



# Keyboard 1

## Music (Keyboard)- Year at a Glance

M/J Keyboard 1  
Course # 1301030

**A Note to Parents:** This is a year-long course.

Keyboard playing skills will be introduced in Quarter 1 but the development of these skills, along with music reading and other music fundamentals, will continue throughout the whole school year.

Please note: the units of study listed below indicate the course sequence. Instructional pacing may vary.

### Course Description

Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### CPALMS Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

Keyboard 1 <https://www.cpalms.org/PreviewCourse/Preview/3835>

Unit of Study		
<b>Quarter 1</b> Aug 10 – Oct 12	<b><i>Learning to Play</i></b>	<ul style="list-style-type: none"> <li>• Demonstrate proper instrumental technique.</li> <li>• Play age-appropriate repertoire successfully.</li> <li>• Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</li> <li>• Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</li> <li>• Transfer performance techniques from familiar to unfamiliar pieces.</li> <li>• Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</li> </ul>

<p><b>Quarter 2</b> Oct 13 – Dec 22</p>	<p><b><i>Learning About Music</i></b></p>	<ul style="list-style-type: none"> <li>• Develop strategies for listening to unfamiliar musical works.</li> <li>• Classify the literature being studied by genre, style, and/or time period.</li> <li>• Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</li> <li>• Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</li> <li>• Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</li> </ul>
<p><b>Quarter 3</b> Jan 11 – Mar 11</p>	<p><b><i>Critical Thinking in Music</i></b></p>	<ul style="list-style-type: none"> <li>• Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</li> <li>• Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</li> <li>• Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</li> <li>• Arrange a short musical piece by manipulating melody, form, rhythm and/or voicing.</li> </ul>
<p><b>Quarter 4</b> Mar 22 – May 27</p>	<p><b><i>Technology and the Business of Music</i></b></p>	<ul style="list-style-type: none"> <li>• Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</li> <li>• Discuss how the absence of music would affect other content areas and contexts.</li> </ul>
<p><b>Course Resources</b></p>		
<ul style="list-style-type: none"> <li>• Beginning Keyboard Method Book</li> <li>• Music Theory.net: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a></li> </ul>		