

# Year at a Glance



## Keyboard 2

# 1301370

## 2021-2022 School Year

### Course Description:

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

### Standards:

Available on [CPalms](#)  
[Keyboard 2](#)

**Note: Teachers may use additional resources as listed on individual classroom syllabi. For specific questions regarding individual classrooms, please contact the teacher for clarification.**

**This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.**

**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.**

Quarter	Major Concepts/Topics
1	<b>Learning About Keyboard Instruments</b> <ul style="list-style-type: none"><li>• Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</li><li>• Evaluate performance quality in recorded and/or live performances.</li><li>• Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</li><li>• Interpret and perform expressive elements indicated by the musical score and/or conductor.</li><li>• Improvise rhythmic and melodic phrases over harmonic progressions.</li><li>• Compose music for voices and/or acoustic, digital, or electric instruments.</li></ul>

	<ul style="list-style-type: none"> <li>• Perform and notate, independently and accurately, melodies by ear.</li> <li>• Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</li> </ul>
2	<p><b>Learning About Music</b></p> <ul style="list-style-type: none"> <li>• Apply listening strategies to promote appreciation and understanding of unfamiliar works.</li> <li>• Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</li> <li>• Investigate and discuss how a culture's traditions are reflected through its music.</li> <li>• Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</li> <li>• Analyze music within cultures to gain understanding of authentic performance practices.</li> <li>• Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</li> <li>• Arrange a musical work by manipulating two or more aspects of the composition.</li> </ul>
3	<p><b>Critical Thinking in Music</b></p> <ul style="list-style-type: none"> <li>• Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</li> <li>• Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</li> <li>• Compare two or more works of a composer across performance media.</li> <li>• Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</li> <li>• Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</li> <li>• Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</li> </ul>
4	<p><b>Technology and Copyright in Music</b></p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</li> <li>• Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</li> <li>• Examine the effects of developing technology on composition, performance, and acquisition of music.</li> </ul>