

CLASS PIANO CURRICULUM STANDARDS GRADES 9-12

Standard 1.0 Singing

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

Course Level Expectations (CLEs)

The student will

- 1.1 Demonstrate aural skills by singing major/minor pentatonic scales to improve reading, aural skills, improvising, and composing skills.
- 1.2 Employ vocal technique and aural skills to sing familiar songs at the keyboard with simple accompaniment patterns on the keyboard.

Checks for Understanding

- 1.1 Perform, in groups, a simple melody (e.g., sing a nursery rhyme or folk tune).
Perform, in groups and individually, a simple melody (e.g., sing a nursery rhyme or folk tune).
- 1.2 Level 1. Sing a pentatonic scale in C, G, D, A, E or F major.
Level 2. Sing a familiar melody (e.g., nursery rhymes or folk tunes) using a chord progression accompaniment provided by the teacher.
Level 3. Sing a familiar melody (e.g., nursery rhymes or folk tunes), individually and in a group, using a chord progression accompaniment provided by the teacher.
Level 4. Sing a familiar melody (e.g., nursery rhymes or folk tunes), individually, using a chord progression accompaniment.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Demonstrate the basic elements of vocal technique and aural skills by singing melodic passages in unison.
- 1.1.2 Demonstrate basic elements of vocal technique and aural skills while singing in groups.
- 1.1.3 Demonstrate basic elements of vocal technique and aural skills in group and individual singing.
- 1.1.4 Demonstrate vocal technique and aural skills while singing a familiar song individually.
- 1.2.1 Sing major pentatonic scales in C, G, D, A, E, and F.
- 1.2.2 Sing simple, familiar songs in a group using a given primary chord progression accompaniment.
- 1.2.3 Sing simple, familiar songs, individually and in a group, using a given primary chord progression accompaniment.

- 1.2.4 Demonstrate aural skills while performing a familiar song on the keyboard using a primary chord progression accompaniment.

Standard 2.0 Playing Instruments

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

Course Level Expectations (CLEs)

The student will

- 2.1 Demonstrate, with expression and technical accuracy, a varied repertoire of piano literature, early elementary to advanced level, with some pieces performed from memory.
- 2.2 Demonstrate well-developed duet and ensemble skills by playing in large and small groups.
- 2.3 Demonstrate proficiency in playing 5-finger patterns, scales, arpeggios, and primary chords in all major and minor keys.
- 2.4 Demonstrate proper performance etiquette in a public performance setting.

Checks for Understanding

- 2.1 Perform a piece with correct notes, rhythms, and dynamics for appropriate performance level.
Perform a piece from memory with correct notes, rhythms, and dynamics for appropriate performance level.
- 2.2 Perform a duet and/or ensemble with correct notes, rhythms, and dynamics for appropriate performance level.
- 2.3 Level 1. Perform 5 finger patterns with correct notes and fingerings in C, G, D, A, E, or F major.
Perform a C, G, or D major scale and primary chords, one octave, with correct notes and fingerings.
Level 2. Perform scales, arpeggios, and primary chord progressions for a major key and a minor key (c, g, d, a, or e), two octaves, with correct notes and fingerings.
Level 3. Perform scales, arpeggios, and primary chord progressions for a major key and a minor key (c, g, d, a, e, a flat, e flat, f, or b), four octaves, with correct notes and fingerings.
Level 4. Perform scales, arpeggios, and primary chord progressions for selected major and minor keys, four octaves, with correct notes and fingerings.
- 2.4 Perform a piece with correct posture, playing/hand position, and appropriate fingering.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Demonstrate keyboard proficiency by performing, from memory, early to late elementary level solo piano literature.
- 2.1.2 Demonstrate keyboard proficiency performing solo piano literature, from memory, at a difficulty level of late elementary to early intermediate.
- 2.1.3 Demonstrate keyboard proficiency by performing, from memory, early to late intermediate level solo piano literature.
- 2.1.4 Demonstrate keyboard proficiency by performing, from memory, late intermediate to advanced level solo piano literature.

