

Ohio's Learning Standards for Fine Arts



Music

2024



**Department of
Education &
Workforce**

Introduction to Ohio's Learning Standards for Fine Arts: Music

ORC 3301.079(B)(3): All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum.

RATIONALE

The purpose of Ohio's Learning Standards for Fine Arts: Music is to provide a framework for music education that lays a foundation for lifelong learning and understanding of music. Through discovery, inquiry, analysis, and application, the standards promote:

- Critical thinking skills;
- Effective musical reading and comprehension skills;
- The integration of technology;
- Appreciation for diverse cultures and musical forms;
- Commitment to understanding the role of music in our daily lives; and
- Understanding and application of effective music-making in an individual and ensemble setting.

GUIDING PRINCIPLES

There are a unique set of experiences that a high-quality music education can provide for young learners. The arts provide a unique outlet in a way no other subject can model. The guiding principles of the curriculum can be shown through these principles:

Students need to:

- Incorporate creativity in their daily lives;
- Experience creating and performing with peers to develop leadership, team-building skills, and musicianship;
- Respond to music in a thoughtful, knowledgeable way; and
- Understand that music can be a venue for cultural diversity and expression, a common thread that connects us all.

THE 2024 MUSIC STANDARDS

The music standards are focused heavily on musical literacy. The standards emphasize understanding in areas that are necessary for musical engagement. The intent of the standards is to cultivate a student's ability to participate in music through the following *Artistic Processes*:

- Creating;
- Performing;
- Responding; and
- Connecting.

The new standards provide teachers with frameworks that closely match the unique goals of their specialized classes. The standards are presented in a grade-by-grade sequence from kindergarten through grade 8, and at four high school levels: Proficient, Intermediate, Accomplished, and Advanced for a general music classroom setting. A separate document of standards has been developed for the performing ensemble classroom. The standards are organized by artistic processes, which represent the principal ways music instruction is delivered in the typical music classroom.

It should be noted that not all school districts in Ohio have the same instructional layout. It should be understood that schools begin ensemble participation at a variety of grade levels. Time allotted to music instruction also greatly varies between school districts. Not all teachers may be capable of meeting every standard in every single grade band based on the amount of time allotted within their schedules. However, the best practice is to ensure that each artistic process is addressed within the curriculum and instruction.

In addition, music teachers use a variety of approaches, philosophies, and methods. Music can be taught effectively in a multitude of ways. An attempt was made to allow space for the teacher to determine how to deliver the content in a way that considers the background of the teacher and the students.

It is implied that technology will be integrated into the music classroom. The arts allow opportunities for artists/students to cultivate the types of essential thinking dispositions for life today, tomorrow, and well into the future. Woven into our *Enduring Understandings*, students are encouraged to express their sense of discipline, creativity, and perseverance.

NOTE: Items in parentheses are intended as examples and are not intended to be prescriptive.

THE 2024 PERFORMING ENSEMBLE STRAND

The new performing ensemble strand was written with the intention of making a useable and readable document for students who participate in a performing ensemble. The strand is banded by ability level, instead of grade, with the understanding that students begin ensemble instruction at a variety of grade levels throughout the state. Due to the unique nature of mixed grades and abilities in ensembles, this strand should be viewed with the individual student in mind and not categorized by year or grade level. It should be understood that within most ensembles there will be students who represent multiple levels of ability, from Novice to Advanced. It is not expected that all students will move to a new level of proficiency each year in every standard.

Ohio's Learning Standards for Fine Arts: Music

KINDERGARTEN – GRADE 8

ENDURING UNDERSTANDINGS

- Creating:** Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- Performing:** Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- Responding:** Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- Connecting:** Artists/students understand and communicate the value of creative expressions in internal and external contexts.



GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p>CONTENT STATEMENTS</p> <p>K.1CR Experience a wide variety of vocal and instrumental sounds.</p> <p>K.2CR Compose simple rhythms using standard and/or iconic notation.</p> <p>K.3CR Compose simple melodies (using contour, iconic, or kinesthetic representation).</p>	<p>CONTENT STATEMENTS</p> <p>K.1PE Track steady beat and rhythm (using graphic, iconic, or traditional notation).</p> <p>K.2PE Explore the four voices—singing, speaking, whispering, and calling.</p> <p>K.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures.</p> <p>K.4PE With guidance, play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>K.5PE Demonstrate and maintain a steady beat while performing simple rhythmic echoes.</p> <p>K.6PE Duplicate same and different (fast/slow, loud/quiet, high/low, long/short).</p>	<p>CONTENT STATEMENTS</p> <p>K.1RE. With prompting and support, listen to music of various styles, composers, periods, and cultures.</p> <p>K.2RE Explore a variety of classroom instruments (metals, skins, woods).</p> <p>K.3RE Recognize same and different (fast/slow, loud/quiet, high/low, long/short).</p> <p>K.4RE Respond to music using movement, dance, drama, or visual art.</p> <p>K.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods, and cultures.</p> <p>K.6RE With substantial guidance, follow and respond to the basic cues of a conductor.</p> <p>K.7RE Discuss and identify songs that are used for a variety of occasions in various cultures.</p> <p>K.8RE Experience the difference between steady beat and rhythm (through movement, body percussion).</p>	<p>CONTENT STATEMENTS</p> <p>K.1CO Experience how music communicates feelings, moods, images, and meaning.</p> <p>K.2CO Attend a music performance demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>K.3CO Investigate concepts shared between music, other art forms, and other subject areas.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 1	<p>CONTENT STATEMENTS</p> <p>1.1CR Improvise short rhythmic and melodic patterns using a variety of sound sources.</p> <p>1.2CR Compose simple, four-beat rhythms using quarter notes, eighth notes, and quarter rests using standard and iconic notation and a variety of sound sources.</p> <p>1.3CR Compose bitonic, tritonic, or trichordal melodies (s-m; s-m-l or d, r, m) in treble clef in a variety of tonal centers.</p>	<p>CONTENT STATEMENTS</p> <p>1.1PE Read and perform simple four-beat rhythms using eighth notes, quarter notes, and quarter rests.</p> <p>1.2PE Read and perform bitonic, tritonic, or trichordal melodies (s-m; s-m-l or d, r, m) in different tonal centers.</p> <p>1.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</p> <p>1.4PE With limited guidance, play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>1.5PE Demonstrate call and response songs that include a steady beat, rhythm, and meter.</p> <p>1.6PE Maintain a steady beat independently against a different rhythm and maintain a rhythm independently against a steady beat.</p>	<p>CONTENT STATEMENTS</p> <p>1.1RE With guidance, listen to music of various styles, composers, periods, and cultures.</p> <p>1.2RE Explore selected musical instruments aurally and visually.</p> <p>1.3RE Identify elements of music using developmentally appropriate vocabulary.</p> <p>1.4RE Respond to music using movement, dance, drama, or visual art.</p> <p>1.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods, and cultures.</p> <p>1.6RE With guidance, follow and respond to the cues of a conductor.</p> <p>1.7RE Recognize how music is used for a variety of occasions in various cultures.</p> <p>1.8RE With limited guidance, identify patterns of the same and different sections and phrases (AB, ABA, ABAB, ABAC) in a repertoire (simple poems, songs, folk dances).</p>	<p>CONTENT STATEMENTS</p> <p>1.1CO Explore how music communicates feelings, moods, images, and meaning.</p> <p>1.2CO Attend music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>1.3CO Connect concepts shared between music, other art forms, and other subject areas.</p>
GRADE 2	<p>CONTENT STATEMENTS</p> <p>2.1CR Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources.</p> <p>2.2CR Compose simple four and eight-beat patterns using known rhythms and half-notes in simple duple and quadruple meters using phrase form, standard and iconic notation, and a variety of sound sources.</p> <p>2.3CR Compose pentatonic (d, r, m, s, l) melodies in treble clef in a variety of tonal centers.</p>	<p>CONTENT STATEMENTS</p> <p>2.1PE Read and perform using known rhythms and half notes in simple duple and quadruple meters.</p> <p>2.2PE Read and perform tetratonic and pentatonic melodies (d, r, m, l; d, r, m, s, l) in different tonal centers.</p> <p>2.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</p> <p>2.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>2.5PE Maintain independent melody over melodic ostinati.</p> <p>2.