# Ohio’s Learning Standards for Fine Arts: Music

## ENDURING UNDERSTANDINGS

**Creating:** Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expression in internal and external contexts.

## GRADE LEVELS

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>CREATING (CR)</th>
<th>PERFORMING (PE)</th>
<th>RESPONDING (RE)</th>
<th>CONNECTING (CO)</th>
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</thead>
<tbody>
<tr>
<td><strong>KINDERGARTEN</strong></td>
<td>CONTENT STATEMENTS</td>
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<tr>
<td>K.1CR</td>
<td>Explore and create vocal pathways.</td>
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<td>K.1PE</td>
<td>Track steady beat and rhythm using iconic representation.</td>
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<tr>
<td>K.2CR</td>
<td>Compose simple rhythms and melodies using iconic representation.</td>
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<td>K.2PE</td>
<td>Explore the four voices — singing, speaking, whispering and shouting.</td>
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<tr>
<td>K.3CR</td>
<td>Experience a wide variety of vocal and instrumental sounds.</td>
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<td>K.3PE</td>
<td>Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.</td>
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<tr>
<td>K.4PE</td>
<td>Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</td>
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<td>K.4RE</td>
<td>Respond to music using movement, dance, drama or visual art.</td>
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<tr>
<td>K.5PE</td>
<td>Demonstrate and maintain a steady beat while performing simple rhythmic echoes.</td>
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<td>K.5RE</td>
<td>Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.</td>
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<tr>
<td>K.6PE</td>
<td>Duplicate same and different (fast/slow, loud/quiet, high/low, long/short).</td>
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<td>K.6RE</td>
<td>Experience the difference between steady beat and rhythm (through movement, body percussion).</td>
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<tr>
<td><strong>GRADE 1</strong></td>
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<tr>
<td>1.1CR</td>
<td>Improvise short rhythmic and melodic patterns using a variety of sound sources.</td>
<td>1.1PE</td>
<td>Read, write and perform simple, four-beat rhythms using eighth notes, quarter notes and quarter rests.</td>
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<tr>
<td>1.2CR</td>
<td>Compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using notation and a variety of sound sources.</td>
<td>1.2PE</td>
<td>Read, write and perform bitonic, tritonic or trichordal melodies (s-m; s-m-o; d, r, m) in F-do and G-do.</td>
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<tr>
<td>1.3CR</td>
<td>Compose new lyrics to known songs with short rhythmic and melodic phrases using a variety of sound sources.</td>
<td>1.3PE</td>
<td>Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures.</td>
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<tr>
<td>1.4PE</td>
<td>Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</td>
<td>1.4RE</td>
<td>Respond to music using movement, dance, drama or visual art.</td>
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<tr>
<td>1.5PE</td>
<td>Demonstrate call and response songs that include steady beat, rhythm and meter.</td>
<td>1.5RE</td>
<td>Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures and show respect for the opinions of others.</td>
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<tr>
<td>1.6PE</td>
<td>Maintain a steady beat independently against a different rhythm and vice versa.</td>
<td>1.6RE</td>
<td>Follow and respond to the cues of a conductor.</td>
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<tr>
<td>1.7RE</td>
<td>Discuss and identify songs that are used for special occasions.</td>
<td>1.7RE</td>
<td>With limited guidance, identify patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces).</td>
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<tr>
<td>1.8RE</td>
<td>Experience how music communicates feelings, moods, images and meaning.</td>
<td>1.8RE</td>
<td>Recognize how music is used for a variety of occasions.</td>
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</tbody>
</table>
GRADE LEVEL | CONTENT STATEMENTS | PERFORMING (PE) | RESPONDING (RE) | CONNECTING (CO)
---|---|---|---|---
GRADE 2 | **CONTENT STATEMENTS** | | | |
2.1CR Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources.
2.2CR Compose simple, four and eight-beat patterns using known rhythms and half notes in 2/4 and 4/4 meter, using phrase form, notation and a variety of sound sources.
2.3CR Compose pentatonic melodies on the treble staff in F-do and G-do.

