

The Keys to Success, Part 1

The History and Technique of the Piano

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Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	105-120 Minutes
Subject	Performing Arts	**Duration**	2-3 Periods
Course	Music		

Essential Question

What makes the piano so important historically? Why is knowledge of how to play a piano important for all musicians?

Summary

Students will participate in a shared piano experience. Following this, they will read about the history of the piano, and learn some basic piano technique. Students will use this knowledge to make a song in BandLab and then share and react to each other's songs on SoundCloud.

Snapshot

Engage - Students will participate in a Shared Piano activity and reflect using the I Notice, I Wonder strategy.

Explore - Students will collaboratively read a history of the piano using the Jigsaw strategy and reflect on the piano's importance.

Explain - Students will watch instructional videos and summarize their learning using the Triangle-Square-Circle strategy.

Extend - Students will use their piano skills to construct a song in the software BandLab.

Evaluate - Students will upload their music to SoundCloud, listen to their classmates' music, and use the comment feature to leave feedback.

Standards

Oklahoma Academic Standards (Fine Arts: Music (Middle School to High School (Proficient)))

M.CR.2 : Select and develop musical ideas for defined purposes and contexts.
P.M.CR.2 : Select and develop melodic and rhythmic passages and arrangements that incorporate the characteristics of music or texts studied while preserving them through notation and/or audio recording.
M.PR.5 : Perform expressively, with appropriate interpretation and technical accuracy.
P.M.PR.5 : Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Attachments

- Bandlab Instructions - The Keys to Success, Part 1.docx
- Bandlab Instructions - The Keys to Success, Part 1.pdf
- Bandlab Instructions—The Keys to Success, Part 1 - Spanish.docx
- Bandlab Instructions—The Keys to Success, Part 1 - Spanish.pdf
- History of the Piano - The Keys to Success, Part 1.docx
- History of the Piano - The Keys to Success, Part 1.pdf
- History of the Piano—The Keys to Success, Part 1 - Spanish.docx
- History of the Piano—The Keys to Success, Part 1 - Spanish.pdf
- Lesson Slides - The Keys to Success, Part 1.pptx
- Triangle, Square, Circle—The Keys to Success, Part 1 - Spanish.docx
- Triangle, Square, Circle—The Keys to Success, Part 1 - Spanish.pdf
- Triangle, Square, Circle—The Keys to Success, Part 1.docx
- Triangle, Square, Circle—The Keys to Success, Part 1.pdf

Materials

- Computers or iPads with Internet access
- Piano and/or MIDI controller (optional)
- Lesson Slides (attached)
- “History of the Piano” handout (attached; one per student)
- “Triangle-Square-Circle” handout (attached; one per student)
- “BandLab Instructions” handout (attached; one per student)
- Pencils
- Pens
- Printer Paper
- Headphones

15 minutes

Engage

Teacher's Note - Loop Me In Lesson

If you haven't already taught the K20 LEARN lesson "Loop Me In," it is an excellent introduction to the BandLab software that is used in this lesson for both the teacher and student. It will teach you how to set up a class in BandLab and help your students learn to navigate BandLab's software features, including loops, mixdowns, and editing.

Display **slides 2-4,** and introduce the lesson title, essential questions, and learning objectives. Using a method of your choice, divide students into groups of no more than five, and have them open their devices and web browsers.

Display **slide 5.** Have one student from each group scan the QR code or use the link to navigate to the "Shared Piano" page. Once there, instruct students to use the "Copy Link" function in the bottom left-hand corner of the page to generate a link to their room and then share it with the rest of the students in the group. After each of your students has entered into their group's room, allow them a few minutes to experiment with the software.

Teacher's Note - Sharing Links

If you do not have an easy way for students to message each other on their devices, you might consider setting up a Padlet that students can use to put in their group number and URL for easy access. If you choose this route, you might consider also generating a QR code or short URL for the Padlet.

Display **slide 6,** and introduce students to the I Notice, I Wonder strategy. Have them write their answers on a sticky note and then place it on a wall. As you read through the answers, look for any common themes and share them with the class.

20 minutes

Explore

Divide students into groups of three using your preferred method and show **slide 7**. Distribute the attached **History of the Piano** handout or provide the handout digitally to students. Using the Jigsaw strategy**,** have each student in the group read a different section and take notes on what they learn. When they have all finished reading, have each group member share with the others what they have learned.

Move to **slide 8**. Using what they have learned, have students answer the following questions:

1. What makes the piano so important, historically?
2. Why is knowledge of how to play a piano important for all musicians?

Teacher's Note - Possible Student Responses and Discussion

If your students are having difficulty coming up with answers to the questions you might discuss the following:

1. The piano allowed for expression across a full range of dynamics. The piano made generating sound possible through the touch of a key. The piano inspired the work of Mozart and Beethoven, who had a huge impact on music going forward.
2. The simplicity of the piano keyboard allows for: musicians to hear the correct notes for reference, the accompaniment of one's own part, the tuning of instruments to match the piano's pitch, the ability to play electronic instruments with keyboards, and note entry for software using MIDI controllers.

20 minutes

Explain

Display **slide 9.**

Ask students to navigate to the YouTube video playlist on their own devices and to watch the videos using headphones. Some students might be able to skip the first video based on prior knowledge.

Distribute the attached **Triangle-Square-Circle** handout to all students. Show **slide 10** and introduce students to the Triangle-Square-Circle strategy. Have them complete the worksheet on their own. Once they have finished, select a few students to share their answers with the class.

50 minutes

Extend

Display **slide 11** that shows the following instructions:

“Make a song of no more than 60 seconds in length. You must include a piano track with the C Major scale, a bassline, a beat, and at least two more loops or instruments.” Distribute the attached **BandLab Instructions** handout and instruct students to complete the task on their own devices.

Allow students the remainder of class to complete their work.

20 minutes

Evaluate

Teacher's Note - SoundCloud Tech Tool

This lesson uses the platform SoundCloud as a way for students to share their work. In order to use SoundCloud, students must be 13 years of age and have a school Google account for the easiest way to log in. Full instructions for logging in and uploading your first song can be found on the SoundCloud tech tool card.

Walk students through the process of creating a SoundCloud account and uploading their first song to the platform. Move through **slides 12-14** which details how to make an account. Afterwards, instruct students to share their track using the URL sharing function and make a list in a shared Google Doc.

Once students have shared their link, they should visit the tracks of their classmates. Display **slide 15** and provide directions to students. Using the comment feature, they should leave one positive comment on a track belonging to a classmate that has no other comments. The comment should be something that highlights an aspect of the song, like texture, timbre, tempo, instruments used, or another creative choice.

Resources

- Chrome Music Lab. (n.d.). Shared piano. https://musiclab.chromeexperiments.com/Shared-Piano/#ll3V4YmHo
- K20 Center. (n.d.). BandLab for education. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2235
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Loop me in. Lessons. https://learn.k20center.ou.edu/lesson/2223
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). SoundCloud. Tech Tools. https://learn.k20center.ou.edu/tech-tool/3307
- K20 Center. (n.d.). Triangle-circle-square. Strategies. https://learn.k20center.ou.edu/strategy/65