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.