

**FLORIDA DEPARTMENT OF EDUCATION  
INSTRUCTIONAL MATERIALS CORRELATION  
COURSE DESCRIPTION  
GRADES 6-12**

**SUBJECT:** Music

**COURSE NAME:** Introduction to Music Performance

**SUBMISSION TITLE:** Music! Its Role and Importance in Our Lives

**PUBLISHER:** Glencoe/McGraw-Hill

**GRADE(S):** 9–12

**COURSE CODE NUMBER:** 1301300

\*Use I for Indepth and M for Mentioned

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
1		Demonstrate use of appropriate vocal skills in varied styles of basic choral literature.	<b>Student Edition:</b> 33, 100, 134, 200, 227, 282, 298, 313, 314, 356, 519 <b>Teacher's Edition:</b> 33, 100, 134, 200, 227, 282, 298, 313, 314, 356, 519 <b>MIDI Activities:</b> Project 11	I I I
	MU.A.1.4.1	sing accurately, with and without accompaniment, standard choral repertoire (e.g., <i>music written in four-, five-, or six-part madrigal or double choir</i> ) with appropriate vocal technique.	<b>Student Edition:</b> 134, 282, 298, 314 <b>Teacher's Edition:</b> 134, 282, 298, 314 <b>MIDI Activities:</b> Project 11 <b>Audio CD Library:</b> CD 4:30, 9:2, 9:9, 9:17  <b>Student Edition:</b> 33, 100, 126, 227, 271, 313, 356 <b>Teacher's Edition:</b> 33, 100, 126, 227, 271, 313, 356	I I I I M M
	MU.A.1.4.2	use appropriate vocal styles and techniques of various musical literature (e.g., jazz, Baroque, gospel, and swing).	<b>Student Edition:</b> 33, 100, 134, 200, 227, 282, 298, 313, 314, 356, 519 <b>Teacher's Edition:</b> 33, 100, 134, 200, 227, 282, 298, 313, 314, 356, 519	I I
	MU.A.1.4.3	use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, madrigal).	<b>Student Edition:</b> 18, 384, 486 <b>Teacher's Edition:</b> 18, 384, 486 <b>Teacher Resource Binder:</b> 7, 26, 140, 121, 149 <b>MIDI Activities:</b> Project 11:3	I I I I
2		Demonstrate basic technical skills, including production of a characteristic tone, on the instrument of choice.	<b>Student Edition:</b> 33, 40, 41, 61, 79, 139, 189–190, 298, 323, 356, 371, 377, 387, 401, 414–415, 420, 450 <b>Teacher's Edition:</b> 33, 40, 41, 61, 79, 139, 189–190, 298, 323, 356, 371, 377, 387, 401, 414–415, 420, 450	I I

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	MU.A.2.4.1	perform on at least one instrument, alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.	<b>Student Edition:</b> 16, 17, 33, 79, 139, 189–190, 298, 356, 371 <b>Teacher's Edition:</b> 16, 17, 33, 79, 139, 189–190, 298, 356, 371 <b>Student Edition:</b> 53, 54, 62, 93 <b>Teacher's Edition:</b> 53, 54, 62, 93	I I M M
	MU.A.2.4.2	perform <i>music of moderate to advanced difficulty</i> of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).	<b>Student Edition:</b> 40, 41, 79, 139, 323, 371, 377, 387, 401, 414–415, 420, 450 <b>Teacher's Edition:</b> 40, 41, 79, 139, 323, 371, 377, 387, 401, 414–415, 420, 450	I I
	MU.A.2.4.3	perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).	<b>Student Edition:</b> 18, 86, 111, 260, 282, 356, 450, 456 <b>Teacher's Edition:</b> 18, 86, 111, 260, 282, 356, 450, 456 <b>Teacher Resource Binder:</b> 7, 129, 130, 131, 195	I I I
3		Create simple compositions and arrangements to demonstrate knowledge of the structure and stylistic characteristics of specified composers and genres.	<b>Student Edition:</b> 64, 147, 152, 216, 236, 323, 377, 401, 442, 452, 502, 504, 519 <b>Teacher's Edition:</b> 64, 147, 152, 216, 236, 323, 377, 401, 442, 452, 502, 504, 519 <b>Teacher Resource Binder:</b> 7, 73, 75, 140, 195, 223 <b>MIDI Activities:</b> Project 4	I I I I
	MU.B.2.4.1	use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.	<b>Student Edition:</b> 86, 147, 246, 377, 442, 452, 502, 504, 519 <b>Teacher's Edition:</b> 86, 147, 246, 377, 442, 452, 502, 504, 519 <b>MIDI Activities:</b> Projects 4, 9, 10, 14, 16, 17, 19	I I I
	MU.B.2.4.2	arrange familiar music for voices or instruments for a specific event or function.	<b>Student Edition:</b> 64, 152, 155, 505 <b>Teacher's Edition:</b> 64, 152, 155, 505 <b>Teacher Resource Binder:</b> 7, 73, 75, 140, 195, 223	I I I
4		Create melodic, rhythmic, and harmonic improvisations appropriate to the choral and instrumental literature studied.	<b>Student Edition:</b> 53, 86, 93, 147, 200, 303, 486 <b>Teacher's Edition:</b> 53, 86, 93, 147, 200, 303, 486 <b>Teacher Resource Binder:</b> 61, 68, 73, 114	I I I

