

Introduction to Keyboard Syllabus

Teacher: Mrs. Beth Harvison

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Course Description: Introduction to Keyboard is a one semester elective course designed for students with no piano experience but not limited to those who have piano skills. Content focuses on basic chord and scale patterns and will be practiced as means for student-centered studies of self-selected and assigned music from a variety of genres. During the second quarter students' will focus their studies and performances on one full piece of music for a culminating performance and recording project engaging in the creative process.

Please Note: Course content and pace may be modified based on student need and interest.

Major Units of Study:

Unit 1-Introduction to the Basic Piano (10 weeks)

At the conclusion of this unit students will be able to demonstrate basic fundamental skills in piano including:

1. Piano history
2. Instrument care
3. Basic chords
4. Scales
5. Reading and Playing Notation

Assessment: Students demonstrate basic competence in piano.

Unit 2- Final Performance (2 weeks)

At conclusion of this unit students will:

1. Select and perform a piece of music on piano.

Assessment: Public concert performance and self-reflection paper.

Shepaug Learner Outcomes

Objectives of the course focus on *Engaging in the Creative Process*, but aspects of the course address all of the Shepaug Learner Outcomes.

- ❖ *Defending Conclusions and Judgments*
- ❖ *Engaging in the Creative Process*
- ❖ *Solving Problems*
- ❖ *Answering a Call to Citizenship*

Grading Policy:

❖ **Formative classroom assessment (50%):** This includes, but is not limited to the following:

- Instrumental basics:
 - Instrument care
 - Basic chords
 - Scales
 - Notation
- Classroom participation

Assessment Rubric:

	A	B	C	D or below
Instrument care	Always identifies correct instrument care.	Consistently identifies correct instrument care.	Always identifies correct instrument care.	Inconsistently identifies correct instrument care.
Basic chords	Always correct chords.	There are only a few examples of wrong chord.	There are several examples of wrong chords.	In 50% or more of the performance demonstrates wrong chords.
Scale	Always identifies correct scales.	Consistently identifies correct scales.	Mostly identifies correct scales.	Identifies scales less than 50% of the time.
Notation	Always identifies correct notation.	Consistently identifies correct notation.	Mostly identifies correct notation.	Identifies notation less than 50% of the time.
Classroom Participation	Actively engaged and works well with others 100% of time.	Actively engaged and works well with others at least 80% of time.	Actively engaged and works well with others at least 70% of time.	Actively engaged and works well with others less than 70% of time.

❖ **Interim assessments (30%):** This includes, but is not limited to the following:

- Class Worksheets
- Quizzes

❖ **Summative Assessment (20%):**

- Performance Rubric
- Self-reflection Form

National Standards for Music Education (National Association for Music Education): The standards describe the expertise that the Shepaug music educators seek to develop in their students. These practices are incorporated and focused on through the year.

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Makeup Policy: Students will be required to make up work in a timely fashion. All work must be completed within one week of the excused absence. All work not completed within 5 school days will result in a zero.

Late Work Policy: Students are expected to complete all assigned work so that learning can be properly assessed and teaching can be properly adjusted. Late work for projects and performance tasks will be penalized 5% for each day it is late, up to five school days.

Class Participation: All students are expected to openly participate in class. Participation includes asking intelligent questions, volunteering answers when called on, and willingness to attempt all performance tasks.

Extra Help: Extra help is available by appointment.

Extra Credit: Extra credit is built into assignments throughout the marking period. Participation is not mandatory, although it will benefit the student in understanding, knowledge, and application of the subject.