**CONTENT STATEMENTS** | | | | |
2.1PE Read, write and perform using known rhythms and half notes in 2/4 and 4/4 meter.
2.2PE Read, write and perform tetradic and pentatonic melodies. (d, r, m; d, r, m, s, l) in F-do and G-do.
2.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
2.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
2.5PE Maintain independent melody over melodic ostinati.
2.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against a minimum of one separate part.

**CONTENT STATEMENTS** | | | | |
2.1RE Listen to and explore the music of various styles, composers, periods and cultures.
2.2RE Explore selected musical instruments visually and aurally.
2.3RE Identify and apply elements of music using developmentally appropriate vocabulary.
2.4RE Interpret music through movement, dance, drama or visual art.
2.5RE Have conversations about musical selections of various styles, composers, periods and cultures.
2.6RE Follow and respond to the cues of a conductor.
2.7RE Explain how music is used for a variety of purposes and occasions.
2.8RE Analyze patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces).

**CONTENT STATEMENTS** | | | | |
3.1RE Follow and respond to the cues of a conductor.
3.2RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots.
3.3RE Identify and respond to simple music forms (ABA, ABA, AABAB) in a repertoire (poems, songs, folk dances, pieces).
3.4RE Demonstrate rounds and canons.
3.5RE Analyze how music is celebrated and supported within the community.
3.6RE Engage in classroom and out-of-school settings using music vocabulary.
3.7RE Explore how music is used in other curricular subjects.
3.8RE Identify and respond to simple music forms (ABA, ABA, AABAB) in a repertoire (poems, songs, folk dances, pieces).

**CONTENT STATEMENTS** | | | | |
2.1CO Express how music communicates feelings, moods, images and meaning.
2.2CO Attend and discuss live music performances demonstrating appropriate audience behavior for the context and style of music performed.
2.3CO Compare and contrast connections between music and other curricular subjects.

GRADE 3 | **CONTENT STATEMENTS** | | | |
3.1CR Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources.
3.2CR Compose using known rhythms, sixteenth notes and dotted half notes in 2/4, 3/4- and 4/4-meter using phrase and large-form notation and a variety of sound sources.
3.3CR Compose using extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system.

**CONTENT STATEMENTS** | | | | |
3.1PE Read, write and perform using known rhythms, dotted half notes and sixteenth notes in 2/4, 3/4 and 4/4 meter.
3.2PE Read, write and perform “do” or “la” extended pentatonic melodies using treble staff in F-do, G-do and C-do.
3.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
3.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.
3.5PE Demonstrate rounds and canons.
3.6PE Maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part using grade-appropriate note values.

**CONTENT STATEMENTS** | | | | |
3.1RE Listen to and explore the music of various styles, composers, periods and cultures.
3.2RE Identify the four families of orchestral instruments visually and aurally.
3.3RE Distinguish elements of music using developmentally appropriate vocabulary.
3.4RE Interpret music through movement, dance, drama and visual art.
3.5RE Explain personal preferences for specific musical selections using music vocabulary.
3.6RE Follow and respond to the cues of a conductor.
3.7RE Explore how music is used in other curricular subjects.
3.8RE Identify and respond to simple music forms (ABA, ABA, AABAB) in a repertoire (poems, songs, folk dances, pieces).

**CONTENT STATEMENTS** | | | | |
3.1CO Express how elements of music (dynamic, tempo) communicate feelings, moods, images and meaning.
3.2CO Attend and describe live music performances demonstrating appropriate audience behavior for the context and style of music performed.
3.3CO Compare and contrast the use of similarly named elements (form, line, rhythm) in music and other art forms.

GRADE 4 | **CONTENT STATEMENTS** | | | |
4.1CR Improvise rhythms and melodies using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms.
4.2CR Compose short compositions using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4 and 4/4 meter, using phrase and large form, notation and a variety of sound sources.
4.3CR Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).

**CONTENT STATEMENTS** | | | | |
4.1PE Read, write and perform using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythm in 2/4, 3/4 and 4/4 meter.
4.2PE Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).
4.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities.
4.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.
4.5PE Demonstrate partner songs and descants.
4.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms.

