

**GLENCOE CORRELATION**  
**MUSIC! ITS ROLE AND IMPORTANCE IN OUR LIVES**  
**LOUISIANA**  
**Arts Content Standards**  
**Benchmarks 9-12**

BENCHMARKS	PAGE REFERENCES
<b>CREATIVE EXPRESSION STANDARD</b>	
Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.	
<b>In Grades 9-12, what students know and are able to do includes:</b>	
CE-1M-H1 creating and improvising advanced musical forms individually and in groups, utilizing the voice and/or musical instruments; (1, 2, 4)	SE: <i>Activity</i> 47, 74, 186, 208-209 <i>Chapter Project</i> 80 TAE: A 64 P 114-115, 211, 219-220 CL 218
CE-1M-H2 applying with greater technical accuracy notational symbols and vocabulary that convey precise musical meaning; (2, 3, 4)	SE: <i>Activity</i> 43, 45, 93, 424 <i>Chapter Project</i> 389 <i>Music Theory Handbook</i> 596-611 TAE: CL 62-63 A 64 P 220-221
CE-1M-H3 performing and composing more complex compositions; (1, 2, 3)	SE: <i>Activity</i> 208-209, 329, 347-348, 374, 426 TAE: P 218-219, 220, 220-221, 317-318 A 63
CE-1M-H4 interpreting and applying the elements of music through utilizing preferred medium of choice; (1, 4, 5)	SE: <i>Chapter Project</i> 80 <i>Activity</i> 59, 208-209, 347-348 <i>Encore</i> 82 TAE: P 211, 218-219, 318-319
CE-1M-H5 performing in organized activities using a performance medium; (1, 5)	SE: <i>Activity</i> 134, 347-348, 473 <i>Chapter Project</i> 80 TAE: A 115 P 218-219, 219-220, 220
CE-1M-H6 analyzing the elements of music through listening to a variety of musical examples; (2, 4)	SE: <i>Activity</i> 96-97, 110, 200, 371 <i>Chapter Project</i> 33, 143, 290 TAE: CL 72-73, 146 P 234-235
CE-1M-H7 identifying commonalities and differences between music and other content disciplines. (2, 3, 4)	SE: <i>Chapter Project</i> 188 <i>Chapter Review</i> 55, 123, 141, 187, 553 <i>Music &amp; Art</i> 99, 170, 483, 498
<b>AESTHETIC PERCEPTION</b>	
Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.	
<b>In Grades 9-12, what students know and are able to do includes:</b>	
AP-2M-H1 using an expanded vocabulary when responding to the expressive qualities of music; (1, 4)	SE: 104-112, 150-164 <i>Activity</i> 120, 164 <i>Chapter Project</i> 188, 291 <i>Encore</i> 462 TAE: P 114-115, 246 CL 47

BENCHMARKS	PAGE REFERENCES
AP-2M-H2 analyzing the unique characteristics of music used for different purposes in various cultures; (2, 4, 5)	SE: 17-30, 58-71, 196-203, 221-242, 258-262, 270-275 <i>Encore</i> 34-35 TAE: P 183, 193, 219-220
AP-2M-H3 expressing the impact of music on our senses, intellects, and emotions; (1, 4, 5)	SE: 104-112, 149-164, 167-186 <i>Activity</i> 30, 454 <i>Encore</i> 292-293 TAE: P 105-106, 227, 246
AP-2M-H4 assimilating and communicating the multiple possibilities and options available for artistic expression in music; (1, 3, 4)	SE: 87-100, 317-338, 341-362, 365-386 <i>Activity</i> 186 TAE: P 219, 219-220, 220, 220-221, 227-228
AP-2M-H5 questioning, weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about music. (2, 4)	SE: 104-112 <i>Chapter Project</i> 143, 290, 461 <i>Activity</i> 536-537 TAE: A 106, 226-227 P 63, 183, 261
<b>HISTORICAL AND CULTURAL PERCEPTION</b> Students will develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.	
<b>In Grades 9-12, what students know and are able to do includes:</b>	
HP-3M-H1 demonstrating knowledge of musical styles that represent various historical periods and cultures; (1, 3)	SE: 467-484, 487-504, 507-526, 538-549 <i>Chapter Project</i> 33, 528 <i>Activity</i> 574 TAE: CL 46-47 P 218-219, 219-220
HP-3M-H2 analyzing the role of music as it relates to the needs of society; (2, 5)	SE: 221-242, 245-264, 267-288, 579-590 <i>Encore</i> 292-293 TAE: P 175, 183, 193, 227, 308
HP-3M-H3 analyzing various roles of musicians and identifying representative individuals who have functioned in these roles. (2, 4)	SE: 365-386 <i>Encore</i> 190-191 <i>Profile</i> 12, 90, 97, 246, 396 <i>Music &amp; History</i> 568 TAE: P 90 CL 228
<b>CRITICAL ANALYSIS</b> Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.	
<b>In Grades 9-12, what students know and are able to do includes:</b>	
CA-4M-H1 making judgments about musical experiences and applying the appropriate vocabulary to describe that experience; (1, 2, 4, 5)	SE: <i>Encore</i> 144-145 <i>Activity</i> 110, 264, 350, 484 <i>Chapter Project</i> 142, 461, 529 TAE: P 234-235 A 106
CA-4M-H2 experiencing and evaluating behavior appropriate for the context and style of music performed, both as audience and performer; (1, 2, 4, 5)	SE: <i>Activity</i> 105, 423 <i>Chapter Review</i> 439 <i>Chapter Project</i> 142, 291

BENCHMARKS	PAGE REFERENCES
CA-4M-H3 analyzing appropriate choices of music according to function; (3, 4, 5)	SE: <i>Activity</i> 250-252, 277, 446 <i>Chapter Project</i> 290, 291 TAE: CL 47 P 175, 183, 193, 227
CA-4M-H4 defending choices for musical selections. (1, 5)	SE: <i>Activity</i> 249, 454, 586 <i>Chapter Project</i> 389 TAE: P 38

### Codes Used for TAE Pages

A        Activity  
CL        Cooperative Learning  
P        Project