

# **Class Piano**

## **Ninth– Twelfth Grades**

### **Standards, Learning Expectations, and Performance Indicators**

#### **Course Description:**

The purpose of this course is to gain proficiency at the keyboard through the study of music reading, composition/arranging, history and literature and piano technique. Three levels of instruction are included in the following framework. This plan allows for a total of four years of class piano courses. Students will develop interpretative skills based upon directed study of keyboard literature. In addition to developing a strong technical foundation, students will be encouraged to acquire solo and ensemble performance skills and healthy practice habits.

#### **Content Standard 1.0: Singing**

Students will sing, alone and with others, a varied repertoire of music.

#### **Learning Expectations:**

The student will

1.1 Demonstrate an understanding of basic elements of vocal technique by echoing rhythmic and melodic patterns, singing chord root movements, and singing major/minor chords and scales in a prepared plan to improve reading, improvising, and composing skills.

1.2 Employ proper vocal technique to sing familiar songs at the keyboard with accompaniment patterns learned for general use.

#### **Performance Indicators:**

*At Level 1, the student is able to*

- identify the basic elements of proper vocal technique;
- sing simple, familiar songs using block chords as an accompaniment.

*At Level 2, the student is able to*

- use the basic elements of proper vocal techniques when singing in groups;
- sing familiar songs using I, IV, V chords as an accompaniment.

*At Level 3, the student is able to*

- employ proper vocal technique in group and individual singing;

- perform familiar songs at the keyboard utilizing accompaniment patterns based on extended harmonic progressions.

### **Sample Performance Task:**

Students will select a simple folksong which uses a I, IV, V harmonic progression, sing it, and accompany themselves at the keyboard. Performance will be evaluated according to a class-developed rubric.

### **Integration/Linkages:**

Language Arts, Social Studies, History, National Standards for Arts Education, Professional Musician

### **Content Standard 2.0: Playing Instruments**

Students will perform on instruments, alone and with others, a varied repertoire of music.

### **Learning Expectations:**

Utilizing correct posture, hand position and appropriate fingering choices the student will:

2.1 Demonstrate with expression and technical accuracy a large and varied repertoire of piano literature on a scale of 1 to 6 with some pieces performed from memory.

2.2 Demonstrate well-developed ensemble skills by playing in large and small ensembles, both one on a part and with others.

### **Performance Indicators:**

*At Level 1, the student is able to*

- demonstrate keyboard proficiency performing solo literature at a difficulty level of 1-2;
- apply appropriate collaborative skills as a member of a large ensemble.

*At Level 2, the student is able to*

- demonstrate keyboard proficiency performing solo literature at a difficulty level of 2-4;
- apply ensemble experience by performing in smaller groups, one to two on a part.

*At Level 3, the student is able to*

- perform, from memory, literature at a difficulty level of 4-6;
- demonstrate ensemble proficiency in duets, duos and larger groups.

### **Sample Performance Task:**

Students will participate in selected works designed for multiple keyboards. Assessment will be accomplished by teacher observation of ensemble skills.

### **Integration/Linkages:**

Science, History and Social Studies, Math, National Standards for Arts Education, Professional Musician

### **Content Standard 3.0: Improvising**

Students will improvise melodies, variations, and accompaniments.

### **Learning Expectations:**

3.1 Demonstrate improvisation skills by performing an improvised solo using tonic, dominant, and sub-dominant chords; and in a variety of styles.

3.2 Improvise a keyboard solo utilizing rhythmic and/or melodic variations based on both pentatonic melodies and melodies in major and minor keys.

### **Performance Indicators:**

*At Level 1, the student is able to*

- improvise pentatonic melodies over teacher provided accompaniment;
- utilize rhythmic and melodic variation in improvised pentatonic melodies.

*At Level 2, the student is able to*

- improvise melodic patterns using the blues scale over teacher provided accompaniment;
- improvise rhythmically and/or melodically varied patterns over a blues chord progression.

