

Graves County High School Choral Department
Application for the Gottlieb Technology Grant



Introduction to Piano and Aural Skills Keyboard Lab Proposal

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Graves County High School Choral Department
Introduction to Piano and Aural Skills and the Yamaha LC4 Deluxe Keyboard Lab

ABSTRACT

The purpose of incorporating *Introduction to Piano and Aural Skills* into the pre-existing choral curriculum at Graves County High School is to allow students of different musicianship levels to develop the individual musicianship skills beyond the capabilities in an ensemble setting. Through access to an eight-piano keyboard lab, the LC4 Deluxe, students will be provided with tools necessary to receive group piano and aural skills in the same curriculum to give them a rich, multi-dimensional experience that goes beyond repertoire-as-curriculum and instead promotes the building of musicianship skills that can be applied in choral classes, instrumental classes, orchestral classes, musical theatre classes and piano lessons. The intent of the curriculum is to meet the individual needs of each student where they are in a comfortable setting to allow for student growth.

Approximately 600 out of the 1500 students at Graves County High School participate in the Fine Arts Department. Many of our students go on to pursue college degree in music. Currently, we offer an AP Music Theory Class, but many of the students feel the leap from ensemble curriculum to the intense curriculum that accompanies AP credit. Also, the focus is on dictation and analysis rather than aural skill interval training or piano experience. While the need for a middle

ground has inspired a new class in the choral department, this piano lab would be shared between all music departments, allow for development for many more classes and opportunities, and hopefully lead to further musicianship development at the middle school and elementary levels as well. It is sure to benefit a large population over many years.

INTRODUCTION TO PERSONNEL

I am Ms. McKendree, and I graduated from Western Kentucky University with a BA in Music Education. I then chose to pursue the business side of my field by joining the Luther F. Carson Center of Paducah, KY as Box Office Supervisor and coordinator of the Class Act Series, an educational series for local schools supported by the KY Arts Council. I became Choral Department Director at Graves County high School in 2012. Since that time the department has tripled in population and in ensembles. Students are given opportunities to pursue many different disciplines in vocal arts from traditional Concert, Chamber, Men's and Women's Choirs to Musical Theatre, Show Choir, extracurricular a cappella ensembles, and even Jazz. In addition to our department, the Band, Theatre and Orchestra departments are among some of the best in the state. Our Fine Arts Academy is fortunate to have a team of directors that emphasize cross-curricular participation and development. I am confident we will find many ways to share the benefits of a keyboard lab at GCHS.

As a teacher, this software is appealing not only for its benefit to the students, but also for its many opportunities for curricular expansion in lesson planning, assessment tools, classroom management tools, and its compatibility with all departments' needs.

NATIONAL STANDARDS

One of the most exciting features of this keyboard lab and the curriculum it provides for will be that Graves County will finally be able to better meet some of the more complex goals of the National Arts Standards. Specifically, we will better be able to allow students to create and perform individually. Although the lab can be used to meet almost all of the 11 Common Anchors of the 2015 National Music Standards for many different types of classes, below is a chart of the three most relevant standards in relation to the *Introduction to Piano and Aural Skills* sample unit plan.

National Arts Standard	Rationale	Evaluation
<p><i>Common Anchor #4: Select, Analyze and interpret artistic work for presentation.</i></p> <p>HS Proficient Mu:Pr4.1.C</p>	<p>The process components of this standard are to select varied musical works to present based on interest, knowledge, technical skill and context. The structure of the curriculum allows for individual targets and will allow student choice in repertoire with the guidance of the instructor.</p>	<p>Student will be evaluated based on student developed performance rubrics by a peer and the instructor as well as do a self-evaluation for each prepared assessment/performance. Students will be assessed formatively through the use of keyboard lab connection software during practice.</p>
<p><i>Common Anchor #5: Develop and refine artistic techniques and work for presentation.</i></p>	<p>The process components of this standard are to rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others. Class activities will include a variety of techniques that will develop individually and together over time.</p>	<p>Student will be evaluated based on student developed performance rubrics by a peer and the instructor as well as do a self-evaluation for each prepared assessment/performance. Students will be assessed formatively through the use of keyboard lab connection software during practice.</p>