**CONTENT STATEMENTS** | | | | |
4.1RE Discuss the lives and times of composers from various historical periods and cultures.
4.2RE Classify instruments by the four families of the orchestra.
4.3RE Compare and contrast elements of music using developmentally appropriate vocabulary.
4.4RE Compare interpretations of the same piece of music as it occurs in movement, dance, drama or visual art.
4.5RE Explain personal preferences for specific musical selections using music vocabulary.
4.6RE Follow and respond to the cues of a conductor.
4.7RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots.
4.8RE Identify and respond to simple music forms (verse/refrain, rondo).

**CONTENT STATEMENTS** | | | | |
4.1CO Using elements of music, describe the connection between emotion and music in selected musical works.
4.2CO Attend and reflect on live music performances demonstrating appropriate audience behavior for the context and style of music performed.
4.3CO Explain how the elements and subject matter of music connects with disciplines outside the arts.
## Ohio's Learning Standards | Fine Arts | April 2020 Draft

### Grade Level 5

#### CONTENT STATEMENTS

1. **CREATING (CR)**
   - **5.1CR** Improvise short, rhythmic and melodic passages using a variety of sound sources and styles (theme and variations, question and answer).
   - **5.2CR** Arrange and compose using known rhythms, sixteenth note combinations and syncopated rhythms in 2/4, 3/4, 4/4 and 6/8 meter, using phrase and large form, notation and a variety of sound sources.
   - **5.3CR** Compose extended melodic lines and textural changes in solo, duet, small group and large ensemble settings.

2. **PERFORMING (PE)**
   - **5.1PE** Read, write and perform using known rhythms, sixteenth note combinations and syncopated rhythms in 2/4, 3/4, 4/4 and 6/8 meter, using phrase and large form, notation and a variety of sound sources.
   - **5.2PE** Read, write and perform extended melodic lines and textural changes in solo, duet, small group and large ensemble settings.
   - **5.3PE** Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
   - **5.4PE** Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
   - **5.5PE** Describe the rhythms, pitch and expression of varied vocal performances.
   - **5.6PE** Maintain simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms.

3. **RESPONDING (RE)**
   - **5.1RE** Compare and contrast music of various styles, composers, periods and cultures.
   - **5.2RE** Explore and identify modern musical instruments and groupings.
   - **5.3RE** Compare and contrast elements of music, including tonality, dynamics, tempo and meter, utilizing developmental appropriate vocabulary (harmony, chord, theme and variations).
   - **5.4RE** Perform and defend interpretations of music via dance, drama and visual art using appropriate vocabulary.
   - **5.5RE** Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
   - **5.6RE** Follow and respond to the cues of a conductor.
   - **5.7RE** Compare the musical traditions of various Western cultures (Latino, Native American, Appalachian, African American).
   - **5.8RE** Identify terms related to form (O.C. and D.S. a fine, D.C. and D.S. al Coda; repeat signs; and first and second endings).

4. **CONNECTING (CO)**
   - **5.1CO** Using elements of music, describe the connection between emotion and music in selected musical works.
   - **5.2CO** Attend and critique live music performances demonstrating appropriate audience behavior for the context and style of music performed.
   - **5.3CO** Explain how the elements and subject matter of music connect with disciplines outside the arts.

### Grade Level 6

#### CONTENT STATEMENTS

1. **CREATING (CR)**
   - **6.1CR** Improvise, compose and arrange simple rhythms for specific instruments.
   - **6.2CR** Read, write, perform and compose rhythm patterns and simple melodies in 2/4 and 4/4 meter.
   - **6.3CR** Compose extended melodic lines in treble clef and bass clef in “do” or “la” pentatonic and diatonic scales using a system.

2. **PERFORMING (PE)**
   - **6.1PE** Compose simple, four- and eight-beat rhythmic patterns using grade-level rhythms.
   - **6.2 PE** Experiment with patterns of whole and half steps in scales while exploring modes.
   - **6.3PE** Compare the performer’s techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control on multiple instruments.
   - **6.4PE** Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
   - **6.5PE** Describe the rhythms, pitch and expression of varied vocal performances.
   - **6.6PE** Maintain simple, four- and eight-beat rhythmic ostinati against recorded music using grade-level rhythms.

