

Music: Grade Nine

**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. Analyze conducting patterns and gestures as they relate to music selections.			

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2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.			

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3. Describe basic terminology and symbols used in a varied repertoire of music.			

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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>
4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.			

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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>
5. Identify traditional harmonic progressions (e.g., I-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>
6. Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions and those of others.			

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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 basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.			

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Content Standard: Connections, Relationships and Applications			
Benchmark. A: Articulate similarities and differences between music and other content areas.			
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2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).			

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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>
3. 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>
4. Explain the role 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>
5. 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>
6. Describe the role of music and musicians in 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>
7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).			

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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, a varied repertoire of music representing diverse genres and cultures.			

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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. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Respond appropriately to the cues of a conductor or section leader.			

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

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5. 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>
6. Improvise over given chord progressions and symbols.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. 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: A, D, G, C, F, B \flat , E \flat].			

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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>
8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.			

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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. Define vocabulary in all rehearsed and performed music.			

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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. Recognize and describe form in music literature of various 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>
2. Compare 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. Recognize and classify Western music literature by 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>
4. Discuss and perform music literature from 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. Identify the social context from which music of various cultures evolved.			

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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. Assess how elements of music are used in a work to create images or evoke emotions.			

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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 people from different backgrounds use and respond to music.			

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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. Select music works and performances based on knowledge of music concepts.			