



9-12th Grade

Beginning Piano GSE



CREATING

HSBP.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 a simple musical composition.

HSBP.CR.2 **Compose and arrange music within specified guidelines.**

- a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

PERFORMING

HSBP.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 one octave of C, G, and D major scales, and technical exercises that increase playing agility and strength, including cadences.
- 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.

HSBP.PR.2 **Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, playing an instrument.
- b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues).
- c. Demonstrate a rhythmic ostinato to be performed with a melody.



HSBP.PR.3 Analyze selection of repertoire.

- a. Describe how pianists decide which pieces to learn and perform.
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

RESPONDING

HSBP.RE.1 Evaluate music and music performances.

- a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds judge music and music performances.

CONNECTING

HSBP.CN.1 Read about, listen to, analyze, and describe music.

- a. Read about appropriate music based on skill level.
- b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
- d. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates.

HSBP.CN.2 Understand music in relation to history and culture.

- a. Describe the characteristics of music from different cultures.
- b. Identify genres, styles, and composers within specific historical and cultural contexts.
- c. Identify repertoire that represents various periods, composers, cultures, styles, and genres.
- d. Explain the history of the piano.