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	MU.A.2.4.4	perform melodic phrases accurately, after hearing only once.	<b>Student Edition:</b> 474, 485 <b>Teacher's Edition:</b> 474, 485 <b>Teacher Resource Binder:</b> 26, 73, 149  <b>Student Edition:</b> 108, 211 <b>Teacher's Edition:</b> 108, 211	I I I M M
	MU.A.3.4.3	write the notation for a simple harmonic progression performed by someone else.	<b>Student Edition:</b> 33, 140, 147 <b>Teacher's Edition:</b> 33, 140, 147 <b>Teacher Resource Binder:</b> 61, 68, 73  <b>Student Edition:</b> 43, 93, 151, 231, 246, 485 <b>Teacher's Edition:</b> 43, 93, 151, 231, 246, 485	I I I M M
	MU.B.1.4.1	improvise harmonic accompaniments in pentatonic, major, and minor modes.	<b>Student Edition:</b> 486 <b>Teacher's Edition:</b> 486 <b>Teacher Resource Binder:</b> 61, 68, 73, 114 <b>MIDI Activities:</b> Project 1.2  <b>Student Edition:</b> 112 <b>Teacher's Edition:</b> 112	I I I I M M
	MU.B.1.4.2	improvise melodies over a given chord progression with appropriate notes and rhythm.	<b>Student Edition:</b> 200 <b>Teacher's Edition:</b> 200 <b>MIDI Activities:</b> Projects 1.3, 3.2, 7.2, 7.5, 13.3  <b>Student Edition:</b> 108, 211 <b>Teacher's Edition:</b> 108, 211	I I I M M
5		Analyze the musical elements of a varied repertoire to determine the style, period, or genre.	<b>Student Edition:</b> 31, 57, 99, 103, 160, 411, 430, 433, 439, 454, 518, 521 <b>Teacher's Edition:</b> 31, 57, 99, 103, 160, 411, 430, 433, 439, 454, 518, 521 <b>Audio CD Library:</b> CD 1:33–36; 1:12–15, 1:21; 3:20–21	I I I

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	MU.A.3.4.2	describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).	<b>Student Edition:</b> 227 <b>Teacher's Edition:</b> 227 <b>Teacher Resource Binder:</b> 41, 49, 73, 100	   
	MU.C.1.4.1	describe and classify unfamiliar music according to style, period, composer, culture, or performer.	<b>Student Edition:</b> 105, 334, 335, 386, 391, 411, 445, 457, 488, 526 <b>Teacher's Edition:</b> 105, 334, 335, 386, 391, 411, 445, 457, 488, 526	 
	MU.C.1.4.2	understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).	<b>Student Edition:</b> 37, 137, 196, 230, 261, 342, 362, 462, 482, 519 <b>Teacher's Edition:</b> 37, 137, 196, 230, 261, 342, 362, 462, 482, 519	 
	MU.D.1.4.2	analyze music events within a composition using appropriate music principles and technical vocabulary.	<b>Student Edition:</b> 56, 81–82, 88, 110, 121, 160, 231, 289, 357, 405, 411, 412, 433, 487 <b>Teacher's Edition:</b> 56, 81–82, 88, 110, 121, 160, 231, 289, 357, 405, 411, 412, 433, 487	 
	MU.E.1.4.2	understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.	<b>Student Edition:</b> 103, 136, 306, 312, 443, 464, 472, 483, 488, 496, 521 <b>Teacher's Edition:</b> 103, 136, 306, 312, 443, 464, 472, 483, 488, 496, 521	 
6		Analyze and evaluate performances as a participant or listener.	<b>Student Edition:</b> 13, 67, 71, 153, 154, 155, 463, 496, 502, 521, 525 <b>Teacher's Edition:</b> 13, 67, 71, 153, 154, 155, 463, 496, 502, 521, 525 <b>Audio CD Library:</b> CDs 1–15	   
	MU.D.1.4.1	perceive and remember significant music events within a composition.	<b>Student Edition:</b> 59, 62, 93, 127, 157, 227, 463, 465, 468, 497 <b>Teacher's Edition:</b> 59, 62, 93, 127, 157, 227, 463, 465, 468, 497	 
	MU.D.1.4.3	understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.	<b>Student Edition:</b> 35, 44, 113, 131, 152, 185, 191, 294, 297, 433 <b>Teacher's Edition:</b> 35, 44, 113, 131, 152, 185, 191, 294, 297, 433	 