3. **RESPONDING (RE)**
   - **6.1RE** Identify the major periods, genres and composers in the development of Western and non-Western music.
   - **6.2RE** Explain music instrument groupings for various styles of music.
   - **6.3RE** Distinguish the use of dynamics, meter, tempo and tonality in various pieces through active listening.
   - **6.4RE** Create interpretations of music via dance, drama and visual art using appropriate vocabulary.
   - **6.5RE** Identify criteria based on elements of music to support personal preferences for specific music works.
   - **6.6RE** Follow and respond to the cues of a conductor.
   - **6.7RE** Identify how non-Western music is used for ceremonial and celebratory events.
   - **6.8RE** Describe distinguishing characteristics of music forms (verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.

4. **CONNECTING (CO)**
   - **6.1CO** Using elements of music, compare the connection between emotion and music in selected musical works.
   - **6.2CO** Attend and critique live music performances and demonstrate appropriate audience etiquette.
   - **6.3CO** Describe ways music relates to other art forms using appropriate terminology.
   - **6.4CO** Explain and apply skills developed in music (critical thinking, collaboration) to other disciplines and communicate the importance of music in everyday life.
   - **6.5CO** Discover and discuss the ways musicians make a living through composition and performance and why it is necessary to protect their work through copyright law.
   - **6.6CO** Identify different functions and uses of music in American and other cultures.

### Grade Level 7

#### CONTENT STATEMENTS

1. **CREATING (CR)**
   - **7.1CR** Improvise, compose and arrange simple melodies for more than one instrument.
   - **7.2CR** Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4 and 4/4 meter.
   - **7.3CR** Compose simple melodies in treble and bass clefs using multiple key signatures.

2. **PERFORMING (PE)**
   - **7.1PE** Compose simple, rhythmic patterns and melodies for multiple instruments.
   - **7.2PE** Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
   - **7.3PE** Compare multiple performers’ techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
   - **7.4PE** Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).
   - **7.5PE** Improvise rhythmic patterns against recorded music using grade-level rhythms.

3. **RESPONDING (RE)**
   - **7.1RE** Analyze the meaning and expression of a variety of live or recorded music performances.
   - **7.2RE** Compare and contrast music instrument groupings for various styles of music.
   - **7.3RE** Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary.
   - **7.4RE** Critique and evaluate interpretations of music via dance, drama and visual art using appropriate vocabulary.
   - **7.5RE** Develop criteria based on elements of music to support personal preferences for specific music works.
   - **7.6RE** Follow and respond to the cues of a conductor.
   - **7.7RE** Hypothesize what factors have the most influence on personal reactions to music.
   - **7.8RE** Recognize, identify and demonstrate form in world music (Western and non-Western) and popular music.

