



Experiencing **PROFICIENT** Grades 9-12

# Choral Music

**MIXED**  
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STANDARDS	PAGE REFERENCES
<p><b>CREATE, PRESENT AND PERFORM:</b> Apply ideas, techniques and processes in the arts.</p>	
<p><b>Common Curriculum Goal:</b> Create, present and perform works of art.</p>	
<p>Use essential elements and organizational principles to create, present and/or perform works of art for a variety of purposes.</p>	
<p>Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.</p>	<p><b>Student Edition:</b> <i>Evaluation</i> 3, 9, 27 <i>Getting Started</i> 8 <b>Teacher Wraparound Edition:</b> A 5; E 24, 56; IG 6; MA 19; TS 11, 30, 52</p>
<p><b>Common Curriculum Goal:</b> Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.</p>	
<p>Explore and describe the use of ideas, techniques, and problem solving in the creative process (e.g., planning, choice of medium, choice of tools, analysis and revision) and identify the impact of choices made.</p>	
<p>Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.</p>	<p><b>Student Edition:</b> <i>Getting Started</i> 8 <i>Links to Learning</i> 33, 85, 93 <i>Sidelight</i> 145 <b>Teacher Wraparound Edition:</b> E 14, 47; MA 75, 137; ML 45; TS 89</p>

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<p><b>Common Curriculum Goal:</b> Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.</p>	
<p>Create, present and/or perform a work of art that demonstrates an idea, mood or feeling by using essential elements and organizational principles, and describe how well the work expresses one's intent.</p>	
<p>Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.</p>	<p><b>Student Edition:</b>  <i>Getting Started</i> 92  <i>Evaluation</i> 9, 27  <b>Teacher Wraparound Edition:</b>            CA 12, 97; E 24, 56; TS 13, 30, 52, 82, 89, 140</p>
<p><b>Common Curriculum Goal:</b> Evaluate one's own work, orally and in writing.</p>	
<p>Critique and communicate about one's own work, orally and in writing.</p>	
<p>Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.</p>	<p><b>Student Edition:</b>  <i>Evaluation</i> 93  <b>Teacher Wraparound Edition:</b>            A 23, 66, 141, 185, 193; TS 52, 55, 131, 155</p>
<p><b>AESTHETICS AND CRITICISM:</b> Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.</p>	
<p><b>Common Curriculum Goal:</b> Apply critical analysis to works of art.</p>	
<p>Apply knowledge of essential elements, organizational principles and aesthetic criteria to the analysis of works of art, and identify how the elements and principles contribute to the aesthetic effect.</p>	
<p>Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.</p>	<p><b>Student Edition:</b>  <i>Links to Learning</i> 85  <b>Teacher Wraparound Edition:</b>            A 66; MA 137; ML 45; TS 13, 52, 55, 89, 131, 151</p>
<p><b>Common Curriculum Goal:</b> Respond to works of art and give reasons for preferences.</p>	
<p>Respond to works of art, giving reasons for preferences and using terminology that conveys knowledge of the arts.</p>	
<p>Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.</p>	<p><b>Student Edition:</b>  <i>Getting Started</i> 78, 128, 160  <b>Teacher Wraparound Edition:</b>            CC 175; ML 45; TT 173</p>

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<p><b>Common Curriculum Goal:</b> Understand the interrelationships among art forms.</p> <hr/> <p>Describe how essential elements and organizational principles from various arts disciplines can be integrated in a work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.</p>	
<p>Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.</p>	<p><b>Student Edition:</b>  <i>Artistic Expression</i> 49  <i>Getting Started</i> 8, 146, 160  <i>Links to Learning</i> 85  <i>Spotlight</i> 145  <b>Teacher Wraparound Edition:</b>            CC 76, 103; E 47; TS 89</p>
<p><b>HISTORICAL AND CULTURAL PERSPECTIVES:</b> Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.</p> <hr/> <p><b>Common Curriculum Goal:</b> Understand how events and conditions influence the arts.</p> <hr/> <p>Explain the influence of events and conditions on works of art.</p>	
<p>Explain the influence of events and conditions on an artist's work.</p>	<p><b>Student Edition:</b>  <i>Getting Started</i> 32, 40, 58, 84, 92, 172  <b>Teacher Wraparound Edition:</b>            CC 35; MA 37, 44, 95</p>
<p><b>Common Curriculum Goal:</b> Distinguish works of art from different societies, time periods and cultures.</p> <hr/> <p>Distinguish works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.</p>	
<p>Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.</p>	<p><b>Student Edition:</b>            107-108  <i>Evaluation</i> 3  <i>Getting Started</i> 2, 32, 40, 48  <i>Spotlight</i> 39  <b>Teacher Wraparound Edition:</b>            CA 12; CC 35; MA 37; TT 42</p>

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<p><b>Common Curriculum Goal:</b> Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.</p>	
<p>Explain how a work of art reflects the artist's environment and personal experience within a society or culture, and apply to one's own work.</p>	
<p>Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.</p>	<p><b>Student Edition:</b>  <i>Getting Started</i> 32, 40, 58, 84, 92, 172  <i>History and Culture</i> 26</p> <p><b>Teacher Wraparound Edition:</b>            CC 35, 154, 167; MA 37</p>
<p><b>Common Curriculum Goal:</b> Understand the place of the arts within, and their influences on, society.</p>	
<p>Explain how the arts serve a variety of personal, professional, practical, economic, community and cultural needs.</p>	
<p>Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.</p>	<p><b>Student Edition:</b>  <i>Spotlight</i> 83</p> <p><b>Teacher Wraparound Edition:</b>            CC 167, 175, 184; CM 152; E 96; Ex 177;            MA 21, 132</p>
<p>Describe how the arts can influence individuals, communities and cultures.</p>	
<p>Explain the influence of the arts on human behavior, community life and cultural traditions.</p>	<p><b>Student Edition:</b>  <i>Getting Started</i> 40, 146  <i>History and Culture</i> 26</p> <p><b>Teacher Wraparound Edition:</b>            CA 12, 65, 88; MA 176</p>