

<b>Planned Course: General Music 7</b>	<b>Course Number:</b>	<b>Department: Music</b>	
<b>Unit: Piano Keyboarding</b>	<b>Grade Level: 7</b>		
<b>Estimated Time: 20 days (integrated)</b>	<b>Level/Track: All</b>	<b>Date Approved: August 10, 2020</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p>MU:Pr5.1.7a 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>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.</p> <p>MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</p>	<p>▶ How is the finger numbering system helpful to learning to play piano?</p> <p>▶ How is musical notation interpreted to be played on the piano keyboard?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pitch, rhythm, etc.</li> </ul> <p>▶ Why do we use more than two fingers to play the piano?</p> <p>▶ Why do we need musical symbols other than notes on the page (dynamics, articulation, etc.) when we read music?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture (hand position, posture, finger numbers)</li> <li><input type="checkbox"/> Worksheets</li> <li><input type="checkbox"/> Practice pages in piano book</li> <li><input type="checkbox"/> Self assessment of performance</li> <li><input type="checkbox"/> Apply music terms such as dynamics and articulations to performance (enrichment)</li> <li><input type="checkbox"/> More advanced songs with leaps and harder rhythms</li> <li><input type="checkbox"/> (enrichment)</li> <li><input type="checkbox"/> Simple arrangements of unit requirements (remedial)</li> </ul>	<p>Informal teacher observation</p> <p>Class/activity participation</p> <p>Keyboard performance for small groups and whole class</p> <p>Playing assessments</p>
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<p>MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey ex</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</p> <p>MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers)</p>			
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