

<p style="text-align: center;"><b>Glencoe/McGraw-Hill</b>  <i>Music! Its Role and Importance In Our Lives</i> ©  <b>2005</b></p> <p style="text-align: center;"><i>New Mexico Music Standards Grades 9–12</i></p>		
STANDARD	DEFINITION	STUDENT EDITION PAGE NUMBER
<p><b>Standard 1:</b> <i>Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</i></p>		
1A	Perform expressively with appropriate dynamics, phrasing, and interpretation.	16, 77, 111, 132, 133, 184, 189, 213, 260, 298, 314, 356, 377, 384, 401, 420, 456, 486
1B	Demonstrate an understanding of simple and compound meters.	77, 84, 151
1C1	Define and perform simple and compound meters.	19, 33, 80, 91, 99, 163, 420, 424
1C2	Define and perform shifting and mixed meters.	16, 65
1D	Explore music theory, history, and appreciation.	5, 19, 25, 31, 33, 53, 132, 139, 148, 157, 158, 184, 203, 215, 228, 231, 235, 251, 252, 260, 271, 308, 312, 321, 323, 345, 374, 392, 415, 416, 419
<p><b>Standard 2:</b> <i>Use dance, music, theatre/drama, and visual arts to express ideas.</i></p>		
2A1	Prepare a set of variations on a simple piece making sure to vary some element in each one, e.g., tempo, major or minor mode, meter, etc. Discuss how the different variants express different ideas.	--
<p><b>Standard 3:</b> <i>Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all the other content areas.</i></p>		
3A1	Prepare projects in other disciplines (social studies, literature, mathematics, science) each of which will concentrate on elements common to music and the other discipline.	21, 47, 73, 95, 117, 143, 167, 192, 221, 234, 254, 284, 317, 329, 379, 407, 435, 459, 511, 527
<p><b>Standard 4:</b> <i>Demonstrate an understanding of the dynamics of the creative process.</i></p>		
4A1	Develop a piece built on an earlier improvisation.	53 (MIDI), 86, 151
4A2	Create a piece in which there	--

	is no repetition and discuss its merits.	
4A3	Create a piece in which there is no contrast and discuss its merits.	--
4A4	Based on these exercises, discuss the role of unity in musical composition and create a piece that pays attention to all of these elements.	151, 246, 313, 450, 452
4A5	Discuss possible sources of inspirations for compositions.	17, 18, 157, 170, 171, 190, 322, 453, 469, 478
4A6	Read the biographies of composers.	45, 82, 90, 175, 181, 259, 277, 285, 300, 329, 369, 395, 405, 413, 425, 426, 439, 443, 478, 483, 497
4A7	Learn about commissioned works, especially for New Mexico performance groups—operas, symphonies, etc.	188
4B	Demonstrate understanding of principles of repetition, contrast, and unity as compositional elements.	19, 31, 35, 44, 110, 151, 202, 246, 251, 377, 401 (MIDI), 405, 411, 418, 421, 425, 441, 450, 452, 454,
4C	Explain how the roles of composers, performers, and others combine to produce a successful presentation.	124, 201, 336, 345, 358, 524
<b>Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>		
5A1	Discuss objective aesthetic criteria and apply them to a professional performance.	66, 67, 411, 463, 483, 496, 502, 523
5A2	Relate objective aesthetic criteria to classroom performance..	70, 127, 277, 502, 508
5A3	Discuss subjective aesthetic criteria and apply them to professional and classroom performance.	10, 69
5A4	Explore subjective differences in aesthetic judgments, making sure that value judgments—good or bad—are not considered as aesthetic judgments.	9, 10
5B	Analyze and explain the aesthetic qualities of a piece of music, how meaning is derived, and how music can evoke feelings and emotions.	35, 56, 71, 255, 258, 281, 298, 304, 312, 325, 328, 331, 364, 419, 442, 465, 476
<b>Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>		
6A1	Explore ways in which different composers have	15, 103, 322, 443, 445, 488

	incorporated styles of their cultures in their works.	
6A2	Perform music of different cultures, recognizing stylistic differences.	17, 19, 139, 282, 334, 519
6B1	Develop a series of projects which show how folk music of other cultures has become a part of composed music, e.g., Bartok, Granados, Albéniz, etc.	14, 15, 16, 17
6C1	Explore cultural performances, soloists, and groups in New Mexico	62
6C2	Identify other occupations involving music.	38, 544–552
<b>Standard 7:</b> <i>Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</i>		
7A1	Experiment with combinations of electronic and acoustic instruments.	27 (MIDI), 500 (MIDI), 505
7A2	Use appropriate software to study analysis of great pieces of music.	399
<b>Standard 8:</b> <i>Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</i>		
8A1	Plan and prepare programs that can be taken to service clubs, local events, other schools, etc.	--
8A2	Attend and evaluate concerts in the community.	--