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against a minimum of one separate part.</p>	<p>CONTENT STATEMENTS</p> <p>2.1RE Listen to and explore the music of various styles, composers, periods, and cultures.</p> <p>2.2RE Identify selected musical instruments aurally and visually.</p> <p>2.3RE Identify and apply elements of music using developmentally appropriate vocabulary.</p> <p>2.4RE Interpret music through movement, dance, drama, or visual art.</p> <p>2.5RE Discuss musical selections of various styles, composers, periods, and cultures.</p> <p>2.6RE Follow and respond to the basic cues of a conductor.</p> <p>2.7RE Explain how music is used for a variety of purposes and occasions in various cultures.</p> <p>2.8RE Analyze patterns of the same and different sections and phrases.</p>	<p>CONTENT STATEMENTS</p> <p>2.1CO Identify how music communicates feelings, moods, images, and meaning.</p> <p>2.2CO Attend and discuss music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>2.3CO Compare and contrast grade-appropriate concepts shared between music and other subject areas.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 3	<p>CONTENT STATEMENTS</p> <p>3.1CR Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources.</p> <p>3.2CR Compose using known rhythms, sixteenth notes, and dotted half notes in simple duple, triple, and quadruple meters using phrase and large-form, standard and iconic notation, and a variety of sound sources.</p> <p>3.3CR Compose using extended pentatonic melodies in treble clef in a variety of tonal centers.</p>	<p>CONTENT STATEMENTS</p> <p>3.1PE Read and perform using known rhythms, dotted half notes, and sixteenth notes in simple duple, triple, and quadruple meters.</p> <p>3.2PE Read and perform <i>do</i> or <i>la</i> extended pentatonic melodies in treble clef in different tonal centers.</p> <p>3.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</p> <p>3.4PE Play a variety of classroom instruments, alone and with others while demonstrating consistently proper techniques.</p> <p>3.5PE Demonstrate rounds and canons.</p> <p>3.6PE Maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part.</p>	<p>CONTENT STATEMENTS</p> <p>3.1RE Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.</p> <p>3.2RE Identify families of instruments aurally and visually.</p> <p>3.3RE Distinguish elements of music using developmentally appropriate vocabulary.</p> <p>3.4RE Interpret music through movement, dance, drama, and visual art.</p> <p>3.5RE Explain personal preferences for musical selections using selected music vocabulary.</p> <p>3.6RE Follow and respond to grade-appropriate cues of a conductor.</p> <p>3.7RE Explore how music is celebrated and supported within the community.</p> <p>3.8RE Identify and respond to simple music forms.</p>	<p>CONTENT STATEMENTS</p> <p>3.1CO Express how elements of music communicate feelings, moods, images, and meaning.</p> <p>3.2CO Attend and describe music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>3.3CO Compare and contrast the use of similarly named elements in music and other subject areas.</p>
GRADE 4	<p>CONTENT STATEMENTS</p> <p>4.1CR Improvise rhythms and melodies with attention to cadences and tonal centers within a variety of song forms using a variety of sound sources.</p> <p>4.2CR Compose using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters using phrase and large form, standard and iconic notation, and a variety of sound sources.</p> <p>4.3CR Compose extended pentatonic melodies in treble clef using <i>do</i> or <i>la</i> tonal centers.</p>	<p>CONTENT STATEMENTS</p> <p>4.1PE Read and perform using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters.</p> <p>4.2PE Read and perform extended pentatonic melodies in treble clef using <i>do</i> or <i>la</i> tonal centers.</p> <p>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.</p> <p>4.4PE Play a variety of classroom instruments, alone and with others while demonstrating various proper techniques.</p> <p>4.5PE Demonstrate partner songs and descants.</p> <p>4.6PE Maintain independent, simple, four- and eight-beat rhythmic stinato against at least two separate parts.</p>	<p>CONTENT STATEMENTS</p> <p>4.1RE Discuss the lives and times of composers from various historical periods and cultures.</p> <p>4.2RE Classify instruments by their families.</p> <p>4.3RE Compare and contrast elements of music using developmentally appropriate vocabulary.</p> <p>4.4RE Compare interpretations of the same piece of music as it occurs in movement, dance, drama, or visual art.</p> <p>4.5RE Explain personal preferences for musical selections using music vocabulary.</p> <p>4.6RE Follow and respond to grade-appropriate cues of a conductor.</p> <p>4.7RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots.</p> <p>4.8RE Identify and respond to simple music forms (verse/refrain, rondo).