- 2.2.1 Demonstrate proficiency in rhythmic accuracy by playing early to late elementary level duets.
- 2.2.2 Demonstrate proficiency in rhythmic accuracy by playing late elementary to early intermediate level duets and ensemble pieces.
- 2.2.3 Demonstrate proficiency in rhythmic accuracy by playing early to late intermediate level duets and ensemble pieces.
- 2.2.4 Demonstrate proficiency in rhythmic accuracy by playing late intermediate to advanced level duets and ensemble pieces.

- 2.3.1 Play major 5-finger patterns in C, G, D, A, E, and F with correct fingering.
Play major scales and primary chords, one octave, hands together for the following keys: C, G and D.
- 2.3.2 Play all major scales, arpeggios, and primary chord progressions with correct fingering, two octaves, hands together.
Play minor scales, arpeggios, and primary chords, two octaves, hands together, in the following keys: c, g, d, a and e.
- 2.3.3 Play all major scales, arpeggios, and primary chord progressions with correct fingerings, four octaves, hands together.
Play minor scales, arpeggios and primary chords, four octaves, hands together in the following keys: c, g, d, a, e, a flat, e flat, b flat, f, and b.
- 2.3.4 Play all major and minor scales, arpeggios, and primary chord progressions with correct fingerings, four octaves, hands together.

- 2.4.1 Demonstrate correct posture, playing/hand position, and appropriate fingering while performing.
- 2.4.2 Demonstrate correct posture, playing/hand position, and appropriate fingering while performing.
- 2.4.3 Demonstrate correct posture, playing/hand position, and appropriate fingering while performing.
- 2.4.4 Demonstrate correct posture, playing/hand position, and appropriate fingering while performing.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Course Level Expectations (CLEs)

The student will

- 3.1 Demonstrate improvisation skills by performing an improvised solo on the keyboard using primary chords in major and minor keys.
- 3.2 Improvise a rhythmic or melodic variation on a given melody in major and minor keys.
- 3.3 Demonstrate, on the keyboard, an accompaniment for simple melodies in all major and minor keys, using primary chords.

Checks for Understanding

- 3.1
 - Level 1. Improvise an eight-measure pentatonic melody over a primary chord progression in one of the following major keys: C, G, D, A, E, or F.
 - Level 2. Improvise a sixteen-measure melodic pattern over a primary chord progression in a selected major key and in one of the following minor keys: c, g, d, a, or e.
 - Level 3. Improvise a twenty-four measure melodic pattern over a primary chord progression in a major key and a minor key (c, g, d, a, e, a flat, b flat, f, or b).
 - Level 4. Improvise a thirty-two measure melodic pattern over a primary chord progression in a major and a minor key.
- 3.2
 - Level 1. Improvise an eight-measure pentatonic rhythmic and melodic variation in C, G, D, A, E, or F major.
 - Level 2. Improvise a sixteen-measure melodic pattern over a primary chord progression in a major key and one of the following minor keys: c, g, d, a, or e.
 - Level 3. Improvise a twenty-four measure rhythmic and melodic variation on a given melody in a major key and one of the following minor keys: c, g, d, a, e, a flat, e flat, b flat, f, or b.
 - Level 4. Improvise a thirty-two measure rhythmic and melodic pattern on a given melody in a major and a minor key.
- 3.3
 - Level 1. Perform an eight-measure accompaniment using primary chords for a given pentatonic melody in one of the following major keys: C, G, D, A, E, or F.
 - Level 2. Perform a sixteen-measure accompaniment using primary chords over a given melody in a major key and one of the following minor keys: c, g, d, a, or e.
 - Level 3. Perform a twenty-four measure accompaniment using primary chords over a given melody in a major key and one of the following minor keys: c, g, d, a, e, a flat, e flat, b flat, f, or b.
 - Level 4. Perform a thirty-two measure accompaniment using primary chords over a given melody in a major and a minor key.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Improvise an eight-measure pentatonic melody over a primary chord accompaniment provided by the instructor in the following major keys: C, G, D, A, E, and F.
- 3.1.2 Improvise a sixteen-measure melodic pattern over a primary chord accompaniment provided by the instructor in all major keys and the following minor keys: c, g, d, a, and e.
- 3.1.3 Improvise a twenty-four measure melodic pattern over a primary chord progression accompaniment in all major keys and the following minor keys: c, g, d, a, e, a flat, e flat, b flat, f, and b.
- 3.1.4 Improvise a thirty-two measure melodic pattern over a primary chord progression accompaniment in all major and minor keys.

