

Music: Grade Twelve

**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 compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.			

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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>
2. 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>
3. Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V7, 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>
4. Evaluate multiple performances 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. Recognize aesthetic characteristics common to all art forms.			

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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 creative thinking and problem-solving 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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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>
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 and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.			

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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. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.			

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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>
2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.			

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**Adams County/Ohio Valley
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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>
3. Improvise over given chord progressions and symbols.			

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4. Sight-read major, minor and chromatic melodies.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B \flat , E \flat , A \flat , D \flat , G \flat ; Strings: E, A, D, G, C, F, B \flat , E \flat , A \flat ; Vocal/Choral: C \sharp , F \sharp , B, E, A, D, G, C, F, B \flat , E \flat , A \flat , D \flat , G \flat , C \flat].			

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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>
6. Interpret music symbols and terms expressively when performing a varied repertoire of music.			

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**Adams County/Ohio Valley
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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. Evaluate how music forms are influenced by history.			

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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. Critique various music styles from the United States, other cultures and historical periods.			

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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. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.			

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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. Demonstrate through performance the stylistic differences of various composers and their works.			

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**Adams County/Ohio Valley
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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 social events of history.			

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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. Respond to aesthetic qualities of a performance intellectually using music terminology.			

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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>
2. Form a personal philosophy about the purpose of music.			

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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>
3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences.			

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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>
4. Alter music works, performances or composition presentations to enhance the quality of the music selection.			