

Glencoe/McGraw-Hill

***GLENCOE MUSIC! ITS ROLE AND IMPORTANCE IN OUR LIVES* © 2006**

correlated to

**Alabama Course of Study
Arts Education
Instrumental Music Grades 6-12 Level 1**

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STANDARDS AND OBJECTIVES	PAGE REFERENCES
<p>1. Demonstrate the components necessary for characteristic tone production in the middle register at a <i>mezzo forte</i> level. Examples: demonstrating correct posture and playing position, adjusting tone quality while playing, forming correct <i>embouchure</i>, beginning tone with correct attack, supporting tone with proper breath support, sustaining tone without wavers in pitch or intensity, releasing tone on pitch</p> <ul style="list-style-type: none"> • Adjusting pitch to a tuning standard Example: using an electronic tuner to adjust the length of the instrument 	60-61,62
<p>2. Sight-read unison literature in the appropriate clef.</p> <ul style="list-style-type: none"> • Counting music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, and dotted quarter note and eighth rest in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{2}{2}$, and $\frac{6}{8}$ meter signatures using a counting system • Performing music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, and dotted quarter note and eighth rest in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{2}{2}$, and $\frac{6}{8}$ meter signatures • Playing notes from the printed page within the appropriate clef • Performing music containing the dynamic markings of <i>crescendo</i>, <i>decrescendo</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, and <i>f</i> • Performing music that combines the basic articulations of tonguing, slurring, accent, <i>legato</i>, and <i>staccato</i> for winds and <i>détaché</i>, <i>pizzicato</i>, and slurring for strings • Performing as a member of a large group and small ensemble with attention to balance and intonation • Identifying the structural elements of plot in a script or production <p>Examples: exposition, complication, crisis, climax or resolution</p>	80,86,91,531-532 533 399,481 448 176 231,413 364, 366, 368, 374

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3. Perform major scales and their related <i>arpeggios</i> , including concert Bb, Eb, and Ab and chromatic scale from concert Bb to Bb for wind and percussion instruments; scales C, G, and D chromatic scale from concert C to C for strings; and rudiments consisting of five- and nine-stroke rolls, flam, single paradiddle, and <i>flamacue</i> for percussion.	52-53, 148-149
4. Demonstrate correct fingerings for all notes in the practical range of personal instruments.	
5. Compose an eight-measure melody based on a diatonic scale and written in the practical playing range of an instrument. <ul style="list-style-type: none"> • Transposing a melody into a different key 	52-53
6. Demonstrate conducting patterns of four, three, and two beats per measure; entrance cues; and cutoffs.	162-163, 164
7. Identify characteristics of various forms of musical compositions. Examples: march typically fast and detached, chorale typically slow and connected	146-147, 271, 284, 289, 308, 331, 335
8. Critique live or videotaped performances with respect to tone quality.	83, 121, 136, 304, 307, 352, 515-516

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<p>9. Name written pitches on the instrument when given concert pitch. Example: concert Bb corresponding to written C on a clarinet</p>	
<p>10. Identify the size of the interval between two given notes. Example: C to E being a 3rd</p> <ul style="list-style-type: none"> • Identifying size and quality of intervals between two given notes Example: C to E being a major 3rd 	53-55, 61, 211, 255, 536-537
<p>11. Demonstrate appropriate care of personal instruments. Examples: assembling a clarinet, removing moisture from a flute, applying rosin to a violin bow</p>	
<p>12. Define the elements of music, including melody, rhythm, form, timbre, harmony, and texture.</p>	17, 25,63,158
<p>13. Identify various composers and stylistic periods of music. Examples: Johann Sebastian Bach—Baroque period, Wolfgang Amadeus Mozart—Classical period</p>	19,45,56, 82, 90, 181, 357, 369, 395, 397-400, 405, 413, 425, 439, 443