HS Proficient MU:Pr5.1.C		
<i>Common Anchor #1:</i> Generate and conceptualize artistic ideas and work. High School Intermediate MU:Cr1.1.H	This standard provides the specified expectations of classes of this kind. I will differentiate the materials and, thus, the assessments of each individual in their development of the specified skills such as improvisation, composition, chord accompaniment patterns or AB/ABA forms.	Student will be evaluated based on student developed performance rubrics by a peer and the instructor as well as do a self-evaluation for each prepared assessment/performance. Students will be assessed formatively through the use of keyboard lab connection software during practice.

NETS ITSE STANDARDS

NETS•S ISTE Standards for Students	Rationale	Evaluation
7. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	Each of the identifiers of this standard will be addressed when most any curriculum incorporates the use of the keyboard lab.	Student will be evaluated based on student developed performance rubrics by a peer and the instructor as well as do a self-evaluation for each prepared assessment/performance. Students will be assessed formatively through the use of keyboard lab connection software during practice.
4. Students use a variety of technologies within a design process to identify and solve problems by creating, new or imaginative solutions	Each of the identifiers of this standard will be addressed when most any curriculum incorporates the use of the keyboard lab.	Student will be evaluated based on student developed performance rubrics by a peer and the instructor as well as do a self-evaluation for each prepared assessment/performance. Students will be assessed formatively through the use of keyboard lab connection software during practice.
NETS•T ISTE Standards for Teachers	Rationale	Evaluation
7. Facilitate and inspire student learning and creativity	Each of the identifiers of this standard will be addressed when most any curriculum incorporates the use of the keyboard lab.	I plan to evaluate the implementation of this standard based on student reports, the consistency in class enrollment over time, the development of my performers to new levels, and through the development in interest and recruitment of the middle school and elementary level students'
2. Design and develop digital age learning experiences and assessments	Each of the identifiers of this standard will be addressed when most any curriculum incorporates the use of the keyboard lab.	I plan to evaluate the implementation of this standard based on lesson reflection and curriculum development based on that reflection. I will also evaluate the development of technology-enriched learning based on student assessment and indicators of proper use of technology.

Description of Technology in the Keyboard Lab Classroom

1. a) 1 Yamaha LC4 base Teaching lab Master Controller Conferencing System
2. b) 9 Yamaha LP5A Pedals
3. c) 9 Yamaha BB1 Padded Piano Style benches
4. d) 9 Yamaha L85 Stands
5. e) 9 Yamaha P1158B 88 Key Digital Pianos
6. f) 1 iPad (provided by teacher)

STATEMENT OF NEED

The Yamaha LC4 Deluxe Music Lab is a one of the most affordable all-inclusive piano lab systems with weighted piano keys, allowing the students to experience what a real acoustic piano feels like. The LC4 music lab system effectively allows an instructor ubiquitous control over classes expandable to as many as 48 students, making it a safer investment than some other systems that may not be expandable should we ever need to. The LC4 Music Lab offers music instructors an intuitive, flexible way to teach a group of pupils all at once, one-on-one, or split into smaller groups all without ever leaving their own instrument. Finally, the basic LC4 BASE comes with everything an 8-student lab needs to be added to virtually any set of electronic instruments with an audio or headphone output, making it useful as more than just a piano classroom.

Assessment and classroom management is aided by the teacher's ability to control all of the student keyboards from the teaching station. Turning the sound off when speaking, pairing students together from across the room as partners without moving through the use of the headsets, and allowing for different combinations

and accommodation methods are only a few of the immediate benefits to using the LC4 Deluxe Music Lab.

