

Music: Grade Eleven

**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. Demonstrate extensive knowledge of the technical vocabulary of music.			

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2. Analyze a given work on the basis of how elements of music are used in the selection to make it unique.			

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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. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.			

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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-vi-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 a selected performance of a specific music work based on selected criteria and musical interpretation.			

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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 roles of creators, performers and others involved in the production and presentation of the arts are similar and different.			

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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. Use technology to create and/or perform various forms of music.			

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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. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar nonarts influences.			

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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. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician experience).			

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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. Prepare and perform accurately a varied repertoire of music incorporating complex meters and rhythms in major and minor keys.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.			

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3. Demonstrate advanced tonal concepts in singing or playing an instrument.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.			

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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: D, G, C, F, B \flat , E \flat , A \flat ; Strings: E, A, D, G, C, F, B \flat ; Vocal/Choral: B, 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 music literature in a wide variety of major and minor keys.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Read and perform music literature that incorporates modal scales.			

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9. Identify homophonic and polyphonic texture.			

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

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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. Identify and trace the development of music forms across historical periods.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.			

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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. Compare and contrast the performance practices of music from various historical periods.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.			

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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 music reflects the political events of history.			

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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. Critique their performances or compositions in terms of aesthetic qualities.			

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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. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences.			

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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. Evaluate music works and performances using criteria for aesthetic qualities.			