



Curriculum Guide

Department: Music

Course Name: Piano II

Piano II will be a continuation of Piano I. Students will continue to develop their skills as well as broaden their repertoire. This course will be taught on a Yamaha keyboard and will use Faber's "Adult Piano Adventures," Hal Leonard's "50 Songs..." sequence, and Noteflight composition software.

Prerequisite: Piano I or permission of the instructor

Half Year, 0.5 Credit

[Maine Learning Results - Visual And Performing Arts](#)

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

- ☐ A. *Disciplinary Literacy: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.*
 - ☐ A1. Music Difficulty:
 - ☐ I can perform music that requires well-developed technical skills, attention to phrasing and interpretation.

- ☐ I can perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others.
- ☐ A2. Notation and Terminology:
 - ☐ I can apply accumulated knowledge of musical notation, symbols, and terminology to perform music.
- ☐ A3. Listening and Describing:
 - ☐ I can listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.
- ☐ B. *Creation, Performance, and Expression: Students create, perform, and express through the art discipline.*
 - ☐ B1. Style/Genre:
 - ☐ I can perform music of various styles and genres.
 - ☐ I can demonstrate well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys,
 - ☐ I can accurately apply the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.
 - ☐ B2. Composition:
 - ☐ I can analyze and evaluate musical ideas expressed in my own compositions or the compositions of others.
- ☐ C. *Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.*
 - ☐ C1. Application of Creative Process:
 - ☐ I can apply and analyze creative problem-solving and creative-thinking skills to improve or vary my own work and/or the work of others.
- ☐ D. *Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art.*
 - ☐ D1. Aesthetics and Criticism:
 - ☐ I can describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
 - ☐ I can analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.
 - ☐ I can demonstrate an understanding of the difference between a personal opinion and an informed judgment.
 - ☐ I can research and explain how art and artists reflect and shape their time and culture.

- ☐ *E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.*
 - ☐ E3. Goal Setting: Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
 - ☐ E5. Interpersonal Skills: Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.
 - ☐ A. Getting along with others
 - ☐ B. Respecting differences
 - ☐ C. Working as a team/ensemble
 - ☐ D. Managing conflict
 - ☐ E. Accepting/giving/using constructive feedback
 - ☐ F. Accepting responsibility for personal behavior.
 - ☐ G. Demonstrating ethical behavior
 - ☐ H. Following established rules/etiquette for observing/listening to art
 - ☐ I. Demonstrating safe behavior

21st Century Skills/Guiding Principles for course:

- ☐ **A clear and effective communicator**
 - ☐ Uses evidence and logic appropriately in communication
 - ☐ Adjusts communication-based on the audience
 - ☐ Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)
- ☐ **A self-directed and lifelong learner**
 - ☐ Recognizes the need for information and locates and evaluates resources
 - ☐ Applies knowledge to set goals and make informed decisions
 - ☐ Applies knowledge in new contexts
 - ☐ Demonstrates initiative and independence
 - ☐ Demonstrates flexibility including the ability to learn, unlearn and relearn
 - ☐ Demonstrates reliability and concern for quality
 - ☐ Uses interpersonal skills to learn and work with individuals from diverse backgrounds
- ☐ **A creative and practical problem solver**
 - ☐ Observes and evaluates situations to define problems
 - ☐ Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
 - ☐ Sees opportunities, finds resources and seeks results
 - ☐ Uses information and technology to solve problems

- ☐ Perseveres in challenging situations
- ☐ **A responsible involved citizen**
 - ☐ Participates positively in the community and designs creative solutions to meet human needs and wants
 - ☐ Accepts responsibility for personal decisions and actions
 - ☐ Demonstrates ethical behavior and the moral courage to sustain it
 - ☐ Understands and respects diversity
- ☐ **An integrative and informed thinker**
 - ☐ Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
 - ☐ Evaluates and synthesizes information from multiple sources

Curriculum Activities/ Units may include:

- ☐ Continuation of music reading development
- ☐ Introduction to song writing
- ☐ Exploration of various styles of learning and playing piano including solo, accompaniment, chord reading, and playing by ear
- ☐ Exploration of various genres of music, including folk, pop, rock, jazz, and others dependent on individual student interest
- ☐ Independent study of student selected music
- ☐ Performance for peers during class

Curriculum Materials may include:

- ☐ School owned digital piano
- ☐ School-issued laptop
- ☐ Corded (non-bluetooth) headphones