- 3.2.1 Improvise an eight-measure pentatonic rhythmic and melodic variation on a given melody in the following major keys: C, G, D, A, E, and F.
- 3.2.2 Improvise a sixteen-measure rhythmic and melodic variation on a given melody in all major keys and the following minor keys: c, g, d, a, and e.
- 3.2.3 Improvise a twenty-four measure rhythmic and melodic variation on a given melody in all major keys and the following minor keys: c, g, d, a, e, a flat, e flat, b flat, f, and b.
- 3.2.4 Improvise a thirty-two measure rhythmic and melodic pattern on a given melody in all major and minor keys.

- 3.3.1 Perform an eight-measure accompaniment using primary chords over a given pentatonic melody in the following major keys: C, G, D, A, E, and F.
- 3.3.2 Perform a sixteen-measure accompaniment using primary chords over a given melody in all major keys and the following minor keys: c, g, d, a, and e.
- 3.3.3 Perform a twenty-four measure accompaniment using primary chords over a given melody in all major keys and the following minor keys: c, g, d, a, e, a flat, e flat, b flat, f, and b.
- 3.3.4 Perform a thirty-two measure accompaniment using primary chords over a given melody in all major and minor keys.

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Course Level Expectations (CLEs)

The student will

- 4.1 Compose and notate keyboard music within specified guidelines and employ technology, if available.
- 4.2 Arrange and transpose a variety of keyboard pieces within specified guidelines and employ technology, if available.

Checks for Understanding

- 4.1 Level 1. Compose and notate a simple eight-measure pentatonic composition in C, G, D, A, E, or F major, using technology if available (e.g., Finale notation software).
Level 2. Compose and notate a simple sixteen-measure composition in one major key with at least one sharp or flat and at least one minor key (c, g, d, a, or e), using technology if available.
Level 3. Compose and notate a simple twenty-four measure composition in a major key with at least two sharps or flats and one minor key (a flat, e flat, b flat, f, or b minor), using technology if available.
Level 4. Compose and notate a simple thirty-two measure composition in one major and one minor key with at least three sharps or flats using technology if available.
- 4.2 Level 1. Transpose a simple keyboard piece using C, G, or D major, with technology if available.
Level 2. Arrange a simple eight-measure solo instrumental piece for the keyboard in C major, using technology if available.
Level 3. Arrange a simple sixteen-measure solo instrumental piece for the keyboard using C, G, D, A, or E major, with technology if available.
Level 4. Arrange and transpose a simple sixteen-measure solo instrumental piece for the keyboard in any major key, using technology if available.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Compose and notate a simple eight-measure pentatonic composition using the keys of C, G, D, A, E, and F major and employing technology if available.
- 4.1.2 Compose and notate a simple sixteen-measure composition in one major key (at least one sharp or flat) and at least one of the minor keys c, g, d, a, or e, using technology if available.
- 4.1.3 Compose and notate a simple twenty-four measure composition in two major keys (at least two sharps or flats) and at least one of the minor keys a flat, e flat, b flat, f, and b, using technology if available.
- 4.1.4 Compose and notate a simple thirty-two measure composition in two major and minor keys (at least three sharps or flats) using technology if available.
- 4.2.1 Transpose a simple eight-measure keyboard piece using the keys of C, G, and D major and employing technology if available.
- 4.2.2 Arrange a simple eight-measure solo instrumental piece for the keyboard in C major using technology if available.
- 4.2.3 Arrange a simple sixteen-measure solo instrumental piece for the keyboard using the major keys of C, G, D, A or E, and employing technology if available.
- 4.2.4 Arrange and transpose a simple sixteen-measure solo instrumental piece for the keyboard using any major key, and employing technology if available.

Standard 5.0 Reading and Notating

Students will read and notate music.

Course Level Expectations (CLEs)

The student will

- 5.1 Demonstrate the ability to read a piano score by identifying and defining standard notational symbols, using technology if available.
- 5.2 Demonstrate proficiency (proper technique) in sight-reading by performing a variety of music, hands together.