4. **CONNECTING (CO)**
   - **7.1CO** Analyze the meaning and expression of a variety of live or recorded music performances.
   - **7.2CO** Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.
   - **7.3CO** Explain ways music compliments other art forms using appropriate terminology.
   - **7.4CO** Explain how and why people use and respond to music.
   - **7.5CO** Describe the role of musicians and musical careers in various settings.
   - **7.6CO** Demonstrate an understanding of copyright law and the ethical and legal reasoning behind these laws.
   - **7.7CO** Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music.
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<tr>
<td><strong>8.1CR</strong></td>
<td>Improvise, compose and arrange simple musical forms.</td>
<td>8.1PE Compose simple rhythmic patterns and melodies for multiple instruments using AB or ABA form.</td>
<td>8.1RE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</td>
<td>8.1CO Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression.</td>
</tr>
<tr>
<td><strong>8.2CR</strong></td>
<td>Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4, 6/8 and cut-time meter.</td>
<td>8.2PE Independently or collaboratively perform with good posture while producing an appropriate tone quality. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</td>
<td>8.2RE Evaluate music instrument groupings for various styles of music in different cultures.</td>
<td>8.2CO Express how music performance and settings affect audience response.</td>
</tr>
<tr>
<td><strong>8.3CR</strong></td>
<td>Compose a simple melody in treble clef over a simple bass clef A chord.</td>
<td>8.3PE Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</td>
<td>8.3RE Identify intervals and concert pitches in major and natural minor scales.</td>
<td>8.3CO Compare ways that music affects other art forms by changing the music selection.</td>
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<tr>
<td><strong>8.1PE</strong></td>
<td>Compose simple rhythmic patterns and melodies for multiple instruments using AB or ABA form.</td>
<td>8.4PE Compare and contrast vocal performances of varied repertoire using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</td>
<td>8.4RE Critique and evaluate styles of music via dance, drama and visual art using appropriate vocabulary.</td>
<td>8.4CO Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</td>
</tr>
<tr>
<td><strong>8.2PE</strong></td>
<td>Independently or collaboratively perform with good posture while producing an appropriate tone quality. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</td>
<td>8.5PE Dictate rhythmic patterns heard in performed music.</td>
<td>8.5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</td>
<td>8.5CO Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</td>
</tr>
<tr>
<td><strong>8.3PE</strong></td>
<td>Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</td>
<td>8.6PE Dictate rhythmic patterns heard in performed music.</td>
<td>8.6RE Follow and respond to the cues of a conductor.</td>
<td>8.6CO Analyze ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</td>
</tr>
<tr>
<td><strong>8.4PE</strong></td>
<td>Compare and contrast vocal performances of varied repertoire using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</td>
<td>8.7PE Dictate rhythmic patterns heard in performed music.</td>
<td>8.7RE Justify opinions about music based on culture, environment, values and personal experiences.</td>
<td>8.7CO Discuss how current developments in music reflect society in the local community and larger world.</td>
</tr>
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<tr>
<td>HSI.1CR</td>
<td>HSI.1PE Compose a two-part composition using bass and treble clef in AB and ABA form.</td>
<td>HSI.1PE Compose a two-part composition using bass and treble clef in AB and ABA form.</td>
<td>HSP.1RE Analyze selected composers and their works.</td>
<td>HSP.1CO Explain the mood and meaning of a selected music piece and identify a social event where the music would be appropriate.</td>
</tr>
<tr>
<td>HSI.2CR</td>
<td>HSI.2PE Incorporate technology and media arts in creating and arranging music.</td>
<td>HSI.2PE Incorporate technology and media arts in creating and arranging music.</td>
<td>HSP.2RE Explore and identify musical instruments from different historical periods and cultures.</td>
<td>HSP.2CO Use criteria based on elements of music to create a critique of a live music performance.</td>
</tr>
<tr>
<td>HSI.3CR</td>
<td>HSI.3PE Explain how instrument techniques create accurate pitch.</td>
<td>HSI.3PE Explain how instrument techniques create accurate pitch.</td>
<td>HSP.3RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.</td>
<td>HSP.3CO Recognize aesthetic characteristics common to all art forms.</td>
</tr>
<tr>
<td>HSI.4PE</td>
<td>HSI.4PE Compare and contrast a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</td>
<td>HSI.4PE Compare and contrast a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</td>
<td>HSP.4RE Identify elements of style and form regularly used in significant music compositions.</td>
<td>HSP.4CO Demonstrate knowledge of potential musical career choices.</td>
</tr>
<tr>
<td>HSI.5PE</td>
<td>HSI.5PE Dictate rhythmic patterns heard in performed music that uses 2/4, 3/4 or 4/4 meter.</td>
<td>HSI.5PE Dictate rhythmic patterns heard in performed music that uses 2/4, 3/4 or 4/4 meter.</td>
<td>HSP.5RE Identify assessment practices that can help demonstrate learning and progress made in music.</td>
<td>HSP.5CO Describe roles and skills musicians assume in various cultures and settings.</td>
</tr>
<tr>
<td>HSI.6PE</td>
<td>HSI.6RE Explain how musical works (symphony, mass, concerto) progresses through history.</td>
<td>HSI.6RE Explain how musical works (symphony, mass, concerto) progresses through history.</td>
<td>HSP.6RE Follow and respond to the cues of a conductor.</td>
<td>HSP.6CO Describe copyright law and the ways illegal use of media affects composers, artists and performers.</td>
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</tbody>
</table>

