



9-12th Grade

Intermediate Piano GSE



CREATING

HSIP.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 music composition.

HSIP.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

HSIP.PR.1 **Perform a varied repertoire of music on instruments, alone and with others.**

- 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 parallel octave chromatic scale, major arpeggios and technical exercises that increase playing agility and strength, including appropriate 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.

HSIP.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.



HSIP.PR.3 Analyze selection of repertoire.

- a. Describe how pianists decide which pieces to learn and perform (e.g. personal interest, music reading skills, technical skills mastered and to be addressed).
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

RESPONDING

HSIP.RE.1 Evaluate music and music performances.

- a. Teacher will provide criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics).
- b. Identify criteria by which to address practice strategies to refine a performance.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances.

CONNECTING

HSIP.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.

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

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