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Music! Its Role and Importance In Our Lives © 2005

Oklahoma General Music Standards, Grades 9–12

STANDARD	DEFINITION	STUDENT EDITION PAGE NUMBER
Standard 1: <i>Language of Music - The student will read, notate and interpret music.</i>		
1.1	Identify and define the meaning of symbols for pitch, rhythm, dynamics, tempo, articulation (e.g. staccato, legato, marcato, accent) and expression (phrasing) found in a musical score.	8, 10, 27, 28, 65, 70, 80, 81, 83, 84, 110, 112, 127, 131, 132, 137, 140, 141, 157, 176, 191, 200, 202, 203, 228, 229, 231, 232, 255, 257, 258, 259, 260, 266, 271, 276, 277, 284, 294, 300, 302, 304, 307, 308, 312, 323, 325, 326, 328, 331, 332, 334, 335, 350, 352, 356, 357, 368, 371, 377, 386, 387, 390, 391, 392, 401, 402, 405, 411, 412, 414, 415, 418, 419, 421, 430, 433, 439, 441, 449, 450, 451, 454, 456, 457, 463, 465, 468, 472, 518, 519
1.2	Analyze and discuss the use of appropriate vocabulary of musical elements. a) Melody, b) Rhythm, c) Harmony, d) Form, e) Tone Color, f) Texture, g) Pitch, h) Tempo, i) Dynamics.	8, 13, 16, 17, 27, 28, 31, 33, 35, 40, 41, 44, 52, 53, 54, 55, 56, 59, 62, 80, 81, 99, 100, 101, 110, 112, 115, 121, 122, 123, 125, 128, 131, 136, 137, 140, 141, 150, 152, 153, 157, 160, 161, 163, 164, 165, 174, 180, 184, 185, 190, 191, 198, 202, 203, 206, 211, 213, 216, 217, 219, 231, 232, 235, 239, 240, 245, 246, 251, 252, 255, 257, 258, 259, 260, 262, 266, 271, 276, 277, 281, 282, 284, 289, 290, 294, 297, 300, 302, 304, 307, 308, 312, 323, 325, 326, 328, 331, 332, 334, 335, 345, 347, 349, 350, 352, 356, 357, 364, 366, 368, 372, 374, 386, 387, 390, 391, 392, 396, 401, 402, 405, 411, 412, 414, 418, 419, 421, 424, 425, 427, 430, 431, 433, 449, 450, 451, 454, 456, 457, 472, 474, 476, 479, 483, 485, 487, 488, 494, 495, 496, 497, 504, 505, 506, 515, 516, 518, 519, 525, 526
1.3	Notate simple rhythms and melodies using standard notation.	86, 93, 147, 151, 377, 425, 441, 442, 452, 485, 502, 504, 505
1.4 Proficient	Demonstrate the ability to read an instrumental or vocal score of up to four staves. Demonstrate ability to describe how the elements of music (melody, rhythm, harmony, form,	8, 79, 91, 110, 126, 129, 132, 139, 140, 147, 148, 149, 176, 184, 185, 208, 210, 218, 219, 227, 282, 323, 334, 350, 356, 357, 364, 366, 368, 391, 392, 411, 412, 414, 415, 418, 419,

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	tone color, texture, pitch, tempo, and dynamics) are used.	420, 421, 424, 425, 474, 476, 479
1.4 Advanced	Demonstrate the ability to read and interpret a full instrumental or vocal score including nonstandard notation symbols used by 20th century composers. Demonstrate the ability to describe how elements of music are used and explain all transpositions and clefs.	81, 188, 191, 208, 216, 332, 384, 387, 401, 402, 405, 427, 449, 450, 451, 520
1.5 Proficient	Notate rhythms and melodies in simple meters.	86, 93, 108, 147, 148, 151, 377, 425, 441, 442, 452, 485, 502
1.5 Advanced	Notate rhythms and melodies in compound meters.	108, 377, 425, 441, 442, 452, 502
1.6 Proficient	Identify compositional devices used in choral or instrumental compositions such as key changes, cadences, and articulation.	44, 81, 84, 91, 110, 112, 127, 131, 132, 152, 157, 160, 174, 176, 180, 191, 198, 200, 202, 203, 206, 211, 231, 232, 251, 252, 255, 257, 258, 259, 260, 262, 266, 286, 289, 294, 302, 325, 326, 328, 331, 332, 334, 335, 345, 347, 349, 350, 352, 356, 357, 364, 366, 368, 371, 374, 390, 391, 396, 401, 402, 405, 418, 419, 420, 421, 424, 425, 427, 439, 441, 449, 450, 451, 454, 456, 457, 474, 476, 479, 495, 496, 497, 508, 509, 518, 519, 521
1.6 Advanced	Identify use of compositional devices used in choral or instrumental compositions such as key changes, augmentation and diminution, motives, and imitation.	44, 83, 88, 100, 154, 157, 174, 176, 178, 180, 198, 200, 202, 203, 210, 211, 231, 232, 236, 239, 240, 246, 286, 289, 294, 302, 325, 326, 328, 331, 332, 334, 335, 345, 347, 349, 350, 352, 356, 357, 364, 366, 368, 371, 374, 390, 392, 396, 401, 402, 405, 411, 412, 414, 415, 418, 419, 420, 421, 424, 425, 427, 449, 450, 451, 454, 456, 457, 495, 496, 497
1.7 Proficient	Describe the characteristic features of particular instrumental composition.	44, 103, 105, 176, 178, 184, 185, 191, 255, 257, 259, 260, 262, 266, 289, 368, 371, 401, 402, 405, 433
1.7 Advanced	Identify use of formal devices characteristic of a string quartet, march, tone poem, suite or	44, 178, 185, 255, 257, 258, 259, 260, 262, 289, 368, 371, 391, 392, 401, 402, 405, 411, 412, 414, 415, 424, 425, 427,

