

This Keyboard History Unit began on April 16th and Ended on May 11th. I prepared and taught 20 lessons to two different sections of the Piano 1 class with the use of a PowerPoint presentation I prepared in advance. I used YouTube, Spotify, IMSLP, and the Norton Anthology of Music as my main resources for this presentation. After a pre-test to kick-off the unit, we studied and explored the evolution of the keyboard throughout history, putting focus on the Pipe Organ, Keyed Psaltery, Harpsichord, Clavichord, Fortepiano, Piano, and its electric counterparts. After studying the sounds applications of these instruments, we started back at the beginning and studied the instruments, musical qualities, and economic/political statuses of the 6 musical periods: Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century. There were various in class and at home assignments and projects, varying in different methods of learning, presentation of information, and stimulation. The post-test contains many types paper assessment and is out of 75 points: listening and matching (12 pts.), score study and multiple choice (12 pts.), true/false/short answer (25 pts.), and a BCR (25 pts). I awarded 1 free point and 1 extra credit point for every Classical Composer they could name.

The test was presented as follows:

**Matching: Listening Example to the Style/Genre**

- |          |                        |
|----------|------------------------|
| 1) _____ | A. Sonata              |
| 2) _____ | B. Theme and Variation |
| 3) _____ | C. Minuet              |
| 4) _____ | D. Concerto            |
| 5) _____ | F. Ragtime             |
| 6) _____ | G. Etude               |

**Multiple Choice: Identify Historical Period of Score Example**

- |  |  |
|--|--|
| 1)<br>A. Medieval Period<br>B. Classical Era<br>C. Renaissance Period<br>D. 20 <sup>th</sup> Century | 3)<br>A. Romantic Period<br>B. Classical Era<br>C. Baroque Period<br>D. 20 <sup>th</sup> Century     |
| 2)<br>A. Baroque Period<br>B. Classical Era<br>C. Renaissance Period<br>D. Romantic Period           | 4)<br>A. Romantic Period<br>B. Classical Era<br>C. Renaissance Period<br>D. 20 <sup>th</sup> Century |

- 5) A. Romantic Period  
B. Classical Era  
C. Renaissance Period  
D. 20<sup>th</sup> Century
- 6) A. Medieval Period  
B. Classical Era  
C. Baroque Period  
D. 20<sup>th</sup> Century

**True/False: Keyboard and Music History**

- 1) \_\_\_\_\_ During the Romantic Era, the organ served as the primary keyboard instrument.
- 2) \_\_\_\_\_ There is more published sheet music from more recent historical periods.
- 3) \_\_\_\_\_ The Classical Era ended at the birth of Johann Sebastian Bach.
- 4) \_\_\_\_\_ In the Medieval Period, music was played primarily for the Royal Court and for Sacred Services.
- 5) \_\_\_\_\_ From the Medieval Period, there is not a substantial amount of piano music because it was never composed.
- 6) \_\_\_\_\_ In the Renaissance Period, I would go to the local symphony hall if I wanted to listen to live music.
- 7) \_\_\_\_\_ The pianoforte was named after creator, Giacomo Pianoforte.
- 8) \_\_\_\_\_ Renaissance and Baroque musicians most likely started their careers with piano lessons.
- 9) \_\_\_\_\_ The pianoforte was invented because the harpsichord was too difficult to learn.

**Short Answer**

- 10) Why was Alexander Reinagle never a published composer?

**Brief Constructed Response**

How has the evolution of the piano affected music?

**Extra Credit:** Name as many classical era composers as you can:

1. The rubric for the BCR is as follows:

How has the evolution of the piano affected music?

Score	Information	Context	Score	Grammar
9-10	Information is clear, accurate, and supports the claim.	Context contains a clear explanation and flows accordingly.	5	Input contains no grammatical or spelling errors.
7-8	Information is clear, accurate, and supports the claim.	Context contains an explanation and the flow is apparently.	4	Input contains 1 or 2 grammatical or spelling errors.
5-6	Information is clear, accurate, and supports the claim.	Context leads toward an explanation and the flow is almost natural.	3	Input contains few grammatical or spelling errors.
3-4	Information is clear, accurate, and supports the claim.	Context attempts an explanation and the flow is staggered.	2	Input contains multiple grammatical or spelling errors.
1-2	Information is clear, accurate, and supports the claim.	Context has no explanation and the flow is not apparent.	1	Input contains many grammatical or spelling errors.
0	No attempt	No attempt	0	No attempt

**DUE FRIDAY, MAY 11,**

The lesson plans are integrated through the PowerPoint presentation, here are a few examples:

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Pre-Test

- Matching: Listen to the Style/Genre
- Multiple Choice: Identify Period of Score
- True/False: Keyboard and Music History
- BCR: How has the evolution of the piano affected music?

