

Fine Arts Learning Standards Crosswalk: Music - General



Philosophical Foundation for Fine Arts Learning Standards

The Ohio Learning Standards for Fine Arts reflect the skills and knowledge students need to succeed in their personal and professional artistic pursuits. Underpinning the philosophical and lifelong goals of the Ohio Learning Standards for Fine Arts is the conceptual framework of *Artistic Literacy* and the *Artistic Processes*. When enacted through high-quality instruction, the four artistic processes cultivate students’ artistic literacy and prepare students for success in college, careers, and beyond.

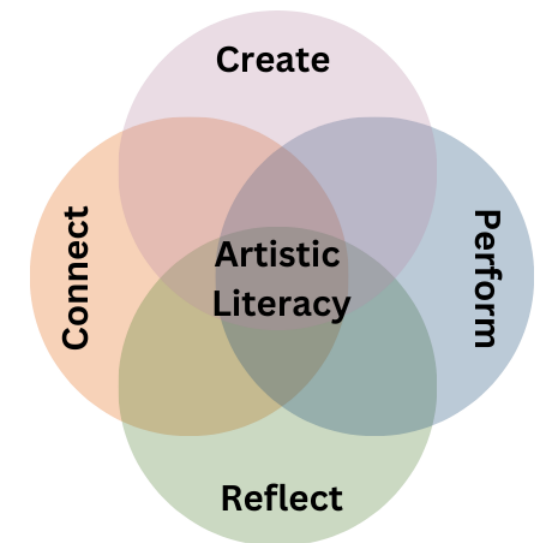
Artistic Literacy

- The knowledge and understanding required to participate authentically in the arts.
- Artistic Literacy is supported by arts domain-specific literacy processes such as aural, kinesthetic, media, oral and text-based, and visual literacy.

Artistic Process

- The rigorous cognitive and physical actions by which arts learning and art-making are realized.
- When students use the Artistic Processes, they draw from various kinds of knowledge and understanding about the arts to construct meaning. This process builds fluency in the symbolic and metaphoric forms that are both unique to the arts and transferable to a multitude of contexts.

Access the [Ohio Learning Standards for Fine Arts](#).



ORGANIZATION OF FINE ARTS LEARNING STANDARDS

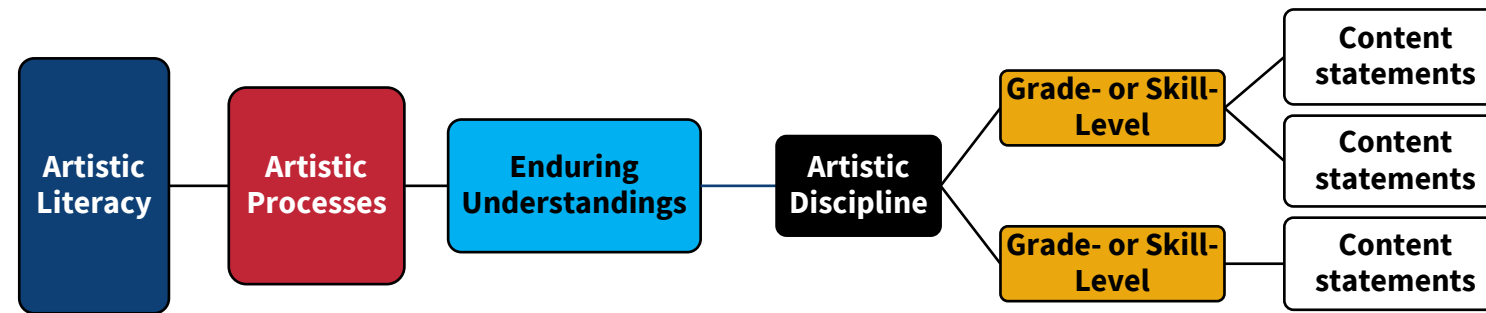
The Ohio Learning Standards for Fine Arts are structured around four Artistic Processes and designed to answer the question: *What do artists do?* Organizational changes included consistency of the Artistic Processes across all five disciplines, alignment with the national framework, and the inclusion of ‘artists/students’ centered students as artists as a part of the learning process.

ARTISTIC PROCESSES

2012	2024	CHANGES AND RATIONALE
COGNITIVE & CREATIVE LEARNING PROCESSES	ARTISTIC PROCESSES	
PERCEIVING/KNOWING (PE): Listen, observe, move, attend to discriminate	CREATING (CR): Artists/students conceive and develop new artistic ideas and work	Creating was parsed out from Producing/Performing to elevate the importance of the creating process.
PRODUCING/PERFORMING (PR): Create, compose, improvise, use & master skills	PERFORMING (PE): Artists/students realize artistic ideas and work through interpretation and presentation	Performing shifted the focus from ‘knowing what’ (i.e., skills and techniques) to ‘knowing how’ (i.e., making and conveying meaning through art).
RESPONDING/REFLECTING (RE): Make connections, reconsider, question, self-assess	RESPONDING (RE): Artists/students understand and evaluate how the arts convey meaning	Responding merged aspects of Perceiving/Knowing and Responding/Reflecting to focus on analysis, interpretation, understanding, critique, and evaluation. Making connections was parsed out of Responding/Reflecting and included under Connecting.
	CONNECTING (CO): Artists/students relate artistic ideas and work with personal meaning and external content	The Connecting process was added in response to the educational communities’ desire to have a category that had more real-world and career connections beyond only technical performance skills for students.

