

HOWARD COUNTY PUBLIC SCHOOLS
PIANO I, II, and III / IV Honors

COMPETENCIES

GOALS AND OBJECTIVES

GOAL I: PERCEIVING, PERFORMING, AND RESPONDING: AESTHETICS

The student will demonstrate the ability to perceive, perform, and respond to music.

CORE OBJECTIVE A. The student will describe the characteristics of musical sound.

Enabling Objectives:

1. The student will identify and describe elements of music, including melody, rhythm, harmony, form, texture, expressive devices, and tension and release using music performed individually and / or aural examples. (Levels I–IV)
 - a. The student will define pitch, rhythm, meter, dynamics, melody, harmony, tempo, legato, staccato, tie, slur, fermata, crescendo, decrescendo, ritardando, allegro, andante, adagio, moderato, phrase, upbeat, and downbeat. (I)
 - b. The student will describe the use of pitch, rhythm, meter, dynamics, melody, harmony, tempo, legato, staccato, tie, slur, fermata, crescendo, decrescendo, ritardando, allegro, andante, adagio, moderato, phrase, upbeat, and downbeat in compositions they practice and to which they listen.(I)
 - c. The student will define Vivace, Presto, Allegretto, accent, sforzando, diminuendo, pianissimo, fortissimo, cadence, and additional terms as they appear in the repertoire. (II)
 - d. The student will describe the use of Vivace, Presto, Allegretto, accent, sforzando, diminuendo, pianissimo, fortissimo, cadence, and additional terms as they appear in the repertoire. (II)
 - e. The student will define and describe the use of additional terms as they appear in the repertoire. (III/IV)
2. The student will describe structural characteristics, such as elements of form, order of themes, or order of phrases in forms from the repertoire studied. (Levels I–IV)
 - a. The student will define and identify the use of phrase, motive, binary form (AB), ABA, DS al Fine, canon, DC al Fine, and repeat in the music studied and performed in class. (I)

- b. The student will define and identify the use of phrase, variations, and rondo in the music studied and performed in class. (II)
 - c. The student will define and identify the use of sonata form in the music studied in class. (III/IV)
3. The student will describe differences in interpretation of two or more performances of the same musical selection, using the learned musical vocabulary (see IA2), (Levels II–IV)
 4. The student will identify and explain compositional techniques (IA2) used to provide unity and variety, and tension and release in keyboard works. (Levels I-IV)
 5. The student will compare and contrast ways that the particular elements of music are used in a variety of compositions. (Levels I–IV)

CORE OBJECTIVE B. The student will practice and evaluate performance skills alone and in groups.

Enabling Objectives:

1. The student will demonstrate the correct posture, hand position, fingering, and pedal use in the performance of assigned keyboard compositions. (Levels I–IV)
 - a. The student will play with a relaxed, upright posture; curved fingers with an arched hand; use appropriate fingerings, and correct pedal technique. (I–IV)
3. The student will demonstrate the ability to properly care for his/her instrument. (Levels I–IV)
 1. The student will have clean hands when practicing any keyboard instrument. (I-IV)
 2. The student will have no food or drink when working at the keyboard. (I-IV)
 3. The student will turn off electronic instruments when finished using them. (I-IV)
 4. The student will identify the functions of the different pedals on an acoustic piano. (I-IV)
 5. The student will demonstrate his/her knowledge of the acoustic piano's action by labeling the parts on a diagram. (II-IV)
 6. The student will describe the differences in the mechanism of an acoustic and an electronic piano. (II-IV)