<p>| Intermediate            |CONTENT STATEMENTS|CONTENT STATEMENTS|CONTENT STATEMENTS|CONTENT STATEMENTS|
| HSI.1CR                 |HSI.1PE Compose a two-part composition using bass and treble clef in rondo form. | HSI.1PE Compose a two-part composition using bass and treble clef in rondo form. | HSI.1RE Compare and contrast selected composers and their works from four major music periods. | HSI.1CO Compare and contrast the mood and meaning of multiple music pieces used at the same social event. |
| HSI.2CR                 |HSI.2PE Incorporate technology and media arts in creating and arranging music. | HSI.2PE Incorporate technology and media arts in creating and arranging music. | HSI.2RE Explain the evolution of musical instruments from different historical periods and cultures. | HSI.2CO Use criteria based on the elements of music to compare a live music performance and recorded performance. |
| HSI.3CR                 |HSI.3PE Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch. | HSI.3PE Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch. | HSI.3RE Analyze how elements of music are used in a work to create images or evoke emotions. | HSI.3CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture on the basis of cultural influences. |
| HSI.4PE                 |HSI.4PE Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form). | HSI.4PE Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form). | HSI.4RE Aurally or visually recognize musical elements of style and form in the performance of a significant music composition. | HSI.4CO Evaluate potential musical career choices and develop a personal strategic career plan. |
| HSI.5PE                 |HSI.5PE Dictate rhythmic patterns heard in performed music that uses 2/4, 3/4, 4/4 or 6/8 meter. | HSI.5PE Dictate rhythmic patterns heard in performed music that uses 2/4, 3/4, 4/4 or 6/8 meter. | HSI.5RE Apply assessment practices to demonstrate the learning and progress made in development of music skill and music literacy. | HSI.5CO Identify various careers for musicians (education, entertainment and technical support). |
| HSI.6PE                 |HSI.6RE Aurally identify the form of historical musical works (symphony, mass, concerto). | HSI.6RE Aurally identify the form of historical musical works (symphony, mass, concerto). | HSI.6RE Follow and respond to the cues of a conductor. | HSI.6CO Investigate the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music). |
| HSI.7RE                 |HSI.7RE Examine how people from different backgrounds and cultures use and respond to music. | HSI.7RE Examine how people from different backgrounds and cultures use and respond to music. | HSI.7RE Discuss how people differ in their responses to musical experiences based upon culture, environment, values and personal experiences. | HSI.7CO Listen to and compare various musical styles from the United States, other cultures and different historical periods. |</p>
<table>
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| **ACCOMPLISHED**  | CONTENT STATEMENTS  
HSAC.1CR Improvise over simple chord progressions provided by the instructor.  
HSAC.2CR Compose a rhythmic accompaniment in multiple meters for a specific melody using written or digital, traditional or non-traditional notation.  
HSAC.3CR Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, traditional or non-traditional notation. | CONTENT STATEMENTS  
HSAC.1PE Compose a three-part composition using bass and treble clef in rondo form.  
HSAC.2PE Incorporate technology and media arts in creating, composing and arranging music.  
HSAC.3PE Compare and contrast techniques of tuning multiple instruments.  
HSAC.4PE Using a varied repertoire of vocal performances, explain the composer’s choices for the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).  
HSAC.5PE Explain the composer’s purpose in choosing rhythmic patterns heard in performed music that uses mixed meter. | CONTENT STATEMENTS  
HSAC.1RE Research composers and their works from four major music periods.  
HSAC.2RE Plan and create a musical instrument based on knowledge of historical instruments.  
HSAC.3RE Evaluate the use of the elements of music related to expression in a varied repertoire of music.  
HSAC.4RE Analyze the components of a significant music composition, demonstrating an understanding of music styles and form.  
HSAC.5RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.  
HSAC.6RE Follow and respond to the cues of a conductor.  
HSAC.7RE Compare and contrast how people from different backgrounds and cultures use and respond to music. | CONTENT STATEMENTS  
HSAC.1CO Defend the use of the mood and meaning of music pieces used at a social event.  
HSAC.2CO Use criteria based on the elements of music to defend a critique of a live performance.  
HSAC.3CO Explain how the creative process is used in similar and different ways in the arts.  
HSAC.4CO Develop and articulate a personal philosophy about the purpose and value of music.  
HSAC.5CO Identify and describe nonperforming careers in music and describe ways technology and the media arts are used to create, perform and listen to music.  
HSAC.6CO Research copyright law and the process for having a composition protected.  
HSAC.7CO Describe how music reflects the social and political events of history and the role of the musician in history and culture. |
| **ADVANCED**      | CONTENT STATEMENTS  
HSAD.1CE Improvise over chord progressions and symbols in a variety of styles (blues, jazz and world music).  
HSAD.2CE Compose an original work or arrange a pre-existing work in multiple meters for a variety of performing ensembles using written and digital, traditional and non-traditional notations.  
HSAD.3CE Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, traditional and non-traditional notations. | CONTENT STATEMENTS  
HSAD.1PE Compose a composition for a performance group.  
HSAD.2PE Incorporate technology and media arts in creating, composing, arranging, promoting and distributing music.  
HSAD.3PE Define the purpose of tuning instruments.  
HSAD.4PE Using a varied repertoire of vocal performances, defend the composer’s choices for the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).  
HSAD.5PE Defend the composer’s choices of rhythmic patterns heard in performed music that uses mixed meter. | CONTENT STATEMENTS  
HSAD.1RE Research composers, their lives and the impact they had on society.  
HSAD.2RE Determine the time period and culture of a musical instrument based on prior knowledge.  
HSAD.3RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.  
HSAD.4RE Evaluate a significant music composition demonstrating an understanding of music styles and form.  
HSAD.5RE Apply assessment practices to select, organize and present personal works to show growth and development in music.  
HSAD.6RE Follow and respond to the cues of a conductor.  
HSAD.7RE Analyze why culture, environment, values and personal experiences impact individual responses to music.  
HSAD.8RE Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto). | CONTENT STATEMENTS  
HSAD.1CO Plan the mood and meaning needed in a musical piece and find an appropriate example for a social event.  
HSAD.2CO Use criteria based on elements of music to persuade others to listen to a personal preference.  
HSAD.3CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.  
HSAD.4CO Select personal music experiences that represent well-developed skills, abilities and accomplishments (for a portfolio, college audition or studio work).  
HSAD.5CO Describe the impact of music technology and innovation upon music careers.  
HSAD.6CO Interpret copyright law and discover how someone can protect his or her compositions once the individual has composed or created his or her work.  
HSAD.7CO Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (role of dynamics, movement, sounds of language pronunciation and tone colors, style, instruments, and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias. |
UNDERSTANDINGS