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THE KEYBOARD

1  
Listening Examples  
Score Study Examples  
Facts  
Discussion question

1 2 3 4 5 6 7

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Evolution and diversity of keyboard instruments and repertoire

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Next animation

Evolution and diversity of keyboard instruments and repertoire

- Medieval Period (500-1400)

2  
Pass out notes packet  
These are not hard dates  
The periods are divided by means of composer, genres, instruments, economic diversity, global events.

1 2 3 4 5 6 7

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Create a timeline:

- 1: Literal
  - Using the graph paper provided, create a to-scale timeline of the 7 time periods of music
  - Include a scale at the bottom of your timeline
  - Include points on your timeline with key dates of keyboard development
  - Color is appreciated, but not required
- 2: Abstract
  - Using blank paper, draw a timeline that accentuates the significance of various musical development points in history

As told by iTunes...

Showing results for "Keyboard"

Alternative  
 Blue  
 Children's Music  
 Christian & Gospel  
 Classical  
 Comedy  
 Country  
 Dance  
 Electronic  
 Hip-Hop/Rap  
 Jazz  
 K-Pop  
 Latin  
 Metal  
 Rock  
 Reggae  
 Rap  
 Singer/Songwriter  
 Soundtrack  
 World

Using the X axis (long horizontal)  
 Start at 0AD, 200AD, or 500AD  
 One block should equal 40, 45, or 50 years  
 Label all time periods  
 Label all keyboard development points  
 You will be creating other timelines, leave room for more work!

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21 Happy Prom-Day

22 Listening Out No. 1... Graded for Accuracy

23 READING: Historical Reportage

24 Create a timeline:  
 Using the graph paper provided, create a to-scale timeline of the 7 time periods of music  
 Include a scale at the bottom of your timeline  
 Include points on your timeline with key dates of keyboard development  
 Color is appreciated, but not required  
 Using blank paper, draw a timeline that accentuates the significance of various musical development points in history

25 As told by iTunes...

26 BCE (+40,000 AD)  
 • First known flute mentioned to have been found in 40,000 B.C.E.  
 • Invention of Photo Acoustic Behavior  
 • Instrumental  
 • Photo, Acute  
 • -  
 • Perception  
 • Chant in Religious Services

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1700: Forte Piano

- Mechanism
  - Dynamic capability
  - Sustain Pedal
  - Piano production
    - Yamaha, Japan
    - Bösendorfer, Austria
    - Baldwin, OH, USA
    - Steinway & Sons, NY, USA
  - 1860: Upright Pianos became more popular for home use

Bösendorfer Imperial Grand Piano \$560,000

What does piano forte mean? Where did it get its name?

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12 3504: Clavichord

13 Homework: Art Gallery

14 Art Gallery

15 1700: Forte Piano

16 1876: Synthesizer

17 1934: Electronic Organ 1960: Electric/Digital Piano

18 HOMEWORK Design your own keyboard!  
 • Print out the template  
 • Paint paper  
 • Glue paper  
 • Color and Watercolor  
 • Other Features (Shapes, Letters, etc.)