7. The student will identify mechanical irregularities of acoustic and electronic pianos needing repair, such as the need for tuning, improper key action, or pedal problems. (III-IV)
4. The student will play ascending and descending scales, using the correct fingering and hand position. (Level I-IV)
 1. The student will play with each hand the five pentatonic scales, ascending and descending. (I)
 2. The student will play scales in major keys through two sharps and flats: one octave in quarter notes (hands together); two octaves in quarter notes (hands alone); chromatic scale, one octave, hands alone at quarter note =60. (I)
 3. The student will play scales in major keys through four sharps and flats (hands together), minor keys (pure, harmonic and melodic) through two sharps and flats: two octaves in eighth notes, three octaves in triplets (hands alone); chromatic scale, one octave (hands together) at quarter note=60. (II)
 4. The student will play scales in major keys through seven sharps and seven flats in all major and minor (pure, harmonic and melodic) keys, chromatic scale: one octave in quarter notes, two octaves in eighth notes, three octaves in triplets, four octaves in 16th notes at quarter note=60. (III/IV)
5. The student will play ascending and descending arpeggios of the tonic chord in each key. (Level I—IV)
 1. The student will play ascending and descending arpeggios, two octaves, hands separately, in major keys through two sharps and flats; one octave, hands together in quarter notes, with quarter note = 60. (I)
 2. The student will play ascending and descending arpeggios, two octaves, hands together, in major keys through four sharps and flats, minor keys through two sharps and flats hands together, in quarter notes, with quarter note = 60. (II)
 3. The student will play ascending and descending arpeggios, three/four octaves, hands together, in all major and minor keys in quarter notes, increasing the difficulty by adding eighth notes, triplets, and 16th notes. If appropriate, the dominant seventh chords in each key may be added, quarter note = 60. (III/IV)
6. The student will play with correct phrasing, appropriate expression, and dynamics, a varied repertoire of keyboard literature with a difficulty level appropriate to the student's skill and ability levels, possibly including some works performed from memory. (Level I—IV)
 1. The student will play 16 measures of a right hand melody accompanied by block chords in the left hand; 16 measures with melody in one hand and a combination

- of independent movement and chords in the other hand, equivalent to the NYSSMA Grade 2 compositions. (I)
2. The student will play compositions of increasing difficulty level equivalent to the Grade 3/4 repertoire in the NYSSMA manual. (II)
 3. The student will play compositions of increasing difficulty level equivalent to the Grade 5/6 (and above) repertoire in the NYSSMA manual. (III/IV)
5. The student will perform duets with another student or the teacher. (Level I-IV)

CORE OBJECTIVE C. The student will analyze and respond to complex musical sound through movement.

Enabling Objectives:

1. The student will conduct the basic two, three, and four patterns, and a variety of asymmetrical patterns. (Levels I—IV)
 - a. The student will perform conducting patterns in meters of two, three, and four to recorded or live music. (I)
 - b. The student will perform conducting patterns in meters of five and six to recorded or live music. (II)
 - c. The student will perform conducting patterns of the meters of the repertoire studied. (III/IV)
2. The student will demonstrate rhythmic accuracy or musical expression through physical movement, such as clapping or tapping. (Levels I—IV)
 - a. The student will clap or tap rhythms using combinations of whole, half, quarter notes and rests; eighth notes, dotted quarter note/eighth note combinations in 2/4, 3/4, 4/4, 2/2, and 6/8. (I)
 - b. The student will clap or tap rhythms using combinations of whole, half, quarter, eighth notes and rests; sixteenth notes, dotted quarter note/eighth note combinations, dotted eighth note/sixteenth note combinations in 2/4, 3/4, 4/4, 2/2, and 6/8, including syncopation. (II)
 - c. The student will clap or tap rhythms encompassing combinations of the notation used in compositions studied. (III-IV)

CORE OBJECTIVE D. The student will perform music, reading from both traditional and non-traditional notation.

