



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Piano/Guitar

Course Description:

The curriculum for this course is developed from the [2017 DPI Wisconsin Music Standards](#) and the [National Core Arts Standards](#). Students who elect to take Piano/Guitar can choose to play either piano or guitar. The class is a one-semester course covering the basics of the instrument and an application of essential music fundamentals. However, students can elect to take the course for more than one semester. Students will learn the basics of playing the piano and/or guitar at a beginning level through studying at least one of the following music notation systems: traditional music notation, chord symbols, and tablature. If students remain in the class after one semester, the class continues instructing and developing the musical frameworks introduced in semester one, focusing on the foundational skills necessary to be successful in instrumental music.

Mastery Standards:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat. (MP2.P.17.m)

Perform using expressive qualities and techniques. (MP2.P.18.m)

Discuss own ideas and feedback of others to develop strategies to address technical challenges. (MP2.P.19.m)

Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance. (MP2.P.21.m)

Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance. (MP2.P.23.m)

Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings. (MP2.P.24.m)

Define and demonstrate understanding of foundational musical elements in discussion and written reflections. (MP3.R.9.m)

Express musical ideas through verbal, movement, written, artistic, or technological means. (MP3.R.10.m)

Reflect upon and critique performances using grade appropriate music vocabulary. (MP3.R.13.m)

Unit	Description of Unit and Learning Targets
<p>Unit One: Foundational performance and literacy skills</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How will learning an instrument enrich my life? • What does learning a foreign language and music literacy have in common? • How can we improve our individual music skills on our instrument? • How does your progress playing an instrument compare to your 	<p>Students will experience the fundamentals of playing a musical instrument.</p> <p><u>Learning Targets Guitar:</u></p> <ul style="list-style-type: none"> • I can name the 6 strings of the guitar. • I can name the finger numbers of left hand guitar technique. • I can identify and describe the number of beats for whole, half, and quarter notes in 4/4 time. • I can read tablature that includes the following: 6 string melodies, rhythms with quarter, half, whole, and dotted half notes and their respective rests, and chords.

<p>perception of what you thought it would be?</p>	<ul style="list-style-type: none"> ● I can identify the following musical terms: forte, piano, barline, double barline, repeat, treble clef, bass clef, tablature, staccato, slur, tempo, dynamics, time signature. ● I can demonstrate proper playing position and right and left hand technique both with and without a pick. ● I can play with a steady beat. ● I can play a variety of songs with accurate notes in the first position on strings 1-3. ● I can play a variety of songs with accurate rhythms of whole, half, and quarter notes/rests. ● I can identify the frets for the easy C and G7 chords. ● I can play a variety of songs strumming easy C and G7 chords with a steady tempo. ● I can demonstrate proper instrument care, cleaning, storage, playing position, and safe storage for my instrument and music. <p><u>Learning Targets Piano:</u></p> <ul style="list-style-type: none"> ● I can identify a music staff and note names of lines and spaces in the Middle C Position. ● I can name the finger numbers for both the left and right hand technique. ● I can identify the number of beats for whole, dotted half, half, and quarter notes/rests. ● I can identify the following musical terms: forte, piano, barline, double barline, repeat, treble clef, bass clef, tie, tempo, dynamics, time signature. ● I can identify the piano keys in the Middle C Position. ● I can demonstrate proper playing position and right and left hand technique in the Middle C Position. ● I can play with a steady beat in 4/4 and ¾ time. ● I can play a variety of songs with accurate melodic and harmonic notes in the Middle C position. ● I can play both hands at the same time. ● I can play a variety of songs with accurate rhythms of whole, dotted half, half, and quarter notes/rests. ● I can play a variety of songs with accurate use of the tie. ● I can play accurate articulation markings of staccato and slur. ● I can play accurate dynamic markings of forte and piano. ● I can demonstrate proper instrument care, cleaning, storage, playing position, and storage for my instrument.
<p>Unit 2: Beginning performance and literacy skills</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does reading music affect one’s ability to communicate with other musicians? ● What are the strengths and weaknesses of each notational system? ● Why is learning music a scaffolded 	<p>Students will build on the fundamentals of playing a musical instrument.</p> <p><u>Learning Targets Guitar:</u></p> <ul style="list-style-type: none"> ● I can identify and label first position notes on a tablature diagram for all 6 strings. ● I can identify and explain the difference between standard music notation and tablature. ● I can identify and state the value of dotted half notes, dotted quarter notes, and 8th notes in 4/4, ¾, and 6/4 time. ● I can identify and explain the tie.

