

El Monte Union High School District

Course Outline

District: EMUHSD
High School: Rosemead

Course Title: Piano 2

Textbook(s):
Piano Adventures: Lesson Books
3A and 3B - by Nancy and Randall
Faber - Faber and Faber Pub.
Copyright date/Edition: 1998
Alfred's Essentials of Music Theory,
Book 2 - by Andrew Surmani, Karen
Farnum Surmani, and Morton
Manus; Alfred Publishing, 1998.

Transitional*_____(Eng. Dept.
Only)

Sheltered
(SDAIE)*____Bilingual*____

AP** Honors**

Department: Music

Check One
Introductory:
Concentrator: X
Capstone: _____
Grade Level (s): 9-12
 9th grade by audition

Semester two Year one

Year of State Framework
Adoption _____

COURSE OBJECTIVES	UNITS OF STUDY
Perform syncopation and F major in <i>Mockingbird</i> (Adventures, 3A, p. 8,9) Perform using Binary and Ternary Form in G major - <i>Promenade</i> (Adventures, 3A, p. 11)	Unit 1: Perform C major scale, cadence chords, arpeggios & triads and inversions. Performance practice – syncopation, coda, binary and ternary forms Alfred Essentials of Music Theory (AEOMT): Unit 7A –major scales
Perform “C major scale” and slurs in a performance piece - <i>Looking Glass River</i> (Adventures, 3A, p. 12, 13) Perform “C minor chord”, pedaling, 3-voice playing in <i>Lunar Eclipse</i> (Adventures – Level 3A, p. 18, 19)	Unit 2: Perform A minor triads & inversions & arpeggios. Play C minor chord. Performance practice - articulation – connect slur and release at end of slur; 3 voice layering; pedaling. AEOMT: Unit 7B – key signatures
Perform 6/8 rhythm in <i>Night of the Tarantella</i> (Adventures – 3A). In pairs (R, L) – perform <i>Amazing Grace</i>, including triplet rhythm. (Adventures – Level 3A, p. 28, 29) Perform <i>March Slav</i> with ledger notes and triplet rhythm. (Adventures – Level 3A, p. 33)	Unit 3: Perform G major scale, cadence chords, arpeggios & triads and inversions. Performance practice – 6/8 meter and pick-ups AEOMT: Unit 11 – 3/8, 6/8, triplets & syncopation

Perform <i>Snowflake Rag</i> (Adventures – Level 3A, p. 41) with chromatic scale. Perform <i>Minuet in F</i> (Adventures – Level 3B, p. 7)	Unit 4: Perform F major scale, cadence chords, arpeggios & triads and inversions, chromatic scales. Performance practice: chromatic scale; f major AEOMT: Unit 8 -Diatonic Intervals, Chromatic scale, Circle of 5ths	
Perform <i>Tum Balalaika</i> in d minor in partners (R, L) (Adventures – Level 3B, p. 22, 23) Perform sixteenth notes; triads and inversions in <i>Pachelbel Canon</i> (in C major). (Adventures – Level 3B, p. 42-45)	Unit 5: Perform d minor scale, cadence chords, arpeggios & triads and inversions, chromatic scales. Performance practice: sixteenth notes and slurs AEOMT: Unit 9 – Chromatic intervals	
Perform syncopation in <i>Fiesta Espana</i> (Adventures – Level 3B, p. 28, 29) Perform chords and inversions in <i>Gavotte</i> (Adventures – Level 3B, p. 35)	Unit 6: Perform D major scale, cadence chords, arpeggios & triads and inversions, chromatic scales. Performance practice: chromatic scales; triads and inversions in rounded binary form. AEOMT: Unit 10 – 16th notes and rests; dotted eighth notes; cut time & common time.	

Perform *Sea Chantey* (Adventures – Level 3B, p. 40, 41)

Unit 7:

Review scales, cadence chords, arpeggios, triads and inversions.

Perform C major and G major scales in - *Clementi Sonatina in C* (World's Greatest Sonatinas for Piano – Ed. Maurice Henson)

Performance practice

6. Describe the interdepartmental articulation process for this course:

Piano 1 is a basic course where students learn music reading, notation, and performance skills. This course may be taken before any Music Department Instrumental or Choral course. It is an introductory, foundational course. Students in Piano 1 develop confidence by performing in regular recitals. They exercise reasoning and critical thinking skills, and they use all modalities in learning. Performance-based learning helps students develop real-world skills such as the need for preparation, how to give a professional presentation, and how to deal with performance anxiety.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts: This course closely resembles college level piano classes which are mandatory for all music majors who have not passed a piano proficiency test. In Piano 2, students are assigned Piano 1 students to mentor. This gives Piano 2 students real world experience teaching piano, which will help prepare them to be a piano teacher, professional performer, music teacher, music critic, conductor, composer, or many other music-related careers.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

- Hanon, Book 1; Technique - scales, cadences, arpeggios, and finger exercises
- World's Greatest Sonatinas for Piano – Ed. Maurice Henson; Alfred Pub. 2002.
- Teacher made resources
- Materials and music found online.
- Graded level piano performance pieces -
<http://gmajormusictheory.org/Freebies/freebies.html>

Tools -

- CD player and CD's of music for performance
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