Enabling Objectives:

1. The student will correctly interpret pitches, rhythms, and other notational symbols, using musically appropriate techniques. (Levels I—IV)

- a. The student will identify by name and perform pitches on the Grand Staff, including sharps, flats, and leger lines. (I)
 - b. The student will identify and perform whole, half, dotted half, quarter, eighth notes, ties, dotted quarter/eighth note combination; and whole, half, quarter, and dotted half rests, and bar lines. (I)
 - c. The student will identify and perform sixteenth notes, dotted eighth/sixteenth note combination, eighth-note triplets; and eighth and sixteenth rests. (II)
 - d. The student will identify and perform additional notation as it appears in new repertoire. (III/IV)
 - e. The student will count rhythmic values of the notes and rests aloud while practicing assigned compositions, maintaining a steady beat. (Level I-IV)
2. The student will perform repertoire in a variety of meters. (I-IV)
 - a. The student will perform selections in meters of $2/4$, $3/4$, $4/4$, $6/8$, and $2/2$. (I)
 - b. The student will perform selections in meters of $5/4$, $5/8$, and $4/2$. (II)
 - c. The student will perform selections in meters of compound meters such as $7/4$, $12/4$, and $12/8$. (III/IV)
3. The student will demonstrate skill in sight reading music by correctly playing passages from music appropriate to the developmental level. (Levels I—IV)
4. The student will demonstrate an independent knowledge of expressive markings used in musical scores in the performance of assigned repertoire. (Levels I—IV)
 - a. The student will incorporate appropriate interpretation of expressive markings as they appear in the repertoire, such as legato, staccato, slur, fermata, dynamic levels, crescendo, decrescendo, ritardando, allegro, adagio, andante, moderato, phrase, upbeat, and downbeat. (I)
 - b. The student will incorporate appropriate interpretation of expressive markings such as Vivace, Presto, accent, Allegretto, sforzando, diminuendo, cadence, and additional terms as they appear in the repertoire. (II)
 - c. The student will incorporate appropriate interpretation of additional expressive markings as they appear in the repertoire. (III/IV)
5. The student will transpose pieces of an appropriate difficulty level by reading the melody on the staff and the chord names written above the staff. (Levels I—IV)
 - a. The student will transpose pieces in the keys of C, F, and G, using the I, IV, V7 chords, where the melody spans no more than a fifth. (I)

- b. The student will transpose pieces in the keys of D, Bb, and “a” minor, using I, vi, IV, ii, V7 chords; where the melody spans up to an octave. (II)
 - c. The student will transpose pieces in keys using 3 or more sharps or flats in major and minor tonalities, adding additional chords. (III/IV)
6. The student will correctly play and sight-read a melody with chord names/symbols written above the staff. (Levels I—IV)
- a. The student will correctly sight read a melody with chord symbols in the keys of C, F, G, using the I, IV, V7 chords, where the melody spans no more than an octave; rhythms will include whole, half, dotted half, quarter, eighth notes; whole, half, quarter rests. (I)
 - b. The student will correctly sight read a melody with chord symbols in the keys of D, Bb, and “a” minor, using I, vi, IV, ii, V7 chords; the melody spans up to an octave; add dotted quarter/eighth note combination and eighth notes to rhythms. (II)
 - c. The student will correctly sight read a melody with chord symbols in keys using 3 or more sharps or flats in major and minor tonalities, increasing the complexity as the student's facility improves. (III/IV)

GOAL II – HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

The student will demonstrate an understanding of music as an essential aspect of history and human experience.

CORE OBJECTIVE A. The student will make connections between music from the oral and written traditions of various cultures.

Enabling Objectives:

1. The student will identify various opportunities to perform and attend musical performances in the local community and beyond. (Level I-IV)
 - a. The student will choose at least one concert from a list of performances in the metropolitan area posted in the classroom, and will attend and write a critique of the performance. (I-IV)
2. The student will identify well-known musicians associated with various genres of music. (Level I-IV)
 - a. The student will match a list of styles of piano music with a list of performers in various styles after listening to a variety of recordings throughout the year (I-IV)
3. The student will demonstrate knowledge of the ways the different keyboard instruments are used in the music of the United States and other countries. (Level II)

- a. The student will identify keyboard instruments of other countries and describe the way in which they are used. (II-IV)
4. The student will identify various roles in society performed by keyboard musicians and will describe contributions of representative individuals for each role. (Level II)
 - a. The student will research and report on the various roles available to the keyboard musician. (II)

CORE OBJECTIVE B. The student will describe the roles of music in reflecting and influencing diverse social structures.