*At Level 3, the student is able to*

- improvise simple melodic patterns over a I, IV, V chord progression;
- improvise varied melodic and rhythmic patterns over a harmonic progression of choice.

### **Sample Performance Task:**

Students will improvise a melody based on the blues scale over a teacher provided accompaniment. Assessment will consist of teacher observation of blues scale implementation.

## **Integration/Linkages:**

History and Social Studies, National Standards for Arts Education, Professional Musician

## **Content Standard 4.0: Composing**

Students will compose and arrange music within specified guidelines.

## **Learning Expectations:**

The student will

4.1 Compose short keyboard pieces.

4.2 Employ technology, where possible, to diminish notational limitations and expand the creative possibilities for composition.

4.3 Arrange selected vocal or instrumental work for keyboard.

## **Performance Indicators:**

*At Level 1, the student is able to*

- compose a simple melody based on a five-finger pattern;
- construct question-answer phrases;
- collaboratively create a duet from a solo piece (i.e., secundo accompaniment, primo melody, etc.).

*At Level 2, the student is able to*

- compose a simple, two-phrase melody using tonic and dominant chords;
- explore creative options through dynamics and/or articulations;
- play an arrangement of a selected work which reflects variation to the melody, rhythm, and/or accompaniment.

*At Level 3, the student is able to*

- create an original keyboard composition of at least eight measures length;
- compare, collectively or individually, simple examples that demonstrate an understanding of the elements of music;
- create a medley of two or more works with appropriate transitions.

## **Sample Performance Task:**

Students will compose a simple, two-phrase melody based on the tonic and dominant chords of a specified key. The teacher will assess through observation of appropriate use of the chords with the melody.

**Integration/Linkages:**

History and Social Studies, Language Arts, National Standards for Arts Education, Composer, Arranger

**Content Standard 5.0: Reading and Notating**

Students will read and notate music

**Learning Expectations:**

The student will

5.1 Demonstrate the ability to read a piano score by identifying and defining standard notational symbols.

5.2 Demonstrate the ability to sightread by accurately performing selected music, hands together for a variety of music.

5.3 Employ standard notation to record musical ideas.

**Performance Indicators:**

*At Level 1, the student is able to*

- demonstrate the ability to read treble clef, bass clef, and simple rhythmic patterns;
- sightread, one hand only, music at a minimum difficulty level of 1;
- notate key signatures and scales using traditional methods.

*At Level 2, the student is able to*

- demonstrate the ability to read key signatures, leger lines, more complex rhythmic patterns, and common symbols;
- sightread, hands together, music at a minimum difficulty level of 1;
- notate various rhythmic patterns.

*At Level 3, the student is able to*

- execute proper notational concepts at the keyboard in group and/or individual performance;

- sightread, hands together, a variety of music at a minimum difficulty level of 2;
- compose and notate a short composition and/or arrangement, using either traditional methods or technology.

**Sample Performance Task:**

Students will sightread a level-appropriate keyboard piece, maintaining a slow, steady tempo throughout. Assessment will consist of teacher observation of success and accuracy

**Integration/Linkages:**

Math, History and Social Studies, Language Arts, National Standards for Arts Education

**Content Standard 6.0: Listening and Analyzing**

Students will listen to, analyze, and describe keyboard music.

**Learning Expectations:**

The student will

6.1 Analyze a varied repertoire of Renaissance, Baroque, Classical, Romantic, Impressionistic, and twentieth-century music by describing the uses of the elements of music and the formal design.

6.2 Analyze and evaluate the uses of the elements of music in a given work that make it unique, significant, interesting, and expressive.

**Performance Indicators:**

*At Level 1, the student is able to*

- discuss stylistic variances of historical periods;
- analyze and identify factors which contribute to tension and repose.

*At Level 2, the student is able to*

- recognize and identify specific stylistic traits peculiar to each historical period;
- identify the elements of music which combine to make music expressive.