</p>	<p>CONTENT STATEMENTS</p> <p>4.1CO Discuss the connection between emotion and music in selected musical works using elements of music.</p> <p>4.2CO Attend and reflect on music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>4.3CO Discuss how the elements and subject matter of music connect with other subject areas.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 5	<p>CONTENT STATEMENTS</p> <p>5.1CR Improvise variations on a given rhythm or melody using a variety of sound sources.</p> <p>5.2CR Compose using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters using phrase and large form, standard and iconic notation, and a variety of sound sources.</p> <p>5.3CR Compose extended pentatonic melodies and diatonic scales in treble clef using <i>do</i> or <i>la</i> tonal centers.</p>	<p>CONTENT STATEMENTS</p> <p>5.1PE Read and perform using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms in a variety of meters.</p> <p>5.2PE Read and perform extended pentatonic melodies in treble clef in <i>do</i> or <i>la</i> pentatonic, diatonic scales and modes using a system.</p> <p>5.3PE Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p> <p>5.4PE Play a variety of classroom instruments, alone and with others while demonstrating proper and student-created techniques.</p> <p>5.5PE Differentiate between melody and harmony while performing in chordal harmony.</p> <p>5.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts.</p>	<p>CONTENT STATEMENTS</p> <p>5.1RE Compare and contrast music of various styles, composers, periods, and cultures.</p> <p>5.2RE Explore and identify modern musical instruments and groupings in various cultures.</p> <p>5.3RE Compare and contrast elements of music, including tonality, dynamics, tempo, and meter, using developmentally appropriate vocabulary.</p> <p>5.4RE Perform and defend interpretations of music via dance, drama, and visual art using appropriate vocabulary.</p> <p>5.5RE Justify personal preferences for certain musical pieces, performances, composers, and musical genres both orally and in writing.</p> <p>5.6RE Follow and respond to grade-appropriate cues of a conductor.</p> <p>5.7RE Recognize the musical traditions of various cultures.</p> <p>5.8RE Identify terms related to form (D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs; and first and second endings).</p>	<p>CONTENT STATEMENTS</p> <p>5.1CO Describe the connection between emotion and music in selected musical works using elements of music.</p> <p>5.2CO Attend and analyze music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>5.3CO Explain how the elements and subject matter of music connect with other subject areas.</p>
GRADE 6	<p>CONTENT STATEMENTS</p> <p>6.1CR Improvise short rhythmic, melodic, or harmonic passages for individual instruments.</p> <p>6.2CR Compose rhythm patterns and simple melodies in a variety of meters using standard or iconic notation.</p> <p>6.3CR Compose extended pentatonic melodies in treble clef and bass clef in <i>do</i> or <i>la</i> pentatonic and diatonic scales.</p>	<p>CONTENT STATEMENTS</p> <p>6.1PE Perform or present four- and eight-beat rhythmic patterns.</p> <p>6.2PE Read and perform extended pentatonic melodies in treble clef in <i>do</i> or <i>la</i> pentatonic, diatonic scales, and modes using a system.</p> <p>6.3PE Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality.</p> <p>6.4PE Identify the performers' techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control on multiple instruments.</p> <p>6.5PE Describe the rhythm, pitch, and expression of varied vocal performances.</p> <p>6.6PE Maintain simple, four- and eight-beat rhythmic ostinati with a recorded accompaniment.</p>	<p>CONTENT STATEMENTS</p> <p>6.1RE Identify the major periods, genres, and composers in the development of music of various cultures.</p> <p>6.2RE Explain instrument groupings for different styles of music in various cultures.</p> <p>6.3RE Distinguish the use of dynamics, meter, tempo, and tonality in various pieces through active listening.</p> <p>6.4RE Create interpretations of music via dance, drama, and visual art using appropriate vocabulary.</p> <p>6.5RE Identify criteria based on elements of music to support personal preferences for specific music works.</p> <p>6.6RE Follow and respond to grade-appropriate cues of a conductor.</p> <p>6.7RE Compare and discuss the musical traditions of various cultures.</p> <p>6.8RE Describe distinguishing characteristics of music forms (verse/refrain, AB, ABA, rondo, canon, theme, and variation) from various cultures and historical periods.</p>	<p>CONTENT STATEMENTS</p> <p>6.1CO Describe the connection between emotion and music in selected musical works using elements of music.</p> <p>6.2CO Attend and critique live music performances and demonstrate appropriate audience behavior for the context and style of music performed.</p> <p>6.3CO Explain and apply skills developed in music (critical thinking, collaboration) to other subject areas and/or other art forms.