Enabling Objectives:

1. The student will demonstrate the knowledge of the evolution and diversity of keyboard instruments. (Level I-II)
 - a. The student will research and write a report on the history of the keyboard instruments, including the clavichord, harpsichord, fortepiano, piano, electric piano, synthesizer, electronic keyboards, pipe organ, and electronic organ. (I)
 - b. The student will research and write a report on keyboard instruments around the world. (II)
2. The student will demonstrate awareness of technological advances as they impact performing, creating, and listening to keyboard music. (Level I)
 - a. The student will participate in a class discussion of the development of changes in technology and their impact on music after listening to various recordings illustrating these. (I-IV)
3. The student will discuss the roles keyboard music has played throughout history. (Level II)
 - a. The student will research the use of keyboard music in different cultures and historical eras, and participate in a class discussion. (II)
4. The student will discuss the opportunities available and qualifications needed to pursue careers in keyboard music. (Level III-IV)
 - a. The student will research and write a report on the various available opportunities and qualifications needed to pursue careers in keyboard music. (III/IV)
5. The student will discuss the historical significance of the works studied and performed. (Levels III/IV)
 - a. The student will research and present information on composers and their works discussing their historical significance. (III/IV)

CORE OBJECTIVE C. The student will recognize influences and interactions among music, dance, theatre, the visual arts, and other disciplines.

Enabling Objectives:

1. The student will perform keyboard literature from a variety of historical periods, styles, and cultures and will discuss its connections to elements of dance, theatre, visual arts, and other disciplines. (Levels I—IV)
 - a. The student will identify compositions illustrating obvious connections to the other art forms, such as a march or a particular dance form. (I-II)
 - b. The student will describe the differences between absolute and program music, describing the links between the music and the other art forms. (III/IV)

CORE OBJECTIVE D The student will demonstrate knowledge of a wide variety of representative musical styles and genres.

Enabling Objectives:

1. The student will perform styles of music from a variety of eras and ethnic origins, using appropriate performance practice. (Levels I—IV)
 - a. The student will perform repertoire using appropriate interpretative devices, such as dynamics and articulation. (I)
 - b. The student will research and describe to the class the use of appropriate interpretative devices of a particular style of music before performing a composition. (II-IV)
2. The student will analyze factors influencing relationships between a composer's work and environment. (Levels III—IV)
 - a. The student will research and discuss techniques of composition, performance practices, social, cultural, and political factors affecting the composer's work. (III/IV)

GOAL III – CREATIVE EXPRESSION AND PRODUCTION
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The student will demonstrate the ability to organize musical ideas and sound creatively.

CORE OBJECTIVE A. The student will perform musical improvisations using traditional and original techniques.

Enabling Objectives:

1. The student will improvise original melodies over an ostinato. (Level -IV)
 - a. The student will improvise original pentatonic melodies over an ostinato, using only the black keys on the piano. (I)
 - b. The student will improvise melodies in C, F, Bb, G and D major, and “a” minor over the I-IV-V7-I chord progression. (II)
 - c. The student will improvise compositions in forms of his/her choice. (III-IV)

2. The student will improvise original melodies in a variety of styles over chord progressions in designated keys; each in a consistent style, meter, and tonality. (Level I-IV)
 - a. The student will improvise four--eight measure original melodies using the pentatonic scales on the black keys of the piano. (I)
 - b. The student will improvise four--eight measure original melodies in a variety of styles over I-IV-V7-I chord progressions in C, G, D, F, and Bb; each in a consistent style, meter, and tonality. (I)
 - c. The student will improvise four--eight measure original melodies in a variety of styles over I-vi-IV-ii-V7-I chord progressions in C, G, D, A, E, F, Bb, Eb, and Ab major and a, e, b, d, and g minor; each in a consistent style, meter, and tonality. (II)
 - d. The student will improvise eight—sixteen measure compositions increasing in complexity as her/his technique improves. (III-IV)

CORE OBJECTIVE B. The student will structure arrangements and compositions using appropriate notation and forms.

