li> <li>○ Multi outlet power strip with surge protection</li> <li>○ Audio Cables (quarter inch)</li> </ul> </li> <li>• 1 Set of external (powered) speakers for demonstration and public performance</li> <li>• 1 Large computer/video monitor</li> <li>• 1 Printer for the classroom</li> <li>• Network Cables (Internet Access)</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Adventus Piano Suite</li> <li>• Internet Access</li> </ul> <p><b>Method Books</b></p> <ul style="list-style-type: none"> <li>• Ada Richter Piano Method (Bastien, Thompson)</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Beatles Anthology, Bach Inventions, Mozart Sonatas, Elton John, Billy Joel, Beethoven</li> </ul> <p><b>CDs</b></p> <ul style="list-style-type: none"> <li>• representing various composers and styles of piano music.</li> </ul>	<p><b><u>Unit Skills</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• play chords from lead-sheet symbols.</li> <li>• play black key major scales.</li> <li>• perform a section of a popular piece of music learned by ear.</li> </ul>
<p><b><u>Technology Resources</u></b></p>	<p><b><u>Differentiated Instruction</u></b></p>	<p><b><u>Enrichment/ELL</u></b></p>



--	--	--