

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

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

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>GRADE 3</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CR</b> Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources.</p> <p><b>3.2CR</b> 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><b>3.3CR</b> Compose using extended pentatonic melodies in treble clef in a variety of tonal centers.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1PE</b> Read and perform using known rhythms, dotted half notes, and sixteenth notes in simple duple, triple, and quadruple meters.</p> <p><b>3.2PE</b> Read and perform <i>do</i> or <i>la</i> extended pentatonic melodies in treble clef in different tonal centers.</p> <p><b>3.3PE</b> Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</p> <p><b>3.4PE</b> Play a variety of classroom instruments, alone and with others while demonstrating consistently proper techniques.</p> <p><b>3.5PE</b> Demonstrate rounds and canons.</p> <p><b>3.6PE</b> Maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1RE</b> Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.</p> <p><b>3.2RE</b> Identify families of instruments aurally and visually.</p> <p><b>3.3RE</b> Distinguish elements of music using developmentally appropriate vocabulary.</p> <p><b>3.4RE</b> Interpret music through movement, dance, drama, and visual art.</p> <p><b>3.5RE</b> Explain personal preferences for musical selections using selected music vocabulary.</p> <p><b>3.6RE</b> Follow and respond to grade-appropriate cues of a conductor.</p> <p><b>3.7RE</b> Explore how music is celebrated and supported within the community.</p> <p><b>3.8RE</b> Identify and respond to simple music forms.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CO</b> Express how elements of music communicate feelings, moods, images, and meaning.</p> <p><b>3.2CO</b> Attend and describe music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p><b>3.3CO</b> Compare and contrast the use of similarly named elements in music and other subject areas.</p>
<b>GRADE 4</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CR</b> 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><b>4.2CR</b> 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><b>4.3CR</b> Compose extended pentatonic melodies in treble clef using <i>do</i> or <i>la</i> tonal centers.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1PE</b> Read and perform using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters.</p> <p><b>4.2PE</b> Read and perform extended pentatonic melodies in treble clef using <i>do</i> or <i>la</i> tonal centers.</p> <p><b>4.3PE</b> 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><b>4.4PE</b> Play a variety of classroom instruments, alone and with others while demonstrating various proper techniques.</p> <p><b>4.5PE</b> Demonstrate partner songs and descants.</p> <p><b>4.6PE</b> Maintain independent, simple, four- and eight-beat rhythmic 5stinato against at least two separate parts.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1RE</b> Discuss the lives and times of composers from various historical periods and cultures.</p> <p><b>4.2RE</b> Classify instruments by their families.</p> <p><b>4.3RE</b> Compare and contrast elements of music using developmentally appropriate vocabulary.</p> <p><b>4.4RE</b> Compare interpretations of the same piece of music as it occurs in movement, dance, drama, or visual art.</p> <p><b>4.5RE</b> Explain personal preferences for musical selections using music vocabulary.</p> <p><b>4.6RE</b> Follow and respond to grade-appropriate cues of a conductor.</p> <p><b>4.7RE</b> Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots.</p> <p><b>4.8RE</b> Identify and respond to simple music forms (verse/refrain, rondo).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CO</b> Discuss the connection between emotion and music in selected musical works using elements of music.</p> <p><b>4.2CO</b> Attend and reflect on music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p><b>4.3CO</b> Discuss how the elements and subject matter of music connect with other subject areas.</p>

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

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>GRADE 7</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CR</b> Improvise long rhythmic, melodic, and harmonic passages for individual instruments.</p> <p><b>7.2CR</b> Compose rhythm patterns and simple melodies in a variety of meters using standard and iconic notation.</p> <p><b>7.3CR</b> Compose simple melodies in treble and bass clefs using multiple key signatures.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1PE</b> Perform or present rhythmic patterns for multiple instruments or voices.</p> <p><b>7.2PE</b> Perform or present melodies for multiple instruments or voices.</p> <p><b>7.3PE</b> Perform accurately, independently, or collaboratively, with good posture and an appropriate tone quality.</p> <p><b>7.4PE</b> Compare performers' techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p> <p><b>7.5PE</b> Analyze a varied repertoire of vocal performances using elements of music.