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	MU.D.2.4.1	establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.	<b>Student Edition:</b> 66–67, 71, 153, 486, 495, 496, 502, 521, 525 <b>Teacher's Edition:</b> 66–67, 71, 153, 486, 495, 496, 502, 521, 525	 
	MU.D.2.4.2	understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.	<b>Student Edition:</b> 13, 67, 69, 71, 154, 155, 174, 180, 188, 219, 240 <b>Teacher's Edition:</b> 13, 67, 69, 71, 154, 155, 174, 180, 188, 219, 240	 
	MU.E.2.4.1	knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings.	<b>Student Edition:</b> 57, 230, 247, 248, 252, 263, 271, 276, 279, 281 <b>Teacher's Edition:</b> 57, 230, 247, 248, 252, 263, 271, 276, 279, 281	 
	MU.E.2.4.2	use informed consumer choices concerning music based on personal criteria (e.g., rationalizes and defends musical preferences).	<b>Student Edition:</b> 10, 71, 115, 153, 206, 229, 277, 300, 496, 509 <b>Teacher's Edition:</b> 10, 71, 115, 153, 206, 229, 277, 300, 496, 509	 
7		Demonstrate responsible participation in music activities.	<b>Student Edition:</b> 52, 496, 502 <b>Teacher's Edition:</b> 52, 496, 502 <b>Teacher Resource Binder:</b> 7, 26, 114, 149, 179, 195	   
8		Demonstrate knowledge of the role and influence of music and musicians in history, culture, society, and one's own life.	<b>Student Edition:</b> 175, 181, 243, 269, 293, 329, 390, 429, 439, 441, 454, 461, 465, 483 <b>Teacher's Edition:</b> 175, 181, 243, 269, 293, 329, 390, 429, 439, 441, 454, 461, 465, 483	 
	MU.C.1.4.3	understand the influence of significant composers and performers on musical styles, traditions, and performance practices.	<b>Student Edition:</b> 175, 181, 329, 390, 429, 439, 441, 454, 465, 483 <b>Teacher's Edition:</b> 175, 181, 329, 390, 429, 439, 441, 454, 465, 483	 
	MU.E.2.4.3	know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.	<b>Student Edition:</b> 122, 165, 171, 175, 213, 279, 285, 329, 369, 375, 478, 483, 495, 544–552 <b>Teacher's Edition:</b> 122, 165, 171, 175, 213, 279, 285, 329, 369, 375, 478, 483, 495, 544–552	 

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9		Demonstrate awareness of the connections between music and other subject areas.	<b>Student Edition:</b> 61, 83, 99, 151, 156, 256, 371, 393, 423, 438, 441, 451, 455 <b>Teacher's Edition:</b> 61, 83, 99, 151, 156, 256, 371, 393, 423, 438, 441, 451, 455	I
	MU.E.1.4.1	understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.	<b>Student Edition:</b> 61, 83, 99, 101, 151, 156, 256, 371, 393, 423, 438, 441, 451, 455 <b>Teacher's Edition:</b> 61, 83, 99, 101, 151, 156, 256, 371, 393, 423, 438, 441, 451, 455	I