</p> <p>6.4CO Identify how music is important in everyday life.</p> <p>6.5CO Identify different careers in music.</p> <p>6.6CO Identify the principles of intellectual property.</p> <p>6.7CO Identify different functions and uses of music in American and other cultures.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 7	<p>CONTENT STATEMENTS</p> <p>7.1CR Improvise long rhythmic, melodic, and harmonic passages for individual instruments.</p> <p>7.2CR Compose rhythm patterns and simple melodies in a variety of meters using standard and iconic notation.</p> <p>7.3CR Compose simple melodies in treble and bass clefs using multiple key signatures.</p>	<p>CONTENT STATEMENTS</p> <p>7.1PE Perform or present rhythmic patterns for multiple instruments or voices.</p> <p>7.2PE Perform or present melodies for multiple instruments or voices.</p> <p>7.3PE Perform accurately, independently, or collaboratively, with good posture and an appropriate tone quality.</p> <p>7.4PE Compare performers' techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p> <p>7.5PE Analyze a varied repertoire of vocal performances using elements of music.</p>	<p>CONTENT STATEMENTS</p> <p>7.1RE Identify aurally the style and historical period of various music examples.</p> <p>7.2RE Compare and contrast music instrument groupings for different styles of music in various cultures.</p> <p>7.3RE Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary.</p> <p>7.4RE Critique and evaluate interpretations of music via dance, drama, and visual art using appropriate vocabulary.</p> <p>7.5RE Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>7.6RE Follow and respond to grade-appropriate cues of a conductor.</p> <p>7.7RE Discuss what factors have the most influence on personal reactions to music.</p> <p>7.8RE Recognize, identify, and demonstrate form in music of various cultures and popular music.</p>	<p>CONTENT STATEMENTS</p> <p>7.1CO Analyze the meaning and expression of variety in live or recorded music performances.</p> <p>7.2CO Compare and contrast a variety of live or recorded music performances using appropriate audience behavior for the context and style of music performed.</p> <p>7.3CO Explain ways music complements other art forms using appropriate terminology.</p> <p>7.4CO Explain how and why people use and respond to music.</p> <p>7.5CO Describe the role of musicians and musical careers.</p> <p>7.6CO Describe the purpose of copyright law and the ethical and legal reasoning behind these laws.</p> <p>7.7CO Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music.</p>
GRADE 8	<p>CONTENT STATEMENTS</p> <p>8.1CR Improvise extended rhythmic, melodic, and harmonic passages in various forms.</p> <p>8.2CR Compose rhythm patterns and simple melodies in a variety of meters, including compound meters, using standard and iconic notation.</p> <p>8.3CR Compose a simple melody in treble clef over a simple bass clef chord.</p>	<p>CONTENT STATEMENTS</p> <p>8.1PE Perform or present rhythmic patterns for multiple instruments and voices.</p> <p>8.2PE Perform or present melodic compositions for multiple instruments or voices.</p> <p>8.3PE Independently or collaboratively perform with good posture while producing an appropriate tone quality.</p> <p>8.4PE Analyze performers' and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p> <p>8.5PE Compare and contrast vocal performances of varied repertoire using elements of music.</p>	<p>CONTENT STATEMENTS</p> <p>8.1RE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p>8.2RE Evaluate instrument groupings for different styles of music in various cultures.</p> <p>8.3RE Identify intervals and concert pitches in major and natural minor scales.</p> <p>8.4RE Critique and evaluate styles of music via dance, drama, and visual art using appropriate vocabulary.</p> <p>8.5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>8.6RE Follow and respond to grade-appropriate cues of a conductor.</p> <p>8.7RE Justify opinions about music based on culture, environment, values, and personal experiences.</p> <p>8.8RE Identify components of form in larger musical works (symphony, mass, concerto).</p>	<p>CONTENT STATEMENTS</p> <p>8.1CO Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression.</p> <p>8.2CO Describe how music performance and settings affect audience response.</p> <p>8.3CO Discuss ways that music affects other art forms when the musical selection is changed.</p> <p>8.4CO Discuss the purpose and value of music in various cultures and settings.</p> <p>8.5CO Describe how the roles of composers, performers, and others involved in music are similar to or different from those in other art forms.</p> <p>8.6CO Discuss how advances in technology have challenged copyright law (downloading music, copying CDs or DVDs, streaming services).</p> <p>8.7CO Discuss how current developments in music reflect the society in the local community and the larger world.</p>