*At Level 3, the student is able to*

- compare and contrast the keyboard music of various style periods writing this in a listening journal;

- assess in writing the musical elements within a given work which make it unique, significant, interesting, and expressive.

**Sample Performance Task:**

Students will assemble a portfolio of recordings categorized according to style period. Teacher will assess students' ability to successfully categorize recordings according to style period.

**Integration/Linkages:**

History and Social Studies, Language Arts, National Standards for Arts Education, Music Critic.

**Content Standard 7.0: Evaluating**

Students will evaluate music and music performances.

**Learning Expectations:**

The student will

7.1 Employ specific student/teacher evolved criteria to critically evaluate compositions, arrangements, performances of others, and personal performances.

7.2 Evaluate performance of others and personal performances in terms of aesthetic qualities, and explain the musical means these performances utilize to evoke feelings and emotions.

**Performance Indicators:**

*At Level 1, the student is able to*

- explore how musical opinions are formed based on an individual's reaction to a musical performance;
- describe and evaluate the differences between live and recorded performances.

*At Level 2, the student is able to*

- develop criteria with which to assess compositions and/or performances;
- differentiate between subjective and objective components of assessment.

*At Level 3, the student is able to*

- write an assessment of a performance;
- appraise through written assessment a group or individual performance in terms of aesthetic qualities.

### **Sample Performance Task:**

Students will listen to a musical composition and discuss how the elements of music are employed. Students will then share their preferences and opinions and how the elements influenced their reactions. Assessment will consist of teacher observation through guided discussion.

### **Integration/Linkages:**

History and Social Studies, Language Arts, National Standards for Arts Education, Music Critic.

### **Content Standard 8.0: Interdisciplinary Connections**

Students will understand relationships between music, the other arts, and disciplines outside the arts.

### **Learning Expectations:**

The student will

8.1 Appraise and evaluate how elements, artistic processes, and organizational principles are used in the various arts.

8.2 Compare and contrast the ways in which the principles and subject matter of various disciplines outside the arts interrelate to those of music.

### **Performance Indicators:**

The student is able to

*At Level 1, the student is able to*

- identify the stylistic traits of a historical period and explore their use in various disciplines;
- trace one music element and its use within one or more disciplines outside the arts.

*At Level 2, the student is able to*

- identify how various artistic disciplines influence each other;
- identify how non-arts disciplines influence the arts.

*At Level 3, the student is able to*

- construct a written report assessing music and its relationship to other disciplines;

- prepare a presentation on the ways in which the principles and subject matter of various disciplines outside the arts interrelate to those of music.

**Sample Performance Task:**

Students will study Impressionism and its origins and manifestations through art, music, and science. Students will then select a musical work of Debussy and trace its origins to a work of art, poetry, literature, etc. The written report will be assessed by the teacher.

**Integration/Linkages:**

Math, Science, History and Social Studies, Visual Arts, Language Arts, National Standards for Arts Education

**Content Standard 9.0: Historical and Cultural Relationships**

Students will understand music in relation to history and culture.

**Learning Expectations:**

The student will

9.1 Organize aural examples of keyboard music by genre, style, historical period, and/or culture.

9.2 Distinguish keyboard genres, their origins, and the pianists/composers associated with them.

**Performance Indicators:**

The student will be able to

*At Level 1, the student is able to*

- identify the genre or style of various keyboard compositions;
- identify composers representative of different genres.

*At Level 2, the student is able to*

- identify various pieces of keyboard music by historical period and/or culture;
- identify leading composers and performers who have influenced the evolution of keyboard playing.

*At Level 3, the student is able to*

- prepare a presentation on music in regards to a specific culture or event;
- document in writing, pianists and/or composers and the respective keyboard genres for which they are famous.

**Sample Performance Task:**

Students, in groups, will develop a program of concert keyboard repertoire that reflects a minimum of three styles. Assessment will consist of teacher observation of accuracy and appropriateness.

**Integration/Linkages:**

History and Social Studies, Visual Arts, Language Arts, National Standards for Arts Education