DUE FRIDAY, MAY 11,

The study guide for the exam is as follows:

## **Piano History Study Guide: Review 5/10 & Test 5/11**

**Time Period: Medieval Period (\_\_\_\_\_ - \_\_\_\_\_)**

## Instruments:

## Composers:

## Musical Elements:

### **Form/Style/Genre:**

## **Other:**

**Time Period:** Renaissance Period (\_\_\_\_\_ - \_\_\_\_\_)

## Instruments:

## Composers:

## **Musical Elements:**

## **Form/Style/Genre:**

## Other:

M. Rinaldi  
Assessment Project  
Spring 2018  
**2018:**

**DUE FRIDAY, MAY 11,**

**Time Period: Baroque Period (\_\_\_\_\_ - \_\_\_\_\_)**

**Instruments:**

**Composers:**

**Musical Elements:**

**Form/Style/Genre:**

**Other:**

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**Time Period: Classical Era (\_\_\_\_\_ - \_\_\_\_\_)**

**Instruments:**

**Composers:**

**Musical Elements:**

**Form/Style/Genre:**

**Other:**

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**Time Period: Romantic Era (\_\_\_\_\_ - \_\_\_\_\_)**

**Instruments:**

**Composers:**

**Musical Elements:**

**Form/Style/Genre:**

**Other:**

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**Time Period: 20th/21st Century (\_\_\_\_\_ - \_\_\_\_\_)**

**Instruments:**

**Composers:**

**Musical Elements:**

**Form/Style/Genre:**

**Other:**

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3. The results of my pre/post-test are as follows:

- The class average of the pre-test for section 1 was 38/75, or 50.66%. The second sections average was 29/75, or 38.66%. The mean scores were 34.7 and 27.5, according.
- The class average of the post-test for section 1 was 66/75, or 88%. The second sections average was 65/75, or 86.66%. The mean scores were 56 and 48, according.

Name	Pre	Post
<b>Total</b>	<b>75</b>	<b>75</b>
Silvia A	53	58
Bolade A	24	
Madison B	29	64
Dominique B	22	48
Richard C	42	68.5
Janet F	53	53
Chris G	44	
Bryce G	27	70
Alina G	53	61
Lexi H	32	75
Colin H	67	79
Micah J	50	76
Mia K	51	78
Elizabeth K	48	75
Geneva M	18	66
Ashlyn M	29	74
Kiara O	24	56
Shakira P	29	53
Givon S	28	66
<b>Average</b>	<b>38</b>	<b>66</b>
<b>Mean Score</b>	<b>34.7</b>	<b>56.025</b>

Name	Pre	Post
<b>Total</b>	<b>75</b>	<b>75</b>
Andrew A	27	
Nathaniel B	26	71
James C	38	78
Logan	24	62
Mackenzie	30	
Isaiah	17	
Rahul	54	63.5
Justin	29	63.5
Jeanette	26	
Cameron	34.5	71.5
Daniel	24	50
Andrew N	45	74
Madison P	24	51.5
Nadine	23.5	49
Alec	35	74
Antonina	17	68
Matthew	21	68
John	24	64
Nykole	32	
<b>Average</b>	<b>29</b>	<b>65</b>
<b>Mean Score</b>	<b>27.5</b>	<b>48</b>

4. Interpretation of results:

**What does the data tell you (for example, were there specific areas in which a group of students did not show growth)?**

There was an exponential amount of growth from these 2 sections of Piano 1. Every student's score grew, especially in the listening and BCR sections.

**Where are there still deficiencies and how can they be addressed?**

The BCR, as I would imagine in every class, were practically a hit or miss depending on the students. Some of the students are obviously great writers, and some really struggled to solidify their main ideas.

**What areas made the most improvements and why?**

The listening examples were almost 100% in every class. We did listening exercises at least twice a week. Since not all of my students are fluent in music reading, I think they were able to connect sounds to historical context much easier than score study.

**What recommendations can you provide for future instruction?**

I would adjust the timing of my unit to be longer, and I would change the amount of assignments I gave the students. The students, at times, expressed and overwhelmed concern for the amount of work they were expected to complete. I gave about 7 at home assignments, no more assignments than any other class, however, I do not think they were expecting to take time out of their afternoon to work on piano homework. Really expressing my expectations from the very beginning would have at least prepared them for the mental change in the actually work for the class.

**#1: Date \_\_\_/\_\_\_/\_\_\_ Initials \_\_\_\_\_**

**#2: Date \_\_\_/\_\_\_/\_\_\_ Initials \_\_\_\_\_**

**#3: Date \_\_\_/\_\_\_/\_\_\_ Initials \_\_\_\_\_**

**#4: Date \_\_\_/\_\_\_/\_\_\_ Initials \_\_\_\_\_**