HIGH SCHOOL

ENDURING UNDERSTANDINGS

Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
PROFICIENT	<p>CONTENT STATEMENTS HSP.1CR Improvise over drones provided by the instructor. HSP.2CR Compose a simple rhythm with rhythmic variation using standard and iconic notation. HSP.3CR Compose a simple melody, as well as a melodic variation, using written or digital standard and iconic notation.</p>	<p>CONTENT STATEMENTS HSP.1PE Perform or present a two-part rhythm example. HSP.2PE Perform or present a two-part melodic example using bass and treble clef. HSP.3PE Incorporate technology and media arts in performing or recording music. HSP.4PE Explain how instrument techniques create accurate pitch. HSP.5PE Compare and contrast vocal performances of varied repertoire using elements of music.</p>	<p>CONTENT STATEMENTS HSP.1RE Analyze selected composers and their works. HSP.2RE Explore and identify instruments from different historical periods and various cultures. HSP.3RE Describe the use of elements of music as they relate to expression in a varied repertoire of music. HSP.4RE Identify elements of style and form regularly used in music compositions. HSP.5RE Identify assessment practices that can help demonstrate learning and progress made in music. HSP.6RE Follow and respond to basic cues of a conductor. HSP.7RE Discuss how people differ in their responses to musical experiences based on culture, environment, values, and personal experiences. HSP.8RE Explain how the form in musical works (symphony, mass, concerto) progressed through history.</p>	<p>CONTENT STATEMENTS HSP.1CO Identify moods and meanings of selected music pieces and identify social events/situations where the music would be appropriate. HSP.2CO Create a critique of a live music performance using criteria based on elements of music. HSP.3CO Identify aesthetic characteristics common to all art forms. HSP.4CO Describe the purpose and value of music in various cultures and settings. HSP.5CO Demonstrate knowledge of potential musical career choices. HSP.6CO Describe copyright law and the ways illegal use of media affects composers, artists, and performers. HSP.7CO Identify the social contexts from which music of various cultures evolved.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
INTERMEDIATE	<p>CONTENT STATEMENTS</p> <p>HSI.1CR Improvise over simple chord progressions with guidance from the instructor.</p> <p>HSI.2CR Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in a variety of meters, including compound meters.</p> <p>HSI.3CR Compose a melody for a specific rhythmic accompaniment using written or digital, standard, and iconic notation.</p>	<p>CONTENT STATEMENTS</p> <p>HSI.1PE Perform or present a three-part rhythm example.</p> <p>HSI.2PE Perform or present a three-part melodic example using bass and treble clef.</p> <p>HSI.3PE Incorporate technology and media arts in creating and arranging music.</p> <p>HSI.4PE Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.</p> <p>HSI.5PE Analyze a varied repertoire of vocal performances using elements of music.</p>	<p>CONTENT STATEMENTS</p> <p>HSI.1RE Compare and contrast selected composers and their works from four major music periods.</p> <p>HSI.2RE Explain the evolution of instruments from different historical periods and various cultures.</p> <p>HSI.3RE Analyze how elements of music are used in a work to create images or evoke emotions.</p> <p>HSI.4RE Recognize, aurally or visually, musical elements of style and form in the performance of a music composition.</p> <p>HSI.5RE Apply assessment practices to demonstrate learning and progress made in the development of music skill and music literacy.</p> <p>HSI.6RE Follow and respond to intermediate cues of a conductor.</p> <p>HSI.7RE Examine the uses and responses to music across various cultures.</p> <p>HSI.8RE Aurally identify the form of historical musical works (symphony, mass, concerto).</p>	<p>CONTENT STATEMENTS</p> <p>HSI.1CO Compare and contrast the moods and meanings of multiple musical pieces used at a social event.</p> <p>HSI.2CO Compare a live music performance and a recorded performance using criteria based on elements of music.</p> <p>HSI.3CO Compare and contrast a musical work with another work of art (dance, drama, visual art) from the same culture.</p> <p>HSI.4CO Compare and contrast the purpose and value of music in various cultures and settings.</p> <p>HSI.5CO Identify various careers for musicians (education, entertainment, technical support) and develop a personal strategic career plan.</p> <p>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).</p> <p>HSI.7CO Listen to and compare musical styles from various cultures and historical periods.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ACCOMPLISHED	<p>CONTENT STATEMENTS</p> <p>HSAC.1CR Improvise over drones or simple chord progressions.</p> <p>HSAC.2CR Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in multiple meters, including compound meters.