

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> <li>1. Play and write 4-8 measure rhythmic/melodic patterns presented aurally. (MU.A.3.3.3)</li> <li>2. Locate keys on the keyboard according to their letter names and associate with notation in treble and bass clefs including double sharps and flats. (MU.A.3.3.1)</li> <li>3. Identify and perform music using simple and complex rhythms including syncopation. (MU.A.3.3.1)</li> <li>4. Define the function of all key and time signatures in literature performed. (MU.A.3.3.1)</li> <li>5. Describe the whole and half step pattern of all major and several minor keys. (MU.A.3.3.2)</li> <li>6. Identify discrepancies in pitch and duration between aurally presented passages and written notation. (MU.A.3.3.2)</li> <li>7. Identify all scale degree chords in all major and several minor keys in root position and inversions commonly used for these progressions. (MU.A.3.3.3)</li> <li>8. Transpose moderately difficult 4-8 measure melodies hands separately and/or together. (MU.A.3.3.3)</li> <li>9. Sight read 4-8 measure melodies with chordal accompaniment in all major keys and several minor keys. (MU.A.2.3.1)</li> <li>10. Perform a memorized solo before a jury or class group. (MU.A.2.3.1)</li> <li>11. Apply verbally and in writing vocabulary appropriate to the piano. (MU.A.3.4.2)</li> <li>12. Perform moderately difficult duets as a class ensemble. (MU.A.2.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can imitate on the keyboard and/ or write moderately difficult rhythmic, melodic, and harmonic patterns presented aurally. (MU.A.3.3.3)</li> <li>B. The student can perform literature from several musical periods and stylistic genre from notation applying correct fingering and hand positions. (MU.A.2.3.1)</li> <li>C. The student can transpose simple songs at sight. (MU.A.3.3.3)</li> <li>D. The student can sight read unstudied material with the equivalent difficulty of Keyboard II material. (MU.A.2.3.2)</li> <li>E. The student can perform in a solo and ensemble setting. (MU.A.2.3.2)</li> </ol>

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<p>II Expressive and Stylistic Characteristic</p>	<ol style="list-style-type: none"> <li>1. Maintain a specific tempo consistently throughout the length of the song. (MU.A.2.3.1)</li> <li>2. Play melodies and chord progressions at dynamic levels indicated in the score. (MU.A.2.3.2)</li> <li>3. Identify and execute a musical phrase and period at the keyboard. (MU.A.2.3.3)</li> <li>4. Play melodies using various articulations (e.g. legato, staccato, marcato). (MU.A.2.3.1)</li> <li>5. Define, identify and execute expressive markings in the score. (MU.A.2.3.3)</li> <li>6. Identify aurally and/or visually the musical characteristics that are unique to various styles of keyboard music. (e.g. Baroque classical, Popular, ragtime, boogie woogies, romantic, etc.) (MU.A.2.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will play expressive characteristics such as dynamics, tempo, and articulation in literature performed. (MU.A.2.3.3)</li> <li>B. The student can determine the grouping of notes that constitute a musical idea or phrase and perform it correctly in the context of a musical piece. (MU.A.2.3.2)</li> <li>C. The student can describe the various styles performed on the keyboard. (MU.A.2.3.2)</li> </ol>
<p>III Technique</p>	<ol style="list-style-type: none"> <li>1. Play strengthening and facility exercises and solo literature using correct fingerings, and hand positions. (MU.A.2.3.1)</li> <li>2. Play progressively difficult left hand accompaniments that incorporate patterns including boogie woogie, blues, walking bass, and waltz bass. (MU.A.2.3.1)</li> <li>3. Play 2 octave scales in all major and several minor keys, ascending and descending, using hands separate and/or together. (MU.A.2.3.1)</li> <li>4. Play increasingly difficult chord progressions in all major and several minor keys. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Students will demonstrate a high degree of technical facility in performing pieces, melodic passages, and scales. (MU.A.2.3.1)</li> <li>B. Students can perform a large repertoire of chord progressions and accompaniments in selected keys. (MU.A.2.3.1)</li> </ol>

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IV Forms and Structures	<ol style="list-style-type: none"> <li>1. Analyze the organization of selected keyboard literature including sonatas, fantasies, suites, etc. (MU.D.1.3.2)</li> <li>2. Identify melody, counter melody, bass line, and other common harmonic techniques of moderately difficult keyboard music. (MU.D.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can analyze and identify the form and harmonic techniques and interpret the works being rehearsed and performed. (MU.D.1.3.2)</li> </ol>
V Personal/Social Musical Development and Lifelong Learning	<ol style="list-style-type: none"> <li>1. Establish criteria for evaluating music performances. (MU.D.2.3.2)</li> <li>2. Critique and evaluate performances of self and others using appropriate music vocabulary. (MU.D.2.3.2)</li> <li>3. Determine and justify personal preferences of musical styles. (MU.D.2.3.2)</li> <li>4. Describe applications for processing music using technology (computers, synthesizers, and sequencers). (MU.E.2.3.1)</li> <li>5. Describe the historical and cultural context of literature performed. (MU.C.1.3.1)</li> <li>6. Diversify musical skills through accompanying vocal and instrumental solo and ensembles. (MU.A.3.3.1)</li> <li>7. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>8. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>9. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>10. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can express basic music judgements regarding the performance of self and others with attention to technical and musical aspects. (MU.D.2.3.2)</li> <li>B. The student can describe how to apply technology to the processing of music. (MU.B.2.3.1)</li> <li>C. The student can identify cultural characteristics and historical context of a variety of literature. (MU.C.1.3.1)</li> <li>D. <i>The student can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</li> <li>E. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</li> <li>F. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</li> </ol>