Checks for Understanding

- 5.1 Identify, correctly, musical notes and symbols in a keyboard piece for appropriate performance level (e.g., clef signs, dynamic symbols, time signature, and note names).
- 5.2 Sight-read a keyboard piece for appropriate performance level.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Demonstrate the ability to read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.
- 5.1.2 Demonstrate the ability to read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.
- 5.1.3 Demonstrate the ability to read and notate advanced notational concepts in individual performance.
- 5.1.4 Demonstrate the ability to read and notate advanced notational concepts at the keyboard in individual or group performance.
- 5.2.1 Sight-read, one hand only, music at a minimum difficulty level of early elementary.
- 5.2.2 Sight-read, hands together, music at a minimum difficulty level of early elementary to elementary.
- 5.2.3 Sight-read, hands together, a variety of music at a minimum difficulty level of late elementary.
- 5.2.4 Sight-read, hands together, a variety of music at a minimum difficulty level of early intermediate.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze, and describe music.

Course Level Expectations (CLEs)

The student will

- 6.1 Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, Romantic, and Contemporary keyboard music by describing the form and musical elements used.
- 6.2 Listen to and analyze the use of musical elements in a varied repertoire of keyboard music of significant composers from each musical period that make it unique, interesting, and expressive.

Checks for Understanding

- 6.1 Listen to teacher chosen Renaissance, Baroque, Classical, Romantic, or Contemporary keyboard music for a given level and verbally describe the form of the piece.
Listen to teacher chosen Renaissance, Baroque, Classical, Romantic, or Contemporary keyboard music for a given level and verbally describe the style of the piece.
Listen to teacher chosen Renaissance, Baroque, Classical, Romantic, or Contemporary keyboard music for a given level and verbally describe the use of musical elements in the piece.
Listen to teacher chosen Renaissance, Baroque, Classical, Romantic, or Contemporary keyboard music for a given level and verbally describe the characteristics of the composer of the piece.
- 6.2 Listen to keyboard music of a significant composer from a given musical period (e.g., J.S. Bach, Mozart, Beethoven, Chopin, Debussy, Joplin) and provide a written assessment of musical elements that make it unique, interesting, and expressive (e.g., tempo, dynamics, phrasing, style).

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, Romantic, and Contemporary keyboard music. Discuss simple stylistic variances and major composers of the periods.
- 6.1.2 Listen to, recognize, and identify specific stylistic traits in keyboard music related to each musical period.
- 6.1.3 Compare and contrast musical elements of each musical period (e.g., form, phrasing, dynamics).
- 6.1.4 Listen to and compare keyboard music from two musical periods, citing specific musical elements of each piece and composer.
- 6.2.1 Listen to and analyze the keyboard music of J.S. Bach, Mozart, and Beethoven. Compare and contrast the musical elements of each composer in relation to the musical period.
- 6.2.2 Listen to and analyze the keyboard music of J.S. Bach, Mozart, Beethoven, Chopin, and Joplin. Compare and contrast the musical elements of each composer in relation to the musical period.

- 6.2.3 Listen to and analyze the keyboard music of J.S. Bach, Handel, Mozart, Haydn, Beethoven, Chopin, and Joplin. Discuss the contributions of each composer to their specific musical period and the elements used in their music that make it unique, significant, and expressive.
- 6.2.4 Listen to and analyze the keyboard music of J.S. Bach, Handel, Mozart, Haydn, Beethoven, Chopin, Liszt, Rachmaninoff, Debussy, and Joplin. Discuss the contributions of each composer to their specific musical period and the elements used in their music that make it unique, significant, and expressive.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Course Level Expectations (CLEs)

The student will

- 7.1 Evaluate keyboard music performances, describing the musical elements of the performance.
- 7.2 Evaluate keyboard performances and personal performances in terms of aesthetic quality and explain the musical elements used to evoke feelings and emotions.

