



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	Foundations of Keyboarding	Teacher(s):	Armitage & Staaf	
Grade Level:	Grades 5-8	Unit Duration:	30 classes/semester or 60 classes/full year	
Overview:	Foundations of Keyboarding is an introductory performance-centered general music course. Students progress from keyboard care and basic technique through note reading, rhythm, chords, keyboard technology, and an original composition, culminating in a final performance.			
			Board Approval Date: August 2026	
Essential Questions:	How does proper setup and hand position affect a keyboardist's ability to play accurately and comfortably? How does understanding intervals and hand position help a musician read and play new music efficiently? How does consistent hand and finger technique create an even, controlled sound? How do primary chords support and enrich a melody? How does music notation help a musician communicate and reproduce a melody accurately? How does technology expand the creative and expressive possibilities of a keyboard instrument? How does coordinating two independent hands change the way a musician reads and performs music? How has the evolution of keyboard instruments influenced the music we hear today? How does rhythm work together with pitch to create a complete piece of music? What does it mean to take ownership of a musical idea from creation to performance? How do dynamics and articulation shape the expressive meaning of a piece of music? How does preparation and reflection contribute to a successful performance?			
Standards:	9.1.5.A/9.1.8.A: Know and use the elements and principles of music (rhythm, pitch, dynamics, form) to create and perform works.			
	9.1.5.B/9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts vocabulary.			
	9.1.5.C/9.1.8.C: Know and demonstrate music techniques (instrumental technique, posture, tone production).			
	9.1.5.E/9.1.8.E: Know and demonstrate composition/arranging skills to create a musical work.			
	9.1.5.F/9.1.8.F: Identify and use style elements for musical performance.			
	9.1.5.G/9.1.8.G: Explain the function and benefits of rehearsal and practice sessions.			
	9.1.5.H/9.1.8.H: Identify and use fundamental vocal/instrumental production, performance, and exhibition.			
	9.1.5.J/9.1.8.J: Distinguish informal and formal presentation of a musical work.			
	9.2.5.A/9.2.8.A: Explain the historical and cultural context of a given musical work.			
	9.2.5.G/9.2.8.G: Relate genres of music to a time period and geographic location.			
	9.3.5.A/9.3.8.A: Know similarities and differences in works of music..			
	9.3.5.C/9.3.8.C: Know and use appropriate vocabulary for critical response to music.			
Learning Targets:	9.4.5.A/9.4.8.A: Explain meaning of a musical work based on knowledge and personal experience..			
	9.4.5.B/9.4.8.B: Explain how personal experience influences interpretation of a musical work.			
	I can identify the parts of keyboard and its basic controls.	I can read and play a simple melody with my right hand alone, my left hand alone, and with both hands together.	I can play contrasting dynamics, including crescendo and decrescendo.	I can play the chord progression I-IV-V7-I with a steady beat (*60 day course).
	I can use correct finger numbers (1-5) on each hand.	I can identify notes on the bass staff.	I can play both legato and staccato articulation.	I can record a short performnce using available technology (*60 day course).
	I can find and play Middle C.	I can identify the time signature of a piece.	I can set my hands in G position and shift between C and G positions (*60 day course).	I can describe how keyboard instrument have changed over time (*60 day course).
	I can play single notes with a controlled, even tone.	I can keep a steady beat while reading rhythm notation.	I can play a piece that shifts smoothly between two hand positions (*60 day course).	I can choose chords, a melody, and a voice/style for an original piece (*60 day course).
Curriculum Resources & Materials				
class set of 61-key touch sensitive electronic keyboards		Headphones	Whiteboard/projector or document camera for staff and chord diagram	Printed staff paper, lead sheets, and rubrics
keyboard stands/benches or table setups		Headphone splitters for paired work	Metronome	Recording device
power adapters		Sustain pedal for each keyboard	Note-naming flashcards	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide					
Unit #	Unit Title	Unit Focus	Vocabulary	Suggested Activities	Checks for Understanding
1 (Days 1-5)	Getting Started- Keyboard Care, Posture & Keyboard Geography	Parts of the keyboard; power on/off; headphone use and care; proper bench height, posture, and hand position (curved fingers, relaxed wrist); keyboard geography- finding groups of 2 and 3 black keys; locating and playing Middle C; finger numbers 1-5; practice routine and a simple steady-beat exercise with Middle C	<i>keyboard, white keys, black keys, Middle C, finger numbers, bench height, hand position, headphone jack, power/volume controls</i>	1. Find the Groups black key scavenger hunt 2. Posture and hand-position demon with mirror or partner check 3. Middle C finding relay across the keyboard 4. Steady beat single note exercise with Middle C	Exit ticket labeling keyboard parts and black-key groups; teacher observation checklist for posture and hand position; Middle C location spot-check
2 (Days 6-10)	Right-Hand & Left-Hand Technique	Proper finger curvature, wrist alignment, and relaxed arm weight; playing single notes with even tone (touch/dynamic control); introducing the sustain pedal and it's effect; basic ear training-matching pitches by ear; tempo-matching exercise with a metronome	<i>finger curvature, wrist alignment, touch, sustain pedal, tone, tempo</i>	1. Finger -curvature drills 2. Touch/dynamic control exercises 3. Pedal experimentation 4. Echo-pitch ear-training games	Teacher observed technique checklist; pitch-matching accuracy check
3 (Days 11-15)	Reading the Staff & Middle C Position	Introduction to the staff, treble clef, bass clef, and grand staff; Middle C position hand shape (right hand: C-D-E-F-G); reading and playing simple five-finger melodies, right hand alone; note naming practice (line and space notes); right hand melody performance check	<i>staff, treble clef, bass clef, grand staff, line notes, space notes, five-finger position</i>	1. Staff scavenger hunt (identify line and space notes) 2. Guided right hand reading practice 3. Note-naming flash drills 4. Partner listening check	Note naming quiz; right hand playing check against a rubric
4 (Days 16-20)	Left-Hand Reading & Hands Together	Bass clef reading; left-hand five-finger position; reading and playing simple five-finger melodies, left hand alone; combining short right-hand/left-hand phrases; playing a full five-finger piece hands together; hands-together performance check	<i>bass clef, left-hand five finger position, hands together, independence</i>	1. Left hand reading drills 2. Right hand/left hand phrase-trading activity 3. Slow hands together practice 4. Partner peer-check	Left-hand playing check; hands together rubric check
5 (Days 21-25)	Rhythm Notation & Hands-Together Pieces	Note values-whole, half, and quarter notes and rests; reading and clapping simple rhythms; identifying time signatures (2/4, 3/4, 4/4); playing a hands-together piece with mixed rhythms; rhythm and playing performance	<i>whole/half/quarter note, rest, time signature, measure, meter</i>	1. Rhythm dictation and clapping games 2. Time signature sorting activity 3. Hands separate then together drills 4. Small group play along	Written rhythm quiz; hands together playing rubric check
6 (Days 26-30)	Dynamics & Articulation	Dynamics-forte, piano, mezzo forte/piano, crescendo/decrescendo; articulation-legato vs. staccato; applying dynamics and articulation to a familiar piece; expressive playing-shaping a phrase; expressive performance check	<i>dynamics, forte, piano, mezzo forte, mezzo piano, crescendo, decrescendo, legato, staccato, phrase</i>	1. Volume dial dynamics game 2. Legato/staccato contrast drills 3. Guided phrase-shaping practice 4. Expressive play along	Dynamics/articulation quiz; expressive playing check
7 (Days 31-35)	Expanding Position & Intervals	Moving to a new five-finger position (G position); reading melodic intervals (2nds through 5ths) by sight; playing a piece that shifts between C and G positions; harmonic intervals (played together) vs. melodic intervals (played separately); position-shift performance check	<i>interval, second, third, fourth, fifth, position shift, harmonic interval, melodic interval</i>	1. Interval leap or step identification game 2. Position shift drills 3. Harmonic vs. melodic interval listening activity 4. Two-hand play along	Interval identification quiz; playing check for position shifts
8 (Days 36-40)	Primary Chords	the tonic (I) triad in the key of C; the IV chord in the key of C; the V7 chord in the key of C; playing block and broken (arpeggiated) chords; playing the progression I-IV-V7-I	<i>triad, tonic (I) chord, IV chord, V7 chord, block chord, broken/arpeggiated chord, chord progression</i>	1. Chord building activity (stacking thirds) 2. Block vs broken chord drills 3. Progression drilling with a metronome 4. Chord detective listening activity	Chord-building quiz; playing check for progression accuracy