SAMPLE 6 WEEK UNIT PLAN

Six Weeks: 5 hours per week = 30 hours

	SMART Goal	Activities	Summative Assessment
Week 1:	Vocabulary- Students will demonstrate their knowledge of rhythm and tempo Sight-Reading- Students will successfully perform Unit 1 and 2	<ul style="list-style-type: none"> • Introduce SR Unit 1 and 2 • Establish Norms for the Class • Establish Norms for Keyboard use • Make YouTube Channels for recordings • Elements Unit-rhythm and tempo 	<ul style="list-style-type: none"> • YouTube Channels
Week 2:	Vocabulary- Students will demonstrate their knowledge of melody and harmony Sight-Reading- Students will successfully perform Unit 3 and 4	<ul style="list-style-type: none"> • Introduce the tone set: Do, re, mi • Discuss Vocal Technique • SR Unit 3 and 4 • Practice Norms • Elements Unit-melody and harmony • Assign Stations • Discuss Finger position 	<ul style="list-style-type: none"> • Norms/Vocal Technique Quiz
Week 3:	Vocabulary- Students will demonstrate their knowledge of dynamics and timbre. Sight-Reading- Students will successfully perform Unit 5 and 6	<ul style="list-style-type: none"> • Add Sol to the tone set • Elements Unit-dynamics and timbre • SR Unit 5 and 6 • Piano Unit 1-staff reading 	<ul style="list-style-type: none"> • Peer Sight-singing pg. 30-31 YouTube Upload

<p>Week 4:</p>	<p>Vocabulary- Students will demonstrate their knowledge of form and the staff (Piano Unit 1).</p> <p>Sight-Reading- Students will successfully perform Unit 7 and 8</p>	<ul style="list-style-type: none"> • Continue Piano Unit 1 • SR Unit 7 and 8 • Elements Unit- Form, notes and rests • Begin Listening Journals • Introduce Curwen hand signs 	<ul style="list-style-type: none"> • Listening Journal 1
<p>Week 5:</p>	<p>Vocabulary- Students will demonstrate their knowledge of common score markings (Piano Unit 2)</p> <p>Sight-Reading- Students will successfully perform with a peer with proper hand signs</p>	<ul style="list-style-type: none"> • Piano Unit 2 • SR Unit 9 • Elements Review • Listening Journals Discussion • Bim Bum Bidy Peer activity 	<ul style="list-style-type: none"> • Bim Bum Bidy • Elements of Music Quiz
<p>Week 6:</p>	<p>Vocabulary- Students will demonstrate their knowledge of phrasing.</p> <p>Sight-Reading- Students will successfully perform Unit 10 and 11.</p> <p>Piano- Students will identify their personal needs and chose, from provided repertoire, a piece that targets those needs.</p>	<ul style="list-style-type: none"> • Piano Unit 3 • SR Unit 10 and 11 • Introduce Tone Set: Do, re, mi, fa, sol • Establish Piano Needs/Individual Goals • Select Repertoire Piece #1 	<ul style="list-style-type: none"> • Sight-Singing pg. 70-72 YouTube Upload

BUDGET

School District has agreed to match the grant amount received: **(up to \$5,000.00)**

Amount requested from the Gottlieb Technology Fund: **\$5,000.00**

Amount predicted from fundraising: **(up to \$1,000.00 based on student need)**

	Item	Quantity	Unit Price	Item Total
	Yamaha LC4 base Teaching lab Master Controller	1	\$3,199.99	\$3,199.99
	Yamaha BB1 Padded Piano Style benches	9	\$89.99	\$809.91
	Yamaha LP5A Pedals	9	\$74.99	\$674.91
	Yamaha L85 Stands	9	\$99.99	\$899.91
	Yamaha P1158B 88 Key Digital Pianos	9	\$599.99	\$5,399.91
	ACTUAL TOTAL:			\$10,984.63
	BUNDLE DISCOUNT:			-\$984.64
	PAID TOTAL:			\$9,999.99