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

correlated to

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

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Alabama Course of Study: Arts Education
Vocal Music Grades 6-12 Level 1

STANDARDS AND OBJECTIVES	PAGE REFERENCES
<p>1. Demonstrate chest and head voices while singing individually and in groups.</p> <ul style="list-style-type: none"> • Demonstrating correct posture • Adjusting tone quality while singing • Supporting a tone with proper breath control for 8 beats • Singing uniform vowels • Enunciating beginning and ending consonants • Demonstrating proper vocal technique as a member of a large group Example: balance and blend of vocal timbre within a group • Identifying components of proper vocal health Examples: maintaining proper hydration and diet, refraining from use of tobacco and drugs 	126-134
<p>2. Sight-sing unison literature.</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, and eighth note and rest in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ meter signatures using a counting system <p>Example: </p> <p> , or</p> <p> 1 2 3& 4 1& 2& 3 4 , or</p> <p> Ta Ta TiTi Ta TiTi TiTi Ta Ta </p> <ul style="list-style-type: none"> • Singing standard pitch notation, including letter names, <i>sofège</i>, and numbers in the treble or bass clef within an octave range, and using stepwise movement and the intervals of a third and fifth • Performing scales and their related <i>arpeggios</i> • Demonstrating whole- and half-step patterns in the major scale 	529-532
	53,129-130,132-134,532-533
	52-53,211,534-536

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3. Perform a varied repertoire of solo, unison, and two-part literature, including selections in Latin. <ul style="list-style-type: none"> • Performing accurately literature that indicates tempo markings of <i>moderato</i>, <i>ritardando</i>, and <i>a tempo</i> • Performing accurately literature that indicates dynamic markings of <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, and <i>forte</i> • Performing accurately literature that indicates articulation markings of <i>legato</i> and <i>staccato</i> • Responding vocally to the conductor's cues, indicating meter, entrances, and cutoffs 	164,400,467 480-481 44,156,479,481 162-165
4. Improvise simple rhythmic patterns to enhance warm-ups or appropriate literature.	80,86,91,213
5. Create vocal compositions using available and appropriate technology.	171-174,313,502
6. Identify various forms of musical compositions. Examples: strophic, theme and variations	44,146-147,156-158,184
7. Evaluate performances of self and others to determine accuracy of pitch and rhythm and clarity of diction.	71,122- 123,136,137,463,483,523
8. Analyze a vocal composition to determine how the use of tempo, dynamics, and articulation are used to create a specific mood or effect. Example: "Hallelujah Chorus" evoking excitement	40- 41,56,71,91,139,164,299,39 4,402,433,465,472,485
9. Write rhythmic dictation composed of eight-beat patterns, including quarter, eighth, and half notes and quarter rests.	531-532

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10. Define the elements of music, including rhythm, melody, form, timbre, harmony, and texture.	15-17,25,26,27,52-54,63,74-94,127,206
11. Describe ways in which concepts of music relate to concepts in other disciplines. Example: use of rhythm in music, visual arts, dance, and theatre	21,47,73,117,143,167,221,317,379,407,435,459,489,511,527
12. Identify various composers and stylistic periods of the literature being performed. Examples: "Psallite" from Michael Praetorius' <i>Musae sioniae</i> , 1609, late Renaissance; "Alleluia" from Johann Sebastian Bach's <i>Cantata No. 142</i> , Baroque period; "Didn't My Lord Deliver Daniel?," traditional spiritual; "All Things Bright and Beautiful," John Rutter, contemporary music <ul style="list-style-type: none"> • Comparing music of several cultures of the world Examples: Japanese folk song "Sakura, Sakura," South African folk song "Siyahamba," Russian folk song "Tum Balalaika," Mexican folk song "Cielito lindo" 	32-33,260,390,397-400 57,59,112,136,237-238,286,373-375
13. Identify key signatures C, F, and G.	538-539,540