# Class Piano
## Year at a Glance 2022-2023

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<tr>
<th>Class Piano</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>End of Unit Assessment(s)</th>
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</thead>
</table>
| Creating    | Recursive| State Anchor Standards: 1, 2, 3, 5, 6, 7, 8, 10, 11 | - Creative ideas are generated and inspired by a variety of sources.  
- Creative decisions are influenced by specific intent in style and mood.  
- Musical intent is communicated through the use of musical symbols and markings.  
- Musicians connect personal experiences and ideas to creating, performing, and responding.  
- The creative ideas and concepts that influence musicians’ work emerge from a variety of sources.  
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
- Musicians’ presentation of creative work is the culmination of creation and communication.  
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
- Musical and technical studies/etudes can serve multiple purposes.  
- Musical performances are the result of simultaneously combining multiple skills that have been refined and perfected individually.  
- The ability to identify, extrapolate, and isolate specific musical and technical skills from a musical work is integral to refining and improving musicianship.  
- Musicians’ creative choices are influenced by their expertise, context, expressive intent, and feedback from others.  
- Through use of musical symbols and markings composers provide clues to expressive intent.  
- Musicians connect personal experiences, ideas and knowledge to creating, performing, and responding.  
- Creative ideas come from, and are inspired by, a variety of sources. | - How do musicians generate creative ideas?  
- How do musicians make creative decisions?  
- How do composers convey musical intent?  
- When is creative work ready to share?  
- How do musicians improve the quality of their creative work?  
- How do musicians improve the quality of their performance?  
- How does the ability to visually analyze and study a piece of music impact the preparation of it?  
- How does understanding the structure and content of musical works inform its preparation and performance?  
- How do composers generate interest in the listener?  
- Do all warm-ups and exercises have to directly relate to a musical work?  
- Are exercises musical?  
- Are exercises compositions?  
- How difficult should an exercise be?  
- What is the difference between an exercise and an etude?  
- How does structure and form influence musical composition?  
- How do context and the manner in which musical work | Required Assessments  
- Devise Your Exercise  
- Notation Creation  

Additional Summative Assessments  
- Conversing Character Motifs  
- Programmatic Melody  
- Thematic Melody |
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<td></td>
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<td></td>
<td>• Creative choices are influenced by specific intent in style and mood.</td>
<td>is presented influence the audience response?</td>
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<td></td>
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<td>• Music can be scientifically engineered to evoke a specific emotional response from the listener.</td>
<td>• How do composers manipulate sound to invoke a specific response from the audience?</td>
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<td>• While the perception of music is influenced by personal experience, there are still universal responses to certain elements.</td>
<td>• How do we discern composers and performers expressive intent?</td>
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<td>• Context, setting, and other external stimuli can heighten and intensify the emotional impact of a piece.</td>
<td>• How do we make meaningful personal connections to music?</td>
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<tr>
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<td>• Understanding instinctual response and scientific rationale behind human emotions can help composers maximize the emotional impact of their compositions.</td>
<td>• How do other disciplines, contexts, and daily life inform creating, performing, and responding to music?</td>
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<td>• Composers often follow a formula as a starting point for creative composition.</td>
<td>• Do all compositions have to be written down?</td>
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<td>• Finished compositions are the result of several ideas, drafts, and revisions.</td>
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<td>• Aural skills are an integral skill for composers to continually refine and develop as musicians.</td>
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<tr>
<td>Performing</td>
<td>Recursive</td>
<td>State Anchor Standards: 4, 5, 6, 7, 9, 10, 11</td>
<td>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</td>
<td>• How do musicians improve the quality of their performance?</td>
<td>Required Assessments</td>
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<tr>
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<td>• Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.</td>
<td>• How do we judge the quality of musical performances?</td>
<td>• Various Performance Tests and Playing Assessments as determined by the teacher.</td>
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<td>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</td>
<td>• When is a piece considered “performance ready”?</td>
<td>Additional Summative Assessments</td>
</tr>
<tr>
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<td>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</td>
<td>• How do musicians make meaningful connections to performing, and responding?</td>
<td>• My Pathway to Progress</td>
</tr>
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<td>• An increasing level of self-awareness, and the ability to accept and apply feedback, is essential to improve as a musician.</td>
<td>• What practice strategies are the most effective?</td>
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<td>• How do musicians determine their most effective approach to practicing?</td>
<td>• Is it more effective to wait until a piece is performance ready to receive feedback, or is it better</td>
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|             |          |                    | • Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.  
• Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.  
• Performers make interpretive decisions based on their understanding of context and expressive intent.  
• Musicians judge performance based on criteria that vary across time, place, and cultures. | to seek feedback throughout practice and preparation?  
• How do performers select repertoire?  
• How does understanding the structure and context of musical works inform performance?  
• How do performers interpret musical works?  
• When is a performance judged ready to present?  
• How do context and the manner in which musical work is presented influence audience response? | |

### Responding
#### Recursive

**State Anchor Standards:**  
3, 4, 5, 7, 8, 9  
- Musicians evaluate their work through application of appropriate criteria.  
- To express musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  

- What criteria do we use to evaluate a performance?  
- How do musicians improve the quality of their performance?  
- How do we judge the quality of musical work(s) and performance(s)?  
- How do individuals develop musical preferences?  
- Who determines the artistic value of musical works?  

**Required Assessments**  
- Rubric Creation Project  
- Additional Summative Assessments  
  - What’s The Story?  
  - Music Critic

### Connecting
#### Recursive

**State Anchor Standards:**  
2, 4, 7, 8, 10, 11  
- Music activates specific areas of the brain that help imprint memories and moments of strong emotion in our lives.  

- How do individuals choose music to experience?  

**Required Assessments**  
- Music of My Life
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|             |          |                    | • Musicians connect their personal interests, experiences, ideas, and knowledge while responding to music.  
• Understanding connections to varied contexts and daily life enhances musicians’ response to music.  
• Aural recognition and identification of musical elements can enhance the listener’s experience, understanding, and enjoyment of music.  
• Exposure to music that is deeply personal to someone can facilitate understanding and foster connections between people.  
• Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.  
• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
• Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding  
• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding | • How do our personal experiences impact our interpretation of music?  
• How do context, setting, and other musical elements impact our perception of intent?  
• How do musicians make meaningful connections while responding to music?  
• How do the other arts, other disciplines, contexts, and daily life inform responding to music?  
• How can music play a part in imprinting memories on our brain?  
• How does music bring people together and help form interpersonal bonds?  
• Why is music able to instantly trigger a memory or emotion?  
• Why is music an integral part of the human experience?  
• How does music function as a form of expression?  
• Does music need meaning in order to be enjoyed?  
• How does cultural background influence interpretation of music?  
• How is music a universal language?  
• How do the other arts, other disciplines, contexts, and daily life inform creating. | Additional Summative Assessments  
• Music in Society  
• The Blues  
• Woman of Note  
• Evolution of Keyboard Instruments  
• Diversity in the World of Piano |
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- performing, and responding to music?
- How do musicians make meaningful connections to creating, performing, and responding?