ENDURING UNDERSTANDINGS

CREATING: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

PERFORMING: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

RESPONDING: Artists engage in analysis and interpretation to understand and evaluate artistic works.

CONNECTING: Artists understand and communicate the value of creative expression in internal and external contexts.

ACHIEVEMENT LEVEL

NOVICE

CONTENT STATEMENTS

CREATING (CR)

ENI.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.

ENI.2CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.

ENI.3CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

PERFORMING (PE)

ENI.1PE Read and perform with correct pitches and correct rhythms.

ENI.2PE Play or sing with a characteristic tone quality.

ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.

ENI.4PE Perform a varied repertoire of prepared or improvised music with technical accuracy (manual dexterity and articulation).

ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone quality.

ENI.6PE Perform a varied repertoire of prepared and improvised music.

ENI.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.

ENI.8PE Respond appropriately to the cues of the conductor.

RESPONDING (RE)

ENI.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.

ENI.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.

ENI.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.

ENI.4RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.

ENI.5RE Examine and describe the relationship of the musical work to its social context.

ENI.6RE Identify aesthetic characteristics common to all art forms.

ENI.7RE Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).

INTERMEDIATE

CONTENT STATEMENTS

CREATING (CR)

ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.

ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.

ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.

ENI.4CR Explain how instrument techniques create accurate pitch.

PERFORMING (PE)

ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.

ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.

ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.

ENI.4PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.

ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.

ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.

ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.

ENI.8PE Respond appropriately to the cues of the conductor.

RESPONDING (RE)

ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.

ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.

ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.

ENI.4RE Describe the social context from which American music evolved.

