

GLENCOE CORRELATION
ESSENTIAL ELEMENTS FOR CHOIR MUSICIANSHIP LEVEL 4
ESSENTIAL ELEMENTS FOR CHOIR MIXED VOICES LEVEL 4
ESSENTIAL ELEMENTS FOR CHOIR TREBLE VOICES LEVEL 4
ESSENTIAL ELEMENTS FOR CHOIR TENOR BASS VOICES LEVEL 4
LOUISIANA
Arts Content Standards
Benchmarks 9-12

BENCHMARKS	PAGE REFERENCES
CREATIVE EXPRESSION	
Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.	
In Grades 9-12, what students know and are able to do includes:	
CE-1M-H1 creating and improvising advanced musical forms individually and in groups, utilizing the voice and/or musical instruments; (1, 2, 4)	<i>Musicianship</i> TE: 90, 252 (first activity)
CE-1M-H2 applying with greater technical accuracy notational symbols and vocabulary that convey precise musical meaning; (2, 3, 4)	<i>Mixed Voices</i> SE: 1, 15, 47, 58, 74 <i>Treble Voices</i> SE: 8, 36, 57
CE-1M-H3 performing and composing more complex compositions; (1, 2, 3)	<i>Musicianship</i> TE: 1, 9, 18, 39, 44, 71, 93, 103, 157, 164, 190
CE-1M-H4 interpreting and applying the elements of music through utilizing preferred medium of choice; (1, 4, 5)	<i>Mixed Voices</i> SE: 47, 58, 149 <i>Musicianship</i> TE: 13, 16, 38, 98, 110, 131, 149, 198, 201, 209
CE-1M-H5 performing in organized activities using a performance medium; (1, 5)	<i>Musicianship</i> TE: 25, 59, 64, 120, 139, 154, 215
CE-1M-H6 analyzing the elements of music through listening to a variety of musical examples; (2, 4)	<i>Mixed Voices</i> TE: 11, 30, 126 <i>Musicianship</i> TE: 1, 9, 52, 59, 93, 170, 198, 204 <i>Tenor Bass Voices</i> SE: 120 TE: 56 <i>Treble Voices</i> TE: 44, 179
CE-1M-H7 identifying commonalities and differences between music and other content disciplines. (2, 3, 4)	<i>Musicianship</i> TE: 25, 88, 97-98, 105, 186, 195, 210, 215 <i>Tenor Bass Voices</i> TE: 144-145 <i>Treble Voices</i> TE: 4, 172

BENCHMARKS	PAGE REFERENCES
AESTHETIC PERCEPTION	
Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.	
In Grades 9-12, what students know and are able to do includes:	
AP-2M-H1 using an expanded vocabulary when responding to the expressive qualities of music; (1, 4)	<i>Mixed Voices</i> SE: 123 <i>Musicianship</i> TE: 210, 215 <i>Tenor Bass Voices</i> SE 27
AP-2M-H2 analyzing the unique characteristics of music used for different purposes in various cultures; (2, 4, 5)	<i>Mixed Voices</i> SE: 47, 149 TE: 133 <i>Musicianship</i> TE: 186, 197 <i>Tenor Bass Voices</i> TE: 56, 68, 169 <i>Treble Voices</i> SE: 43, 85, 105 TE: 44, 61, 88
AP-2M-H3 expressing the impact of music on our senses, intellects, and emotions; (1, 4, 5)	<i>Mixed Voices</i> SE: 123, 138 <i>Tenor Bass Voices</i> SE 88, 142
AP-2M-H4 assimilating and communicating the multiple possibilities and options available for artistic expression in music; (1, 3, 4)	<i>Mixed Voices</i> SE 58, 74, 130
AP-2M-H5 questioning, weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about music. (2, 4)	<i>Mixed Voices</i> TE: 31, 39, 62, 133, 159-160 <i>Musicianship</i> TE: 16 <i>Tenor Bass Voices</i> SE: 34, 45 TE: 33, 47, 56, 66, 68, 98, 145, 160 <i>Treble Voices</i> SE: 158 TE: 4, 44, 62, 88, 127, 143, 172
HISTORICAL AND CULTURAL PERCEPTION	
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.	
In Grades 9-12, what students know and are able to do includes:	
HP-3M-H1 demonstrating knowledge of musical styles that represent various historical periods and cultures; (1, 3)	<i>Mixed Voices</i> SE 1, 15, 28 TE: 2, 31 <i>Tenor Bass Voices</i> SE 53, 158 TE: 145 <i>Treble Voices</i> SE 73, 136 TE: 88

BENCHMARKS	PAGE REFERENCES
HP-3M-H2 analyzing the role of music as it relates to the needs of society; (2, 5)	<i>Mixed Voices</i> SE 22, 104, 157 TE: 31 <i>Tenor Bass Voices</i> SE 37, 64 <i>Treble Voices</i> SE 50, 145
HP-3M-H3 analyzing various roles of musicians and identifying representative individuals who have functioned in these roles. (2, 4)	<i>Mixed Voices</i> TE: 62 <i>Musicianship</i> TE: 31, 39, 46, 57, 121, 127 <i>Tenor Bass Voices</i> TE: 46-47, 98, 145
CRITICAL ANALYSIS Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.	
In Grades 9-12, what students know and are able to do includes:	
CA-4M-H1 making judgments about musical experiences and applying the appropriate vocabulary to describe that experience; (1, 2, 4, 5)	<i>Mixed Voices</i> TE: 12, 21, 30, 61, 74, 92, 217 <i>Musicianship</i> TE: 1, 9, 12, 18, 29, 47, 71, 75, 97, 121, 128, 167, 190, 195, 216, 229 <i>Tenor Bass Voices</i> TE: 2, 23, 67, 80, 97, 108, 121, 144, 169 <i>Treble Voices</i> TE: 12, 26, 52, 71, 100, 127, 155, 187
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)	<i>Mixed Voices</i> SE 7, 109 TE: 4 <i>Tenor Bass Voices</i> TE: 47, 98, 160 <i>Treble Voices</i> TE: 87
CA-4M-H3 analyzing appropriate choices of music according to function; (3, 4, 5)	<i>Tenor Bass Voices</i> TE: 107 <i>Treble Voices</i> TE: 88, 97
CA-4M-H4 defending choices for musical selections. (1, 5)	<i>Mixed Voices</i> TE: 31, 39, 160 <i>Musicianship</i> TE: 25, 31, 39, 44, 125 <i>Tenor Bass Voices</i> SE 53 TE: 33, 56, 68 <i>Treble Voices</i> SE 89

*SE page references correspond to the page numbers of the Student Edition, which are given in black triangles or circles on the Teacher Edition pages.