<p>process?</p>	<ul style="list-style-type: none"> ● I can play a variety of songs in first position on all strings 1-6 with multiple fingering. ● I can identify the frets for the D7 and A7 chords. ● I can play a variety of songs with accurate use of the tie. ● I can play a variety of songs with accurate use of the dotted half note, dotted quarter note, and 8th notes in 4/4 and $\frac{3}{4}$ time signature. ● I can play a variety of songs using easy C and G7, D7, and A7 chords with a steady tempo. <p><u>Learning Targets Piano:</u></p> <ul style="list-style-type: none"> ● I can identify and explain legato (slur), staccato, and accented articulation. ● I can identify the dynamic markings of mf and mp, crescendo, and diminuendo. ● I can identify and define various tempo markings. ● I can identify where the damper pedal is on the piano and the marking used to illustrate the use of it. ● I can identify and explain flats, sharps, and naturals. ● I can identify and define intervals. ● I can identify and define a fermata. ● I can identify and describe the number of beats of 8th notes, whole and half rests in 4/4, and $\frac{3}{4}$ time. ● I can identify and explain the marking 8va. ● I can identify and define ritardando. ● I can identify I and V7 chords in the key of C. ● I can play a variety of songs with accurate use of articulations of staccato, legato, and accent. ● I can play a variety of songs with accurate use of 8va. ● I can play a variety of songs with accurate use of dynamics. ● I can play with accurate use of the damper pedal (very easy). ● I can play flat, sharp, and natural notes accurately. ● I can play both melodic and harmonic intervals of 2nd, 3rd, 4th, and 5th. ● I can play demonstrating accurate use of a fermata. ● I can play a variety of songs with accurate use of 8th notes, whole and half rests. ● I can play a variety of songs with accurate use of 8va. ● I can play a variety of songs with accurate use of ritardando. ● I can play a variety of songs with accurate use of I and V7 chords in the key of C Major while maintaining a steady tempo.
<p>Unit 3: Developing performance and literacy skills.</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What is the correlation between the songs you want to play and the songs you can play? ● Why would a musician want to write goals and strategies for rehearsals? 	<p>Students will continue to develop performance and literacy skills playing a musical instrument.</p> <p><u>Learning Targets Piano:</u></p> <ul style="list-style-type: none"> ● I can identify ledger lines and name ledger notes in both treble and bass clef accurately. ● I can identify and determine the number of beats of 8th rests and dotted quarter notes in 4/4 and $\frac{3}{4}$ time. ● I can identify and explain the use of 1st and 2nd endings, D.C. al fine, ● I can identify the pattern of whole and half steps in major scales. ● I can identify musical form. ● I can identify primary chords (I, IV, V7).