ENI.5RE Analyze how the illegal use of media affects composers, artists and performers.

ENI.6RE Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.

ENI.7RE Describe potential career choices in music for both performers and nonperformers.

ENI.8RE Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.
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<tr>
<td>SKILLED</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENS.1.CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of historical periods.  &lt;br&gt;ENS.2.CR Select, develop and notate or record melodic and rhythmical ideas for a specific purpose that demonstrates characteristics of music from a variety of historical periods.  &lt;br&gt;ENS.3.CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.  &lt;br&gt;ENS.4.CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENS.1.PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.  &lt;br&gt;ENS.2.PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.  &lt;br&gt;ENS.3.PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.  &lt;br&gt;ENS.4.PE Perform a varied repertoire of prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.  &lt;br&gt;ENS.5.PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.  &lt;br&gt;ENS.6.PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.  &lt;br&gt;ENS.7.PE Develop strategies using feedback from peers and outside sources in a rehearsal setting to address technical and expressive challenges in a varied repertoire of music.  &lt;br&gt;ENS.8.PE Respond appropriately to the cues of the conductor.</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENS.1.RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, and use of dynamics and articulations.  &lt;br&gt;ENS.2.RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.  &lt;br&gt;ENS.3.RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENS.1.CO Compare music from a variety of cultures and historical periods.  &lt;br&gt;ENS.2.CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.  &lt;br&gt;ENS.3.CO Evaluate potential musical performance career choices and develop a personal strategic career plan.  &lt;br&gt;ENS.4.CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).</td>
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<tr>
<td>ACCOMPLISHED</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENAC.1.CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.  &lt;br&gt;ENAC.2.CR Select, develop and notate or record melodic and rhythmical ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.  &lt;br&gt;ENAC.3.CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.  &lt;br&gt;ENAC.4.CR Compare and contrast techniques of tuning multiple instruments.</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENAC.1.PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.  &lt;br&gt;ENAC.2.PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.  &lt;br&gt;ENAC.3.PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.  &lt;br&gt;ENAC.4.PE Perform a varied repertoire of prepared or improvised music, showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.  &lt;br&gt;ENAC.5.PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.  &lt;br&gt;ENAC.6.PE Perform a varied repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods and genres.  &lt;br&gt;ENAC.7.PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.  &lt;br&gt;ENAC.8.PE Respond appropriately to the cues of the conductor.</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENAC.1.CO Critique the ensemble performance using established criteria that focuses on rhythm, pitch, characteristic tone quality and intonation, use of dynamics and articulation, and appropriate style.  &lt;br&gt;ENAC.2.CO Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.  &lt;br&gt;ENAC.3.CO Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.</td>
<td><strong>CONTENT STATEMENTS</strong>&lt;br&gt;ENAC.1.CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.  &lt;br&gt;ENAC.2.CO Explain how the creative process is used in similar and different ways in the arts.  &lt;br&gt;ENAC.3.CO Develop and articulate a personal philosophy about the purpose and value of performing music.  &lt;br&gt;ENAC.4.CO Research copyright law and the process for having a composition protected.</td>
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<tr>
<td>ENAD.1CR</td>
<td>Compose and improvise musical compositions for a variety of purposes and contexts.</td>
<td>ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.</td>
<td>ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on rhythm, pitch, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style and expression.</td>
<td>ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine how these characteristics contribute to performance style while minimizing stylistic bias.</td>
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<td>ENAD.2CR</td>
<td>Select, develop and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.</td>
<td>ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.</td>
<td>ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms.</td>
<td>ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</td>
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<tr>
<td>ENAD.3CR</td>
<td>Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria.</td>
<td>ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic and octatonic, whole-tone scales plus modes as appropriate.</td>
<td>ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.</td>
<td>ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).</td>
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<tr>
<td>ENAD.4CR</td>
<td>Defend the purpose of tuning instruments.</td>
<td>ENAD.4PE Perform a varied repertoire of prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles.</td>
<td>ENAD.4RE Respond appropriately to the cues of the conductor.</td>
<td>ENAD.4CO Interpret copyright law and discover how someone can protect his or her compositions once the individual has composed or created his or her work.</td>
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