

Music: Grade Ten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding			
Benchmark A: Analyze and evaluate music selections based upon established criteria.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Describe the use of elements of music as they relate to expression in a varied repertoire of music.			

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2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.			

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Content Standard: Analyzing and Responding			
Benchmark B: Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Respond to conducting patterns and gestures to interpret selected pieces musically.			

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Content Standard: Analyzing and Responding			
Benchmark C: Analyze common harmonic progressions in selected repertoire aurally.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.			

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Content Standard: Analyzing and Responding			
Benchmark D: Apply appropriate, established criteria to evaluate a variety of music performances.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.			

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**Adams County/Ohio Valley
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Content Standard: Connections, Relationships and Applications			
Benchmark A: Articulate similarities and differences between music and other content areas.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Explain how the creative process is used in similar and different ways in the arts.			

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Content Standard: Connections, Relationships and Applications			
Benchmark. A: Articulate similarities and differences between music and other content areas.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Apply problem-solving and creative thinking skills used in music to other content areas.			

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Content Standard: Connections, Relationships and Applications			
Benchmark B: Apply technology in creating, performing and/or researching music.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Demonstrate one or more uses of technology in creating, performing and listening to music.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Incorporate subject matter common to music and other academic areas into a music presentation.			

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Content Standard: Connections, Relationships and Applications			
Benchmark C: Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use accurate music terminology to describe similarities and differences in music from various cultures.			

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Content Standard: Connections, Relationships and Applications			
Benchmark D: Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).			

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Content Standard: Creative Expression and Communication			
Benchmark A: Sing and/or play, independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence.			

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4. Demonstrate sight-reading abilities.			

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Content Standard: Creative Expression and Communication			
Benchmark B: Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Improvise over given chord progressions and symbols.			

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6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B \flat , E \flat , A \flat ; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B \flat , E \flat , A \flat , D \flat].			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Read complex rhythms in mixed meter.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Incorporate expressive symbols and terms when sight-reading.			

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Content Standard: Creative Expression and Communication
Benchmark B: Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Identify articulations, expressive symbols and terms.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Interpret various music styles from the United States, other cultures and historical periods.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Discuss and evaluate the performance of music from different historical time periods.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Examine (e.g., listening, performing, score study) music literature of various composers.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark B: Research and explain how music and composers both influence and are influenced by society and culture.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explain how technology has influenced the development of music over time.			

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**Adams County/Ohio Valley
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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark A: Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Describe how the use of elements of music affects the aesthetic impact of a music selection.			

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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark B: Explain how people differ in their music preferences based on their personal experiences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain how people from different backgrounds use and respond to music and cite specific examples.			

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**Adams County/Ohio Valley
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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark C: Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Defend choices of music works and performances based on knowledge of music concepts.			