	<ul style="list-style-type: none"> • I can identify the Keys of C, G, and F Major. • I can play cross hand arpeggios accurately while maintaining a steady tempo. • I can play intervals of 6th, 7th, and octave. • I can play the C, G, and F Major Scales with correct fingerings. • I can play a variety of songs with proper and accurate use of the damper pedal. • I can accurately play a variety of songs with dotted quarter notes and eighth rests. • I can play a variety of songs accurately using the I, IV, and V7 (primary chords) in C, G, and F Major. <p><u>Learning Targets Guitar:</u></p> <ul style="list-style-type: none"> • I can identify and label notes on a tablature diagram in various positions. • I can identify and state the value of syncopated rhythms (eighth note and quarter note patterns), and sixteenth notes in 4/4 and ¾ time. • I can identify the frets for am, em, C, G7, F, A, E7, and D Chords) • I can identify various articulation markings in music. • I can play a variety of songs on all 6 strings in various positions with multiple fingering. • I can play a variety of songs with accurate use of syncopation. • I can play a variety of songs with accurate use of 16th notes. • I can play a variety of songs using am, em, C, G7, F, A, E7, and D chords maintaining a steady tempo. • I can play a variety of songs with accurate use of articulation.
<p>Unit Four: Proficient performance and literacy skills.</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do the various positions in which we play piano/guitar interact with each other? • How do expressive elements communicate an idea and/or feeling in a song? 	<p>Students will experience growth playing a musical instrument and develop proficient skills in both performance and musical literacy.</p> <p><u>Learning Targets Piano:</u></p> <ul style="list-style-type: none"> • I can identify and define syncopation and the triplet. • I can identify and define major and minor chords. • I can identify and explain how many beats a 16th note gets in 4/4 time. • I can play the C, G, F, and D Major Scales with both hands in parallel motion maintaining a steady tempo and using accurate fingerings. • I can accurately play the chromatic scale with hands separately with correct fingerings. • I can play a variety of songs in am, em, and dm. • I can play syncopation accurately in 4/4 time. • I can identify and define new time signature of ¾ and 6/8. • I can play a variety of songs in ¾ and 6/8 time signature with accurate rhythm while maintaining a steady tempo. • I can choose music at my appropriate level, rehearse and refine with minimal coaching from instructor, perform the repertoire meeting identified criteria, and reflect upon my performance for further improvement. <p><u>Learning Targets Guitar:</u></p> <ul style="list-style-type: none"> • I can identify the fingering for PIMA (finger picking style). • I can identify dynamic markings of p, mp, mf, f, crescendo, and decrescendo. • I can play a variety of songs using a variety of chords using various strumming techniques while maintaining a steady

	<p>beat.</p> <ul style="list-style-type: none"> • I can play a variety of songs using tablature for both melodies and chords. • I can play a few simple songs using the finger picking style. • I can play a variety of songs with accurate use of dynamics. • I can choose music at my appropriate level, rehearse and refine with minimal coaching from instructor, perform the repertoire meeting identified criteria, and reflect upon my performance for further improvement.
<p>Unit Five: Advanced performance and literacy skills.</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why does it feel uncomfortable to step out of your comfort zone when leaving set positions behind? • What is “reflection” when discussing musical performances? • What skills in music can transfer to other areas of your life? 	<p>Students will experience growth playing a musical instrument and develop advanced skills in both performance and musical literacy. Choosing and</p> <p><u>Learning Targets Piano:</u></p> <ul style="list-style-type: none"> • I can identify and describe a variety of styles and piano techniques. • I can accurately play a variety of styles and techniques. • I can accurately play a variety of time signatures and rhythms. • I can accurately play a variety of dynamics that are appropriate to the style of music • I can accurately play a variety of tempos with steady beat. • I can accurately play a variety of articulations. • I can accurately play in a variety of key signatures. • I can accurately play a variety of forms and structures. • I can choose music at my appropriate level, rehearse and refine with minimal coaching from instructor, perform the repertoire meeting identified criteria, and reflect upon my performance for further improvement. <p><u>Learning Targets Guitar:</u></p> <ul style="list-style-type: none"> • I can play a variety of songs in multiple positions reading tablature for both melodies and chords while maintaining a steady tempo. • I can play a variety of songs with multiple rhythmic and strumming patterns while maintaining a steady tempo. • I can play basic blues and rock progressions. • I can demonstrate the mute technique. • I can demonstrate the use of bar chords in repertoire while maintaining a steady beat. • I can demonstrate the slide, hammer on, and pull off techniques. • I can play a variety of songs using the finger picking style. • I can choose music at my appropriate level, rehearse and refine with minimal coaching from the instructor, perform the repertoire meeting identified criteria, and reflect upon my performance for further improvement.