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1RE</b> Identify aurally the style and historical period of various music examples.</p> <p><b>7.2RE</b> Compare and contrast music instrument groupings for different styles of music in various cultures.</p> <p><b>7.3RE</b> Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary.</p> <p><b>7.4RE</b> Critique and evaluate interpretations of music via dance, drama, and visual art using appropriate vocabulary.</p> <p><b>7.5RE</b> Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p><b>7.6RE</b> Follow and respond to grade-appropriate cues of a conductor.</p> <p><b>7.7RE</b> Discuss what factors have the most influence on personal reactions to music.</p> <p><b>7.8RE</b> Recognize, identify, and demonstrate form in music of various cultures and popular music.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CO</b> Analyze the meaning and expression of variety in live or recorded music performances.</p> <p><b>7.2CO</b> 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><b>7.3CO</b> Explain ways music complements other art forms using appropriate terminology.</p> <p><b>7.4CO</b> Explain how and why people use and respond to music.</p> <p><b>7.5CO</b> Describe the role of musicians and musical careers.</p> <p><b>7.6CO</b> Describe the purpose of copyright law and the ethical and legal reasoning behind these laws.</p> <p><b>7.7CO</b> Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music.</p>
<b>GRADE 8</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CR</b> Improvise extended rhythmic, melodic, and harmonic passages in various forms.</p> <p><b>8.2CR</b> Compose rhythm patterns and simple melodies in a variety of meters, including compound meters, using standard and iconic notation.</p> <p><b>8.3CR</b> Compose a simple melody in treble clef over a simple bass clef chord.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1PE</b> Perform or present rhythmic patterns for multiple instruments and voices.</p> <p><b>8.2PE</b> Perform or present melodic compositions for multiple instruments or voices.</p> <p><b>8.3PE</b> Independently or collaboratively perform with good posture while producing an appropriate tone quality.</p> <p><b>8.4PE</b> Analyze performers' and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p> <p><b>8.5PE</b> Compare and contrast vocal performances of varied repertoire using elements of music.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1RE</b> Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p><b>8.2RE</b> Evaluate instrument groupings for different styles of music in various cultures.</p> <p><b>8.3RE</b> Identify intervals and concert pitches in major and natural minor scales.</p> <p><b>8.4RE</b> Critique and evaluate styles of music via dance, drama, and visual art using appropriate vocabulary.</p> <p><b>8.5RE</b> Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p><b>8.6RE</b> Follow and respond to grade-appropriate cues of a conductor.</p> <p><b>8.7RE</b> Justify opinions about music based on culture, environment, values, and personal experiences.</p> <p><b>8.8RE</b> Identify components of form in larger musical works (symphony, mass, concerto).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CO</b> Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression.</p> <p><b>8.2CO</b> Describe how music performance and settings affect audience response.</p> <p><b>8.3CO</b> Discuss ways that music affects other art forms when the musical selection is changed.</p> <p><b>8.4CO</b> Discuss the purpose and value of music in various cultures and settings.</p> <p><b>8.5CO</b> 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><b>8.6CO</b> Discuss how advances in technology have challenged copyright law (downloading music, copying CDs or DVDs, streaming services).</p> <p><b>8.7CO</b> 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)
<b>PROFICIENT</b>	<p><b>CONTENT STATEMENTS</b>  <b>HSP.1CR</b> Improvise over drones provided by the instructor.  <b>HSP.2CR</b> Compose a simple rhythm with rhythmic variation using standard and iconic notation.  <b>HSP.3CR</b> Compose a simple melody, as well as a melodic variation, using written or digital standard and iconic notation.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSP.1PE</b> Perform or present a two-part rhythm example.  <b>HSP.2PE</b> Perform or present a two-part melodic example using bass and treble clef.  <b>HSP.3PE</b> Incorporate technology and media arts in performing or recording music.  <b>HSP.4PE</b> Explain how instrument techniques create accurate pitch.  <b>HSP.5PE</b> Compare and contrast vocal performances of varied repertoire using elements of music.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSP.1RE</b> Analyze selected composers and their works.  <b>HSP.2RE</b> Explore and identify instruments from different historical periods and various cultures.  <b>HSP.3RE</b> Describe the use of elements of music as they relate to expression in a varied repertoire of music.  <b>HSP.4RE</b> Identify elements of style and form regularly used in music compositions.  <b>HSP.5RE</b> Identify assessment practices that can help demonstrate learning and progress made in music.  <b>HSP.6RE</b> Follow and respond to basic cues of a conductor.  <b>HSP.7RE</b> Discuss how people differ in their responses to musical experiences based on culture, environment, values, and personal experiences.  <b>HSP.8RE</b> Explain how the form in musical works (symphony, mass, concerto) progressed through history.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSP.1CO</b> Identify moods and meanings of selected music pieces and identify social events/situations where the music would be appropriate.  <b>HSP.2CO</b> Create a critique of a live music performance using criteria based on elements of music.  <b>HSP.3CO</b> Identify aesthetic characteristics common to all art forms.  <b>HSP.4CO</b> Describe the purpose and value of music in various cultures and settings.  <b>HSP.5CO</b> Demonstrate knowledge of potential musical career choices.  <b>HSP.6CO</b> Describe copyright law and the ways illegal use of media affects composers, artists, and performers.  <b>HSP.7CO</b> Identify the social contexts from which music of various cultures evolved.</p>



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

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>ACCOMPLISHED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1CR</b> Improvise over drones or simple chord progressions.</p> <p><b>HSAC.2CR</b> Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in multiple meters, including compound meters.</p> <p><b>HSAC.3CR</b> Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, standard, and iconic notation.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1PE</b> Perform or present a four-part rhythm example.</p> <p><b>HSAC.2PE</b> Perform or present a four-part melodic example using bass and treble clef.</p> <p><b>HSAC.3PE</b> Incorporate technology and media arts in creating, composing, and arranging music.</p> <p><b>HSAC.4PE</b> Compare and contrast techniques of tuning multiple instruments.</p> <p><b>HSAC.5PE</b> Explain the composer’s choices for the elements of music using a varied repertoire of vocal performances.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1RE</b> Research composers and their works from four major music periods.</p> <p><b>HSAC.2RE</b> Determine the time period and culture of an instrument based on prior knowledge.</p> <p><b>HSAC.3RE</b> Evaluate the use of the elements of music related to expression in a varied repertoire of music.</p> <p><b>HSAC.4RE</b> Analyze the components of a music composition, demonstrating an understanding of music styles and form.</p> <p><b>HSAC.5RE</b> Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p><b>HSAC.6RE</b> Follow and respond to variously complex cues of a conductor.</p> <p><b>HSAC.7RE</b> Compare and contrast how people from various backgrounds and cultures use and respond to music.</p> <p><b>HSAC.8RE</b> Compare and contrast the individual sections within the form of historical musical works (symphony, mass, concerto).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1CO</b> Defend the use of the moods and meanings of musical pieces used at a social event.</p> <p><b>HSAC.2CO</b> Defend a critique of a live music performance using criteria based on the elements of music.</p> <p><b>HSAC.3CO</b> Explain how the creative process is used in similar and different ways in the arts.</p> <p><b>HSAC.4CO</b> Develop and articulate a personal philosophy about the purpose and value of music.</p> <p><b>HSAC.5CO</b> 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><b>HSAC.6CO</b> Research copyright law and the process for having a composition protected.</p> <p><b>HSAC.7CO</b> 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)
<b>ADVANCED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1CR</b> Improvise over chord progressions and symbols in a variety of styles (blues, jazz, world music).</p> <p><b>HSAD.2CR</b> 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><b>HSAD.3CR</b> 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><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1PE</b> Perform or present a rhythm example for a performance group.</p> <p><b>HSAD.2PE</b> Perform or present a melodic example for a performance group.</p> <p><b>HSAD.3PE</b> Incorporate technology and media arts in creating, composing, arranging, promoting, and distributing music.</p> <p><b>HSAD.4PE</b> Defend the purpose of tuning instruments.</p> <p><b>HSAD.5PE</b> Defend the composer’s choices for the elements of music using a varied repertoire of vocal performances.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1RE</b> Research composers, their lives, and the impact they had on society.</p> <p><b>HSAD.2RE</b> Design an instrument based on knowledge of instruments from different historical periods and various cultures.</p> <p><b>HSAD.3RE</b> 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><b>HSAD.4RE</b> Evaluate a music composition, demonstrating an understanding of music styles and form.</p> <p><b>HSAD.5RE</b> Apply assessment practices to select, organize, and present personal works to show growth and development in music.