



**9-12<sup>th</sup> Grade**

**Advanced Piano GSE**



## CREATING

### HSAP.CR.1 Notate music.

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Notate an original music composition in a simple form (e.g. theme and variation, 12-bar blues, patterned accompaniment).

### HSAP.CR.2 Compose and arrange music within specified guidelines.

- a. Construct rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics.
- b. Compose melodic, rhythmic, and harmonic ideas for compositions in simple form (e.g. theme and variation, 12-bar blues, patterned accompaniment).
- c. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form.

## PERFORMING

### HSAP.PR.1 Perform a varied repertoire of music.

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major and minor arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences (I-(ii)-IV-V(7)-I).
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).
- d. Use context cues to sight-read music literature at an appropriate level.



- HSAP.PR.2**    **Improvise melodies, variations, and accompaniments.**
- Improvise rhythmic patterns by clapping, singing, playing an instrument.
  - Improvise a melody using scales (e.g. pentatonic, major, minor, blues).
  - Improvise accompaniment patterns within a given, specific harmonic progression (I-(ii)-IV-V(7)-I).

- HSAP.PR.3**    **Analyze selection of repertoire.**
- Select pieces to learn and perform and explain choices (e.g. personal interest, music reading skills, technical skills mastered and to be addressed).
  - Explain characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).
  - Play diatonic melodies on the keyboard.

## RESPONDING

- HSAP.RE.1**    **Evaluate music and music performances.**
- Develop and apply criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics).
  - Identify criteria by which to address practice strategies to refine a performance.
  - Recognize and demonstrate context-appropriate performer and audience etiquette.
  - Explain how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances.

## CONNECTING

- HSAP.CN.1**    **Read about, listen to, analyze, and describe music.**
- Read about appropriate music based on skill level.
  - Listen to a musical recording or video in terms of form, voicing, and dynamic contrast.
  - Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
  - Explain reasons for choosing particular music to listen to and analyze.
  - Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates.
- HSAP.CN.2**    **Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**
- Describe how music relates to fine arts and other disciplines.
  - Describe the characteristics of music from different cultures.



c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.

**HSAP.CN.3 Understand music in relation to history and culture.**

a. Identify and compare performance styles of performance literature.

b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context (e.g. social, cultural, historical).

c. Explain the history of the piano.

d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed.