

<b>Planned Course: General Music 8</b>	<b>Course Number:</b>	<b>Department: Music</b>
<b>Unit: Piano Keyboarding</b>	<b>Grade Level: 8</b>	
<b>Estimated Time: 20 days (integrated)</b>	<b>Level/Track: All</b>	<b>Date Approved: August 10, 2020</b>

PA Academic Standards	► Core Concepts (in question format) <ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>MU:Pr5.1.8a Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Cr3.2.8a Present the final</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"/> Learn teacher accompaniment for piece to play along with partner (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>version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</p> <p>MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p>MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p>			
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