</p> <p><b>HSAD.6RE</b> Follow and respond to advanced/complex cues of a conductor.</p> <p><b>HSAD.7RE</b> Analyze why culture, environment, values, and personal experiences impact individual responses to music.</p> <p><b>HSAD.8RE</b> Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1CO</b> Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.</p> <p><b>HSAD.2CO</b> Defend and advocate for a personal preference in musical performance using criteria based on the elements of music.</p> <p><b>HSAD.3CO</b> 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><b>HSAD.4CO</b> Defend a personal philosophy about the purpose and value of music.</p> <p><b>HSAD.5CO</b> Select personal music experiences that represent well-developed skills, abilities, and accomplishments (for a portfolio, college audition, studio work).</p> <p><b>HSAD.6CO</b> Interpret copyright law and discover how someone can protect their compositions once the individual has composed or created their work.</p> <p><b>HSAD.7CO</b> 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><b>NOVICE</b></p>	<p><b>CONTENT STATEMENTS</b>  <b>ENN.1CR</b> Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.  <b>ENN.2CR</b> Select, develop, and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.  <b>ENN.3CR</b> Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.  <b>ENN.4CR</b> Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p>	<p><b>CONTENT STATEMENTS</b>  <b>ENN.1PE</b> Read and perform with correct pitches and correct rhythms.  <b>ENN.2PE</b> Play or sing with a characteristic tone quality.  <b>ENN.3PE</b> Demonstrate proficiency in three major key signatures. Demonstrate proficiency in singing pentatonic and major scales and/or keys.  <b>ENN.4PE</b> Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).  <b>ENN.5PE</b> Perform compositions intended for sight reading with correct pitches, correct rhythms, and a characteristic tone.  <b>ENN.6PE</b> Perform a varied repertoire of prepared and improvised music.  <b>ENN.7PE</b> Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.  <b>ENN.8PE</b> Respond appropriately to the cues of the conductor.</p>	<p><b>CONTENT STATEMENTS</b>  <b>ENN.1RE</b> Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm, and characteristic tone quality.  <b>ENN.2RE</b> Recognize the expressive intent, emotion, and meaning of musical works using appropriate terminology, context, or the setting of the text.  <b>ENN.3RE</b> Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.</p>	<p><b>CONTENT STATEMENTS</b>  <b>ENN.1CO</b> Identify the historical contexts from which American music evolved.  <b>ENN.2CO</b> Recognize aesthetic characteristics common to all art forms.  <b>ENN.3CO</b> Identify potential musical career choices in performing music.  <b>ENN.4CO</b> 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)
<b>INTERMEDIATE</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENI.1CR</b> Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.</p> <p><b>ENI.2CR</b> Select, develop, and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.</p> <p><b>ENI.3CR</b> Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.</p> <p><b>ENI.4CR</b> Explain how instrument techniques create accurate pitch.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENI.1PE</b> Read and perform with correct pitches, correct rhythms, and printed dynamics.</p> <p><b>ENI.2PE</b> Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.</p> <p><b>ENI.3PE</b> Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency in singing pentatonic, major, and natural minor scales and keys.</p> <p><b>ENI.4PE</b> Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).</p> <p><b>ENI.5PE</b> Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, and printed dynamics.</p> <p><b>ENI.6PE</b> Perform a varied repertoire of prepared and improvised music representing a variety of cultures.</p> <p><b>ENI.7PE</b> 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><b>ENI.8PE</b> Respond appropriately to the cues of the conductor.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENI.1RE</b> Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality, and articulations.</p> <p><b>ENI.2RE</b> 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><b>ENI.3RE</b> Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENI.1CO</b> Describe the historical context from which American music evolved.</p> <p><b>ENI.2CO</b> Compare and contrast a musical work with another work of art (dance, drama, visual art) from the same culture.</p> <p><b>ENI.3CO</b> Describe potential career choices in music for both performers and nonperformers.</p> <p><b>ENI.4CO</b> 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)
<b>SKILLED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENS.1CR</b> 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><b>ENS.2CR</b> 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><b>ENS.3CR</b> Evaluate and refine simple compositions and improvisations based on individually developed criteria.</p> <p><b>ENS.4CR</b> Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENS.1PE</b> Read and perform with correct pitches, correct rhythms, printed dynamics, and printed articulations.</p> <p><b>ENS.2PE</b> Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies, and adjust during the performance.</p> <p><b>ENS.3PE</b> 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><b>ENS.4PE</b> Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics, such as phrasing.</p> <p><b>ENS.5PE</b> Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, and printed articulations.</p> <p><b>ENS.6PE</b> Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, and genres.</p> <p><b>ENS.7PE</b> 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><b>ENS.8PE</b> Respond appropriately to the cues of the conductor.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENS.1RE</b> 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><b>ENS.2RE</b> 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><b>ENS.3RE</b> 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><b>CONTENT STATEMENTS</b></p> <p><b>ENS.1CO</b> Compare music from a variety of cultures and historical periods.</p> <p><b>ENS.2CO</b> Compare and contrast a musical work with another work of art (dance, drama, visual art) from different cultures based on cultural influences.</p> <p><b>ENS.3CO</b> Evaluate potential musical performance career choices and develop a personal strategic career plan.</p> <p><b>ENS.4CO</b> 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)
<b>ACCOMPLISHED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAC.1CR</b> Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.</p> <p><b>ENAC.2CR</b> 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><b>ENAC.3CR</b> Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.</p> <p><b>ENAC.4CR</b> Compare and contrast techniques of tuning multiple instruments.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAC.1PE</b> Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, and appropriate style for the music being performed.</p> <p><b>ENAC.2PE</b> 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><b>ENAC.3PE</b> 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><b>ENAC.4PE</b> Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing, and emotion.</p> <p><b>ENAC.5PE</b> 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><b>ENAC.6PE</b> Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods, and genres.</p> <p><b>ENAC.7PE</b> 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><b>ENAC.8PE</b> Respond appropriately to the cues of the conductor.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAC.1RE</b> 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><b>ENAC.2RE</b> 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><b>ENAC.3RE</b> Collaborate with the instructor to select music, successfully rehearse, and present an individual performance showing mastery of the selected music.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAC.1CO</b> Examine how music reflects the social and political events of history and the role of the musician in history and culture.</p> <p><b>ENAC.2CO</b> Explain how the creative process is used in similar and different ways in the arts.</p> <p><b>ENAC.3CO</b> Develop and articulate a personal philosophy about the purpose and value of performing music.</p> <p><b>ENAC.4CO</b> Research copyright law and the process for having a composition protected.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>ADVANCED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAD.1CR</b> Compose and improvise musical compositions for a variety of purposes and contexts.</p> <p><b>ENAD.2CR</b> Select, develop, and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.</p> <p><b>ENAD.3CR</b> Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria.</p> <p><b>ENAD.4CR</b> Defend the purpose of tuning instruments.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAD.1PE</b> Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style, and musical expression for the music being performed.</p> <p><b>ENAD.2PE</b> 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><b>ENAD.3PE</b> 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><b>ENAD.4PE</b> Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles.</p> <p><b>ENAD.5PE</b> 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><b>ENAD.6PE</b> 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><b>ENAD.7PE</b> 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><b>ENAD.8PE</b> Respond appropriately to the cues of the conductor.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAD.1RE</b> 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><b>ENAD.2RE</b> 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><b>ENAD.3RE</b> Use student-developed criteria to select music, organize, and present an individual performance showing mastery of the selected music.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENAD.1CO</b> 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><b>ENAD.2CO</b> 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><b>ENAD.3CO</b> Select personal music experiences that represent well-developed performance skills, abilities, and accomplishments (developing a portfolio, preparing college audition, studio work).</p> <p><b>ENAD.4CO</b> Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.</p>