

## M/J KEYBOARD I-III

**Course Number:**

**District Course Description:**

The purpose of this course is to provide basic training in keyboard techniques and musicianship. Emphasis will be placed on correct posture, tone production, basic musical terms, symbols and note reading.

**Prerequisite:**

None

### A. Skills and Techniques

Perform, alone and with others, a variety of musical pieces from notation, scales and chords with correct hand position in major and minor keys.

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).	<ul style="list-style-type: none"> <li>demonstrate appropriate keyboard technique through body position and hand position.</li> </ul>	1,2,3,7
MU.A.2.3.2 perform as a member of a music ensemble with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk and patriotic).	<ul style="list-style-type: none"> <li>demonstrate expressive qualities through dynamics, phrasing and style, including legato and staccato.</li> <li>demonstrate ensemble technique in balance, dynamic level, tempo and blend while playing duets and/or multiple piano pieces.</li> </ul>	1,2,4,5,6,8,9,10

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.	<ul style="list-style-type: none"> <li>sight read using correct hand position in both treble and bass clefs in meter of 2/4, 3/4, 4/4, and 6/8.</li> </ul>	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> <li>compose simple keyboard music using correct note values, pitches, signs and symbols to convey musical ideas.</li> </ul>	1,2,3,4,7
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> <li>notate simple melodic and rhythmic notation, given the key, starting pitch, and meter.</li> </ul>	1,2,3,4,7

## B. Creation and Communication

Improvise, compose and arrange basic forms of music such as simple ABA, theme and variations, rondos and accompaniments for the keyboard within specified guidelines.

Benchmark The student will:	The student will be able to:	Goal #3
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.	<ul style="list-style-type: none"> <li>play tonic, dominant and subdominant block or broken chordal accompaniments in keys of C, G, and F major to familiar songs.</li> </ul>	1,2,3,4,7
MU.B.1.3.2 improvise short melodies over given rhythmic accompaniment.	<ul style="list-style-type: none"> <li>create and play a simple melody over tonic, dominant and subdominant (block or broken) chordal accompaniments.</li> </ul>	1,2,3,4,7

Benchmark The student will:	The student will be able to:	Goal #3
MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or feeling.	<ul style="list-style-type: none"> <li>compose and play a simple melody and accompaniment using tonic, dominant and subdominant (block or broken) chords.</li> </ul>	1,2,3,4,5,6,8,9
MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.	<ul style="list-style-type: none"> <li>compose and play a simple melody and accompaniment with an ensemble.</li> </ul>	1,2,3,4

## C. Cultural and Historical Connections

Demonstrate knowledge of the role of keyboard music in history and culture.

Benchmark The student will:	The student will be able to:	Goal #3
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.	<ul style="list-style-type: none"> <li>play music of America, other cultures and other languages.</li> <li>play music of varied styles, forms and periods as it occurs in current repertoire.</li> <li>listen to and identify music of varied styles, forms and periods.</li> </ul>	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> <li>listen to and identify music of America and other cultures.</li> </ul>	1,2,10
MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry and Scott Joplin).	<ul style="list-style-type: none"> <li>listen to and identify music of 20th century American composers and performers.</li> </ul>	1,2,10

### D. Aesthetic and Critical Analysis

Analyze and describe various styles of music as performed on the keyboard.

Benchmark The student will:	The student will be able to:	Goal #3
MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.	<ul style="list-style-type: none"> <li>identify compositional form (e.g., AB, ABA, sonata/allegro form and theme and variation).</li> </ul>	1,2,3,4
MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody and harmony) used to analyze music.	<ul style="list-style-type: none"> <li>identify major, minor and diminished tonality.</li> <li>differentiate between melody and harmony.</li> </ul>	1,2,4
MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.	<ul style="list-style-type: none"> <li>recognize the elements of music (e.g., dynamics tempo, articulation, tone color, tonality, crescendo, decrescendo, ritardando and accelerando) used to enhance expressive qualities.</li> </ul>	1,2,3,4,7

Evaluate keyboard music and performances by keyboard artists based on a variety of criteria.

Benchmark The student will:	The student will be able to:	Goal #3
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> <li>use the following criteria to assess piano performance: proper posture, bench height, hand position accuracy, rhythmic accuracy, and sensitivity to stylistic interpretation.</li> </ul>	1,2,4
MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	<ul style="list-style-type: none"> <li>use criteria developed to critique one's own performance.</li> </ul>	1,2,4,5,8,9

### E. Application to Life

Relate keyboard knowledge to other disciplines of study.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music; dirge in dance: ending of Swan Lake; and in visual art: Pietà).	<ul style="list-style-type: none"> <li>• identify music of America and other cultures relating to other subject areas when applicable to interdisciplinary units.</li> <li>• discuss feelings evoked by music of various cultures.</li> </ul>	1,2,4
MU.E.1.3.2 understand how the elements of music connect to their subject areas (e.g., how acoustics connect to science).	<ul style="list-style-type: none"> <li>• identify the musical elements and understand their practical applications in other subject areas.</li> <li>• identify the country or region of different compositions studied in class.</li> <li>• explain the historical connection as it applies to current repertoire.</li> </ul>	1,2,3,4,6,7

Demonstrate knowledge of the role and influence of keyboard music and pianists in society and daily life.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.	<ul style="list-style-type: none"> <li>• describe and demonstrate appropriate audience and performance behavior at a variety of musical programs.</li> <li>• critique individual, class and public music performances.</li> <li>• develop or reinforce a positive attitude toward self through the study and creation of music.</li> </ul>	1,2,4,5
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> <li>• explain one's own preference of musical styles and artists.</li> </ul>	1,2,4,5
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.	<ul style="list-style-type: none"> <li>• play music of America and other cultures.</li> <li>• listen to and identify music of varied styles, forms and periods.</li> </ul>	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).	<ul style="list-style-type: none"> <li>• the student will participate in concert experiences as a listener and performer.</li> <li>• the student will participate in additional opportunities through community activities.</li> </ul>	1,2,4,10