</p> <p>HSAC.3CR Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, standard, and iconic notation.</p>	<p>CONTENT STATEMENTS</p> <p>HSAC.1PE Perform or present a four-part rhythm example.</p> <p>HSAC.2PE Perform or present a four-part melodic example using bass and treble clef.</p> <p>HSAC.3PE Incorporate technology and media arts in creating, composing, and arranging music.</p> <p>HSAC.4PE Compare and contrast techniques of tuning multiple instruments.</p> <p>HSAC.5PE Explain the composer’s choices for the elements of music using a varied repertoire of vocal performances.</p>	<p>CONTENT STATEMENTS</p> <p>HSAC.1RE Research composers and their works from four major music periods.</p> <p>HSAC.2RE Determine the time period and culture of an instrument based on prior knowledge.</p> <p>HSAC.3RE Evaluate the use of the elements of music related to expression in a varied repertoire of music.</p> <p>HSAC.4RE Analyze the components of a music composition, demonstrating an understanding of music styles and form.</p> <p>HSAC.5RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p>HSAC.6RE Follow and respond to variously complex cues of a conductor.</p> <p>HSAC.7RE Compare and contrast how people from various backgrounds and cultures use and respond to music.</p> <p>HSAC.8RE Compare and contrast the individual sections within the form of historical musical works (symphony, mass, concerto).</p>	<p>CONTENT STATEMENTS</p> <p>HSAC.1CO Defend the use of the moods and meanings of musical pieces used at a social event.</p> <p>HSAC.2CO Defend a critique of a live music performance using criteria based on the elements of music.</p> <p>HSAC.3CO Explain how the creative process is used in similar and different ways in the arts.</p> <p>HSAC.4CO Develop and articulate a personal philosophy about the purpose and value of music.</p> <p>HSAC.5CO Identify and describe non-performing careers in music and describe ways technology and the media arts are used to create, perform, and listen to music.</p> <p>HSAC.6CO Research copyright law and the process for having a composition protected.</p> <p>HSAC.7CO Describe how music reflects the social and political events of history and the role of the musician in history and culture.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ADVANCED	<p>CONTENT STATEMENTS</p> <p>HSAD.1CR Improvise over chord progressions and symbols in a variety of styles (blues, jazz, world music).</p> <p>HSAD.2CR Compose an original work or arrange a pre-existing work in a variety of meters, including compound meters, for a variety of performing ensembles using standard and iconic notation.</p> <p>HSAD.3CR Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, standard and iconic notation.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1PE Perform or present a rhythm example for a performance group.</p> <p>HSAD.2PE Perform or present a melodic example for a performance group.</p> <p>HSAD.3PE Incorporate technology and media arts in creating, composing, arranging, promoting, and distributing music.</p> <p>HSAD.4PE Defend the purpose of tuning instruments.</p> <p>HSAD.5PE Defend the composer’s choices for the elements of music using a varied repertoire of vocal performances.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1RE Research composers, their lives, and the impact they had on society.</p> <p>HSAD.2RE Design an instrument based on knowledge of instruments from different historical periods and various cultures.</p> <p>HSAD.3RE Develop and apply criteria for evaluating the quality and effectiveness of musical performances and compositions based on an understanding of the elements of music.</p> <p>HSAD.4RE Evaluate a music composition, demonstrating an understanding of music styles and form.</p> <p>HSAD.5RE Apply assessment practices to select, organize, and present personal works to show growth and development in music.</p> <p>HSAD.6RE Follow and respond to advanced/complex cues of a conductor.</p> <p>HSAD.7RE Analyze why culture, environment, values, and personal experiences impact individual responses to music.</p> <p>HSAD.8RE Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1CO Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.</p> <p>HSAD.2CO Defend and advocate for a personal preference in musical performance using criteria based on the elements of music.</p> <p>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.</p> <p>HSAD.4CO Defend a personal philosophy about the purpose and value of music.</p> <p>HSAD.5CO Select personal music experiences that represent well-developed skills, abilities, and accomplishments (for a portfolio, college audition, studio work).</p> <p>HSAD.6CO Interpret copyright law and discover how someone can protect their compositions once the individual has composed or created their work.</p> <p>HSAD.7CO Analyze music works from various cultures, identifying the unique features of expressive content, and determine how these characteristics contribute to performance style.</p>