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	symphony.	430, 431, 433, 449, 450, 451
Standard 2: <i>Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.</i>		
2.1 Proficient	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind the classifications. Example. Upon hearing works that have been studied, name the genre (such as opera), style (such as jazz, blues) and historical background (national anthems), period in history (Baroque, Classical, Romantic, Contemporary), and culture for each, including composers.	5, 8, 10, 16, 17, 56, 57, 62, 103, 105, 248, 271, 276, 277, 279, 286, 289, 303, 304, 307, 308, 312, 313, 322, 396, 430, 431, 433, 445, 454, 456, 457, 463, 464, 465, 468, 472, 486, 487, 488, 495, 496, 518, 519, 521, 525, 526
2.1 Advanced	Compare and contrast music from a variety of genres, styles, periods, and cultures. Example. In a small group, prepare a class presentation comparing the Baroque, Classical, Romantic and Contemporary period orchestras including representative instrumentation, composers and style of composition, using visual and aural examples.	5, 13, 16, 17, 19, 56, 57, 188, 228, 229, 235, 246, 271, 276, 277, 304, 307, 308, 337, 386, 391, 396, 431, 445, 454, 457, 463, 468, 496, 523
2.2 Proficient	Describe origins and development of American genres such as musicals, jazz and rock music, including composers.	17, 39, 41, 188, 198, 200, 202, 303, 304, 307, 308, 315, 345, 450, 525, 526
2.2 Advanced	Identify and differentiate two or more cultural sources of influence and determine the historical context that created a synthesis of influences.	15, 39, 44, 103, 105, 216, 217, 218, 219, 322, 411, 412, 445, 457, 468, 521, 525, 526
Standard 3: <i>Music Expression - The student will perform, imitate, compose a variety of music within specific guidelines.</i>		
3.1 Proficient	Choral Ensembles: Sing with expression and accuracy,	18, 33, 64, 100, 107, 128, 129, 132, 139, 147, 152, 157, 176, 184, 200, 208, 213, 225,

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	including proper technique and breath control, intonation, diction, correct pitches and rhythms, appropriate for a large and varied repertoire of vocal literature (e.g. madrigal, jazz, barbershop).	282, 297, 298, 313, 314, 474, 476, 486
3.1 Advanced	Choral Ensembles: Sing with expression and accuracy, including proper technique, breath control, diction and a variety of articulations appropriate for a large and varied repertoire of vocal literature.	64, 129, 132, 200, 213, 236, 239, 246, 271, 282, 313, 314, 356, 357, 368, 371, 384
3.2 Proficient	Choral Ensembles: Sing music written in four parts, with and without accompaniment at a moderate level of difficulty.	100, 129, 132, 139, 149, 152, 157
3.2 Advanced	Choral Ensembles: Sing music written for a variety of voicings (first soprano, second soprano, alto, tenor, baritone, bass) with and without accompaniment (a capella) at a moderate level to professional level of difficulty.	100, 356, 357, 368, 371, 384
3.1 Proficient	Instrumental Ensembles: Perform instrumental music accurately, and in tune, and following the conductor.	31, 33, 35, 65, 77, 79, 86, 88, 93, 112, 113, 152, 155, 282, 297, 298, 356, 357, 364, 368, 371, 372, 377, 391, 450, 451, 504, 505
3.1 Advanced	Instrumental Ensembles: Perform instrumental music accurately (pitch, rhythm, phrasing, intonation, articulation), in tune, balancing with the rest of the ensemble and responding to the conductor's cues.	31, 33, 35, 65, 79, 86, 88, 93, 112, 113, 149, 152, 155, 282, 297, 298, 356, 357, 364, 368, 371, 372, 377, 414, 450, 451, 504, 505
3.2 Proficient	Instrumental Ensembles: Perform with expression and technical accuracy a large and varied repertoire of instrumental literature.	40, 41, 53, 54, 59, 61, 62, 77, 79, 80, 93, 101, 112, 128, 139, 140, 149, 151, 189, 216, 246, 255, 260, 282, 364, 377, 390, 452, 485
3.2 Advanced	Instrumental Ensembles: Perform on an instrument with expression (phrasing and interpretation) and accuracy (varied	79, 151, 189, 260, 323, 356, 357, 368, 371, 372, 377, 387, 390, 401, 414, 424, 450, 451, 456, 504, 505, 519, 520

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	meters and keys), including appropriate technique specific to the instrument (i.e. breathing techniques, mallet techniques and bowing techniques), using appropriate dynamics, tempo and articulations appropriate for the style of the music.	