Enabling Objectives:

1. The student will construct rhythms and melodies in traditional notation (Levels I-IV)
 - a. The student will compose and perform four-eight measure rhythms in 2/4, 4/4, 3/4, 6/8, and 2/2, using combinations of whole, half, dotted half, quarter, and eighth notes; ties, dotted quarter/eighth note combinations; and whole, half, quarter, and dotted half rests. (I)
 - b. The student will compose and perform four-eight measure melodies with step-wise movement and including skips up to a fifth. (I)
 - c. The student will compose and perform eight measure rhythms in 2/4, 3/4, 4/4, 2/2, 6/8 5/4, 5/8, and 4/2, using combinations of whole, half, quarter, eighth notes and rests; sixteenth notes, dotted quarter /eighth note combinations, dotted eighth/sixteenth note combinations, including syncopation of eighth-quarter-eighth notes. (II)
 - d. The student will construct and perform four measure melodies with step-wise movement and including skips up to an octave. (II)
 - e. The student will add chords to harmonize the melodies. (II)
 - f. The student will write compositions in forms of his/her own choosing. (III/IV)
2. The student will create and perform short musical compositions. (Levels I—IV)
 - a. The student will compose and perform eight measures for both hands, in any key through two sharps or flats. (I)

- b. The student will compose and perform at least 16 measures for both hands, in either AB or variation form. (II)
 - c. The student will compose and perform a composition in a form of her/his own choosing. (III/IV)
3. The student will write major, minor, and chromatic scales in traditional notation. (Level I-IV)
 - a. The student will write major scales in two (2) sharps and flats, and build the I, IV, and V7 chords in the same keys. (I)
 - b. The student will write major scales through four sharps and flats, minor scales through two sharps and flats, and build triads on each degree of the scale, as well as the V7 chord. (II)
 - c. The student will write all major and minor keys and build triads on each degree of the scale, as well as the V7 chord. (III/IV)
 4. The student will transcribe simple pieces for keyboard in ways that preserve and enhance the expressive effect of the music. (III/IV)
 - a. The student will experiment with various articulation and dynamic markings (staccato, legato) using familiar melodies, such as “Twinkle, Twinkle, Little Star”, to indicate different interpretive styles. (I)
 - b. The student will experiment with various articulation and dynamic markings (staccato, legato) using familiar/original selections in different musical styles (e.g. classical, jazz, rock). (II-IV)
 5. The student will create original compositions using midi-technology. (Level I-IV)
 - a. The student will create a composition through the use of midi, sequencing, and other electronic keyboard capabilities. (I-IV)
 6. The student will experiment with creating and composing in non-traditional notations. (Levels I-IV)

GOAL IV – AESTHETIC CRITICISM

The student will demonstrate the ability to make aesthetic judgments.
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CORE OBJECTIVE A. Student will evaluate selected musical compositions using criteria.

Enabling Objectives:

1. The student will develop, assess, and revise standards to evaluate personal music performance. (Level I-IV)

- a. The student will listen to various compositions and participate in class discussions of the way the musical elements are used. (Levels I-IV)
2. The student will make and defend independent judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics in a selection of music. (Levels I-IV)
 - a. The student will participate in class discussion of these elements with reference to particular selections of music. (Levels I-IV)

CORE OBJECTIVE B. The student will formulate, apply, and communicate criteria for evaluating personal performances and those of others.

Enabling Objectives:

1. The student will develop, assess, and revise standards to evaluate personal music performance. (Levels I—IV)
 - a. The student will participate in regular one-on-one discussions with the teacher about his/her progress. (I-IV)
2. The student will evaluate recorded and live performances of keyboard solos and keyboard with chamber and orchestral ensembles. (Levels I—IV)
 - a. The student will write a critique of a recorded or live performance of particular compositions featuring keyboard instruments. (I-IV)