PERFORMING ENSEMBLE

ENDURING UNDERSTANDINGS

Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<p>NOVICE</p>	<p>CONTENT STATEMENTS ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal. ENN.2CR Select, develop, and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal. ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria. ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p>	<p>CONTENT STATEMENTS ENN.1PE Read and perform with correct pitches and correct rhythms. ENN.2PE Play or sing with a characteristic tone quality. ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency in singing pentatonic and major scales and/or keys. ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation). ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, and a characteristic tone. ENN.6PE Perform a varied repertoire of prepared and improvised music. ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting. ENN.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm, and characteristic tone quality. ENN.2RE Recognize the expressive intent, emotion, and meaning of musical works using appropriate terminology, context, or the setting of the text. ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.</p>	<p>CONTENT STATEMENTS ENN.1CO Identify the historical contexts from which American music evolved. ENN.2CO Recognize aesthetic characteristics common to all art forms. ENN.3CO Identify potential musical career choices in performing music. ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
INTERMEDIATE	<p>CONTENT STATEMENTS</p> <p>ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.</p> <p>ENI.2CR Select, develop, and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.</p> <p>ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.</p> <p>ENI.4CR Explain how instrument techniques create accurate pitch.</p>	<p>CONTENT STATEMENTS</p> <p>ENI.1PE Read and perform with correct pitches, correct rhythms, and printed dynamics.</p> <p>ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.</p> <p>ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency in singing pentatonic, major, and natural minor scales and keys.</p> <p>ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).</p> <p>ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, and printed dynamics.</p> <p>ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.</p> <p>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.</p> <p>ENI.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality, and articulations.</p> <p>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.</p> <p>ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.</p>	<p>CONTENT STATEMENTS</p> <p>ENI.1CO Describe the historical context from which American music evolved.</p> <p>ENI.2CO Compare and contrast a musical work with another work of art (dance, drama, visual art) from the same culture.</p> <p>ENI.3CO Describe potential career choices in music for both performers and nonperformers.</p> <p>ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists, and performers.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
SKILLED	<p>CONTENT STATEMENTS</p> <p>ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.</p> <p>ENS.2CR Select, develop, and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.</p> <p>ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.</p> <p>ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.</p>	<p>CONTENT STATEMENTS</p> <p>ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, and printed articulations.</p> <p>ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies, and adjust during the performance.</p> <p>ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency in singing pentatonic; major; natural, harmonic, and melodic minor scales and keys; plus the blues scale.</p> <p>ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics, such as phrasing.</p> <p>ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, and printed articulations.</p> <p>ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, and genres.</p> <p>ENS.7PE 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.</p> <p>ENS.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENS.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, and use of dynamics and articulations.</p> <p>ENS.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 and a variety of researched sources.</p> <p>ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in the development of music skill and music literacy.</p>	<p>CONTENT STATEMENTS</p> <p>ENS.1CO Compare music from a variety of cultures and historical periods.</p> <p>ENS.2CO Compare and contrast a musical work with another work of art (dance, drama, visual art) from different cultures based on cultural influences.</p> <p>ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.</p> <p>ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ACCOMPLISHED	<p>CONTENT STATEMENTS</p> <p>ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.</p> <p>ENAC.2CR Select, develop, and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.</p> <p>ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.</p> <p>ENAC.4CR Compare and contrast techniques of tuning multiple instruments.</p>	<p>CONTENT STATEMENTS</p> <p>ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, and appropriate style for the music being performed.</p> <p>ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, and adjust during the performance.</p> <p>ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency in singing pentatonic; major; natural, harmonic, and melodic minor scales and keys; plus chromatic and octatonic scales.</p> <p>ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing, and emotion.</p> <p>ENAC.5PE 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.</p> <p>ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods, and genres.</p> <p>ENAC.7PE 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.</p> <p>ENAC.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation, and appropriate style.</p> <p>ENAC.2RE 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.</p> <p>ENAC.3RE Collaborate with the instructor to select music, successfully rehearse, and present an individual performance showing mastery of the selected music.</p>	<p>CONTENT STATEMENTS</p> <p>ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.</p> <p>ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.</p> <p>ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.</p> <p>ENAC.4CO Research copyright law and the process for having a composition protected.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ADVANCED	<p>CONTENT STATEMENTS</p> <p>ENAD.1CR Compose and improvise musical compositions for a variety of purposes and contexts.</p> <p>ENAD.2CR Select, develop, and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.</p> <p>ENAD.3CR Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria.</p> <p>ENAD.4CR Defend the purpose of tuning instruments.</p>	<p>CONTENT STATEMENTS</p> <p>ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style, and musical expression for the music being performed.</p> <p>ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during the performance, and utilize concepts of just intonation.</p> <p>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, octatonic, and whole-tone scales, plus modes as appropriate.</p> <p>ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles.</p> <p>ENAD.5PE 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 and musical expression.</p> <p>ENAD.6PE Perform a varied repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods, and genres in several types of ensembles.</p> <p>ENAD.7PE Develop, apply, and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.</p> <p>ENAD.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENAD.1RE Develop and apply criteria to critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style, and expression.</p> <p>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.</p> <p>ENAD.3RE Use student-developed criteria to select music, organize, and present an individual performance showing mastery of the selected music.</p>	<p>CONTENT STATEMENTS</p> <p>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.</p> <p>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.</p> <p>ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities, and accomplishments (developing a portfolio, preparing college audition, studio work).</p> <p>ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.</p>