Checks for Understanding

- 7.1 Provide a written assessment of the musical elements of a keyboard performance (e.g., tempo, dynamics, style, phrasing, form).
- 7.2 Provide a written assessment of how a keyboard performance uses musical elements such as dynamics, tempo and articulation to evoke feelings and emotions.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Listen to and evaluate keyboard performances, identifying basic musical elements, such as form, tempo, and dynamics.
- 7.1.2 Listen to and evaluate keyboard performances, and develop criteria with which to assess performances.
- 7.1.3 Listen to and evaluate keyboard performances, including a written assessment of the musical elements of the performance, identifying the form, tempo, dynamics, articulation, style, and musical period.
- 7.1.4 Listen to and evaluate a wide variety of styles of keyboard performances, including a written assessment of the musical elements of the performance, identifying the form, tempo, dynamics, articulation, style, genre, and musical period.

- 7.2.1 Evaluate keyboard performances and personal performances including a written assessment of the musical elements used to form opinions about the performances.
- 7.2.2 Listen to and assess keyboard performances differentiating between subjective and objective components of the performances.
- 7.2.3 Assess videos or sound recordings of personal performances and objectively evaluate those performances based on proper technique and musical elements.
- 7.2.4 Assess videos or sound recordings of personal performances and evaluate those performances in terms of aesthetic qualities.

Standard 8.0 Interdisciplinary Connections

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

Course Level Expectations (CLEs)

The student will

- 8.1 Compare and contrast how keyboard music relates to other disciplines within the arts.
- 8.2 Evaluate how keyboard music and other disciplines outside of the arts are related.

Checks for Understanding

- 8.1 Provide a verbal and/or written assessment of how a keyboard piece from a given musical period has influenced other disciplines within the arts of that same historical period (e.g., Debussy's *Sunken Cathedral* or any Debussy Prelude, and paintings by Monet).
- 8.2 Provide a verbal and/or written assessment of how a keyboard piece from a given musical period has influenced a discipline outside the arts in that same historical period (e.g., Joplin's *Maple Leaf Rag* or any of Joplin's Ragtime music, and the American culture of the 1920's).

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Evaluate the relationship between keyboard music and significant contributions in other art forms.
- 8.1.2 Evaluate how art disciplines influence each other from past to present.
- 8.1.3 Trace one music element and its use within one or more other arts disciplines.
- 8.1.4 Evaluate how art disciplines influence culture and cite specific examples from each musical period.
- 8.2.1 Evaluate the relationship between keyboard music and significant contributions outside the arts.

- 8.2.2 Evaluate how art disciplines and disciplines outside the arts influence each other from past to present.
- 8.2.3 Trace one music element and its use within one or more disciplines outside the arts.
- 8.2.4 Evaluate how disciplines outside of the arts influence culture and cite specific examples from each musical period.

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Course Level Expectations (CLEs)

The student will

- 9.1 Evaluate musical examples of keyboard music by genre, style, form, historical period, and culture.
- 9.2 Compare and contrast genres of keyboard music, and the pianists and composers associated with each genre.

Checks for Understanding

- 9.1 Listen to keyboard pieces from a given musical period and identify genre (e.g., organ, piano, harpsichord).
Listen to keyboard pieces from a given musical period and identify style (e.g., contemporary, classical).
Listen to keyboard pieces from a given musical period and identify form (e.g., sonata form, theme and variations).
Listen to keyboard pieces from a given musical period and identify composer.
- 9.2 Verbally compare and contrast keyboard music in two given musical periods (e.g., classical and romantic).
Verbally compare and contrast composers of keyboard music in two given musical periods (e.g., Beethoven and Chopin).

Student Performance Indicators (SPIs)

The student is able to

- 9.1.1 Listen to and identify the style and genre of simple keyboard compositions.
- 9.1.2 Listen to and identify the musical period, style, and genre of keyboard compositions.
- 9.1.3 Listen to various keyboard compositions of major composers from a given musical period and identify characteristics of the period and major style components.
- 9.1.4 Listen to various keyboard compositions and identify composer, musical period, style, and genre.

- 9.2.1 Compare and contrast the style and genre of simple keyboard compositions.
- 9.2.2 Compare and contrast the style and genre of keyboard compositions and how it relates to the culture of the corresponding musical period.
- 9.2.3 Compare and contrast the stylistic components of major composers from given musical periods and discuss how it relates to the culture of the corresponding historical periods.
- 9.2.4 Evaluate the significance of a major keyboard work and how it relates to a specific culture or event.