Girard School District

CURRICULUM MAP AND PACING GUIDE

9 (Days 41-45)	Keyboard Technology & Sound	Exploring built-in voices/timbres (piano, organ, strings, synth); layering and splitting voices; using auto-accompaniment/rhythm styles; recording a short performance using built in or app based recording; creative exploration project sharing	<i>timbre/voice, layering, split, auto-accompaniment, rhythm style, recording, synthesizer</i>	1. Voice-exploration scavenger hunt 2. Layering/splitting experimentation 3. Auto-accompaniment style comparison 4. Mini recording project	Exploration reflection log; short creative project share out
10 (Days 46-50)	History & Genres of Keyboard Instruments	From harpsichord to piano-early keyboard instrument history; the pipe organ and electric organ; the rise of the synthesizer and electronic keyboard; keyboard instruments across genres (classical, jazz, pop, electronic); guided listening and compare/contrast activity	<i>harpsichord, pipe organ, synthesizer, electronic keyboard, genre, timeline</i>	1. Guided listening and compare/contrast across eras and genres 2. Timeline building activity 3. Class discussion connecting history to today's keyboards	Listening log/reflection; discussion based formative check or short quiz
11 (Days 51-55)	Composition & Arranging Project	Elements of song form (verse/chorus); brainstorming original ideas; choosing chords, melody, and voice/style for an original piece; small-group composing/arranging workshop; peer-coaching rehearsal and revision; recording session	<i>composition, arrangement, original work, verse/chorus structure, form</i>	1. Guided composition brainstorm (chord bank and melody outline) 2. Small group/individual arranging workshop 3. Peer-coaching rehearsal sessions 4. Recording sessions	Composition draft check-in; rubric for originality and craftsmanship
12 (Days 56-60)	Final Rehearsal, Performance & Reflection	Polishing the final composition/arrangement; full rehearsal with teacher/peer coaching; dress rehearsal and performance etiquette; final performance; portfolio reflection	<i>performance etiquette, audience, critique, portfolio, self-assessment, informance</i>	1. Final rehearsal with targeted coaching 2. Dress rehearsal and performance etiquette discussion 3. Culminating performance for class or invited audience 4. Portfolio reflection writing	Final performance rubric (technique, rhythm, chord accuracy, expression); written self-reflection/portfolio; teacher summative assessment