



FINE ARTS EDUCATION
GEORGIA PERFORMANCE STANDARDS
Piano
(Elementary and Grades 6-12)

Piano Georgia Performance Standards

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I. Acknowledgements

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Many thanks to all of the teachers and administrators from Carroll County, Cobb County, Gwinnett County, Morgan County, Wayne County, and Berry College who served as volunteers in writing these standards.

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I. Introduction

The Georgia Performance Standards for Fine Arts courses are based on The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. The National Standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Association, through a grant administered by The National Association for Music Education (MENC).

Piano Introduction

Georgia Performance Standards for Piano supports the National Association for Music Education (MENC) expectation of promoting a comprehensive, balanced, and sequential music education for all students based upon the National Standards for Music Education.

Georgia Performance Standards for Piano are arranged in four categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate, and Cultural and Historical Context. The standards help organize the curriculum into manageable and related units designed to guide the student through valuable musical experiences.

Based on student progress rather than on the academic school year, the piano standards are divided into four experience levels as follows:

Elementary School Beginning

Grades 6th – 8th Beginning, Intermediate, and Advanced

Grades 9th – 12th Beginning, Intermediate, Advanced, and Mastery

The ultimate goal of the piano experience is the development of the individual both musically and personally for the lifelong pursuit and enjoyment of music.

GRADE: ELEMENTARY MUSIC - BEGINNING PIANO

A. Skills and Techniques/Performance

MESBP.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to match pitch and adjust intonation.
- b. Sing simple melodies to demonstrate an understanding of phrasing.

MESBP.2 - Performing on instruments, alone and with others, through a varied repertoire of music

- a. Recognize characteristic playing position, posture, and fingering techniques.
- b. Recognize the following skills through performance of musical literature: rehearsal procedures, steady tempo, rhythmic accuracy, dynamic expression, and style.
- c. Demonstrate all performance skills through performance of music literature at the appropriate level.

MESBP.3 - Reading and notating 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. Read and notate music using software.

B. Creation

MESBP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

MESBP.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Set short poetic phrases and texts to music.

C. Critical Analysis/Investigate

MESBP.6 - Listening to, analyzing, and describing music

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

MESBP.7 - Evaluating music and music performances

- a. Listen to and evaluate a piano performance with attention to accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities.
- b. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MESBP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.

MESBP.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.

GRADE: 6 – 8 MUSIC – BEGINNING PIANO

A. Skills and Techniques/Performance

MMSBP.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to match pitch and adjust intonation.
- b. Sing simple melodies to demonstrate an understanding of phrasing.

MMSBP.2 - Performing on instruments, alone and with others, through 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 F major scales, the chromatic scale, and technical exercises that increase playing agility and strength including basic cadences and cross-hand arpeggios.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MMSBP.3 - Reading and notating 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. Read and notate music using software.

B. Creation

MMSBP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSBP.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Set short poetic phrases and texts to music.

C. Critical Analysis/Investigate

MMSBP.6 - Listening to, analyzing, and describing music

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

MMSBP.7 - Evaluating music and music performances

- a. Listen to and evaluate a piano performance with attention to accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities.
- b. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MMSBP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.

MMSBP.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.
- c. Explain the history of the piano.

GRADE: 6 – 8 MUSIC – INTERMEDIATE PIANO

A. Skills and Techniques/Performance

MMSIP.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to match pitch and adjust intonation.
- b. Sing simple melodies to demonstrate an understanding of phrasing.
- c. Sing the melodic line to distinguish it from the underlying harmony.
- d. Explain the similarity between singing and maintaining proper balance between melody and harmony when playing the piano.

MMSIP.2 - Performing on instruments, alone and with others, 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 major and harmonic minor scales, the chromatic scale, and technical exercises that increase playing agility and strength including cadences and cross-hand arpeggios.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MMSIP.3 - Reading and notating 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. Read and notate music using software.

B. Creation

MMSIP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing repeated notes or chords.
- b. Improvise a melody using pentatonic, major, minor, and blues scales.
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSIP.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Set short poetic phrases and texts to music based on pentatonic, major, and minor scales.

C. Critical Analysis/Investigate

MMSIP.6 - Listening to, analyzing, and describing music

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

MMSIP.7 - Evaluating music and music performances

- a. Listen to and evaluate a piano performance with attention to accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities.
- b. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MMSIP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.

MMSIP.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.
- c. Explain the history of the piano.

GRADE: 6 – 8 MUSIC – ADVANCED PIANO

A. Skills and Techniques/Performance

MMSAP.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to match major, minor, and perfect intervals.
- b. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.
- c. Sing the melodic line to distinguish it from the underlying harmony.
- d. Explain the similarity between singing and maintaining proper balance between melody and harmony when playing the piano.

MMSAP.2 - Performing on instruments, alone and with others, 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 chromatic scale, and technical exercises that increase playing agility and strength including appropriate arpeggios and cadences.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MMSAP.3 - Reading and notating music

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify, describe, and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression, and direction (including repeat signs, da capo, etc.) into individual and ensemble performances.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MMSAP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight measure harmonic progression in the keys of C, G, and F, utilizing various musical styles and techniques.
- b. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

MMSAP.5 - Composing and arranging music within specified guidelines

- a. Construct rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Compose melodic themes that fit within a given harmonic pattern, are in contrasting styles, and in simple and compound meters.
- c. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form.

C. Critical Analysis/Investigate

MMSAP.6 - Listening to, analyzing, and describing music

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

MMSAP.7 - Evaluating music and music performances

- a. Listen to and evaluate a piano performance with attention to accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities.
- b. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MMSAP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.

MMSAP.9 - Understanding 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.
- 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.

GRADE: 9 – 12 MUSIC – BEGINNING PIANO

A. Skills and Techniques/Performance

MHSBP.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to match pitch and adjust intonation.
- b. Sing simple melodies to demonstrate an understanding of phrasing.

MHSBP.2 - Performing on instruments, alone and with others through 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 all major scales, minor scales appropriate to repertoire, the chromatic scale, and technical exercises that increase playing agility and strength including basic cadences and cross-hand arpeggios.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MHSBP.3 - Reading and notating music

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify, describe, and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression, and direction (including repeat signs, da capo, etc.) into individual and ensemble performances.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MHSBP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Improvise a rhythmic ostinato to be performed with a melody.

MHSBP.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Set short poetic phrases and texts to music.

C. Critical Analysis/Investigate

MHSBP.6 - Listening to, analyzing, and describing music

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

MHSBP.7 - Evaluating music and music performances

- a. Listen to and evaluate a piano performance with attention to accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities.
- b. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MHSBP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.

MHSBP.9 - Understanding 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.

GRADE: 9 – 12 MUSIC – INTERMEDIATE PIANO

A. Skills and Techniques/Performance

MHSIP.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to match pitch and adjust intonation.
- b. Sing simple melodies to demonstrate an understanding of phrasing.
- c. Sing the melodic line to distinguish it from the underlying harmony.
- d. Explain the similarity between singing and maintaining proper balance between melody and harmony when playing the piano.

MHSIP.2 - Performing on instruments, alone and with others, 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 major and harmonic minor scales, the chromatic scale, and technical exercises that increase playing agility and strength including appropriate cadences and arpeggios.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MHSIP.3 - Reading and notating music

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify, describe, and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression, and direction (including repeat signs, da capo, etc.) into individual and ensemble performances.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MHSIP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing repeated notes or chords.

- b. Improvise a melody using pentatonic, major, minor, and blues scales.
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

MHSIP.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Set short poetic phrases and texts to music based on pentatonic, major, and minor scales.

C. Critical Analysis/Investigate

MHSIP.6 - Listening to, analyzing, and describing music

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

MHSIP.7 - Evaluating music and music performances

- a. Listen to and evaluate a piano performance with attention to accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities.
- b. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MHSIP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama

MHSIP.9 - Understanding 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.

GRADE: 9 – 12 MUSIC – ADVANCED PIANO

A. Skills and Techniques/Performance

MHSAP.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to match major, minor, and perfect intervals.
- b. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.
- c. Sing the melodic line to distinguish it from the underlying harmony.
- d. Explain the similarity between singing and maintaining proper balance between melody and harmony when playing the piano.

MHSAP.2 - Performing on instruments, alone and with others, 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 chromatic scale, and technical exercises that increase playing agility and strength including appropriate cadences and arpeggios.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MHSAP.3 - Reading and notating music

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify, describe, and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression, and direction (including repeat signs, da capo, etc.) into individual and ensemble performances.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MHSAP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight measure harmonic progression in the keys of C, G, and F, utilizing various musical styles and techniques.
- b. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

MHSAP.5 - Composing and arranging music within specified guidelines

- a. Construct rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics.
- b. Compose melodic themes that fit within a given harmonic pattern, are in contrasting styles, and in simple and compound meters.
- c. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form.

C. Critical Analysis/Investigate

MHSAP.6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, musical form, and style.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MHSAP.7 - Evaluating music and music performances

- a. Evaluate and offer constructive suggestions for improvement of personal and group performances, with attention to composer's intent.
- b. Identify criteria and describe the quality of a composition.
- c. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MHSAP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate and articulate an awareness of the collaborative nature of piano in today's society.
- b. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, etc.

MHSAP.9 - Understanding 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.
- 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.

GRADE: 9 – 12 MUSIC – MASTERY PIANO

A. Skills and Techniques/Performance

MHSMP.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to match major, minor, and perfect intervals.
- b. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.
- c. Sing the melodic line to distinguish it from the underlying harmony.
- d. Explain the similarity between singing and maintaining proper balance between melody and harmony when playing the piano.

MHSMP.2 - Performing on instruments, alone and with others, 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 three octaves of major and harmonic minor scales, the chromatic scale, and technical exercises that increase playing agility and strength including appropriate cadences and arpeggios.
- c. Use the following skills to perform appropriate music literature: dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, and rhythmic accuracy.
- d. Use context cues to sight-read music literature one level below performance level.

MHSMP.3 - Reading and notating music

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify, describe, and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression, and direction (including repeat signs, da capo, etc.) into individual and ensemble performances.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MHSMP.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight measure harmonic progression in the keys of C, a, G, e, F, and d, utilizing various musical styles and techniques.
- b. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

MHSMP.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate the use of dynamics and varied styles.
- b. Compose melodic themes using an ABA structure in simple, compound, and complex meters.
- c. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition.

C. Critical Analysis/Investigate

MHSMP.6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, musical form, and style.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MHSMP.7 - Evaluating music and music performances

- a. Prescribe adjustments needed to strengthen individual and ensemble performances, with attention to composer's intent.
- b. Apply criteria and make value judgments of the quality of a composition.
- c. Define and apply commendable performer etiquette, audience etiquette, and active listening in performance settings.

D. Cultural and Historical Context

MHSMP.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate and articulate an awareness of the collaborative nature of piano in today's society.
- b. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, etc.

MHSMP.9 - Understanding 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.
- 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.