ENDURING UNDERSTANDINGS FOR FINE ARTS LEARNING STANDARDS

Each artistic process has an aligned Enduring Understanding which is shared across all five artistic disciplines. Enduring Understandings clarify what students will carry forward from high-quality arts instruction. These Enduring Understandings prepare for success in both the arts and life.



The four Enduring Understandings are big picture goals for student learning, underpin the performance indicators, and drive curricular and instructional choices. Each Artistic Process has a discipline-specific performance standard for each grade- or skill-level. Grades K-8 performance standards are organized by grade-level while high school performance standards are organized by skill-level. The new Performing Ensemble standards are all organized by skill level. The content statements serve as guideposts, or performance indicators, to support reaching the goals of the Enduring Understandings and the cultivation of *Artistic Literacy*. Changes include reconceptualizing the Enduring Understandings to be consistent across all arts disciplines and alignment with the Artistic Processes.

2012	2024	CHANGES AND RATIONALE
ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS	
PERSONAL CHOICE AND VISION: Students construct and solve problems of personal relevance and interest when expressing themselves through dance.	CREATING: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Personal Choice and Vision is embedded within both Creating and Connecting.
CRITICAL AND CREATIVE THINKING: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dances in conventional and innovative ways and understand the dances created and performed by others.	PERFORMING: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Critical and Creative Thinking is embedded within Creating and Responding.
AUTHENTIC APPLICATION AND COLLABORATION: Students work individually and in groups to focus ideas and create and perform dances to address genuine local and global community needs.	RESPONDING: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.	Authentic Application and Collaboration is embedded within Creating, Performing, and Connecting.
LITERACY: As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.	CONNECTING: Artists/students understand and communicate the value of creative expressions in internal and external contexts	Literacy is embedded within the larger framework of the Artistic Processes as the cultivation of Artistic Literacy.

Changes from 2012 to 2024

The music standards were revised and updated to address the vertical and horizontal alignment suggestions that trended in the public comments. The revision streamlined the content standards by reducing repetition and aligning language and processes with prevalent terms used within the field. The revision also encouraged an understanding of how personal, cultural and social norms and expectations influence the Fine Arts Learning Standards. The 2024 standards were designed to be less prescriptive and more conceptual, allowing for teachers to utilize their professional expertise and experience to customize arts learning for the individual students in the classroom. This allows for increased flexibility in which types of artistic genres and styles are included within locally adopted curricula to support student acquisition of artistic literacy. The new framework recognizes that high-quality arts learning can be realized in a myriad of ways, allowing schools and districts increased flexibility in how they might create artistic learning opportunities for students.

CONCEPTUAL SHIFT

In the shift from skill-based learning standards to cognitive and artistic process-based learning standards, the arts techniques and skills become the activity by which learning is activated. Consider rigor as a process of building conceptual understandings, procedural skills and fluency, and applying learning. What this may look like in practice may vary from arts discipline to arts discipline, and even between genres or types of arts.

IMPLICATIONS FOR INSTRUCTION

The 2024 Learning Standards for Fine Arts focus instruction on the cognitive and artistic processes and repositions the technical skills as the means by which students acquire the knowledge and understanding required for artistic and technical fluency.

VISION OF HIGH-QUALITY INSTRUCTION IN THE ARTS

Munter (2014) outlines a framework characterizing a vision for high-quality instruction:

1. **Role of the teacher** – forms of guidance or instructional practices utilized by teacher
2. **Classroom discourse** – ways students participate in learning (e.g., listening, talking, doing, moving, singing, playing, etc.)
3. **Content-specific Tasks** – activities grounded in the artistic content used to support learning (e.g., projects, assignments, activities, etc.)

In addition to these three elements, high-quality instruction needs to be supported by a foundation of a welcoming classroom culture and high-levels of student engagement.

Consider the following guiding questions:

1. **Role of the teacher** – What pedagogical approaches and instructional strategies are utilized by the teacher to promote mastery and are aligned to best practices within the artistic domain?
2. **Classroom discourse** – How are students participating in the learning? What opportunities do students have to communicate (verbal, written, symbolic, movement, etc.) their understanding of the learning?
3. **Content-specific tasks** – What technical skills and cognitive processes are students engaging with?
4. **Classroom culture** – What teacher explicit and implicit actions encourage students to feel welcome and ready to learn in the classroom?
5. **Student engagement** – How are student interests included in the lesson activities? What strategies are used to support high levels of student engagement from all students?

FRAMEWORK GUIDING QUESTIONS

Instructional Vision	What is your vision for teaching and learning in the arts?
Artistic Literacy	What knowledge and understanding are required to participate authentically in the arts? What abilities are required to demonstrate artistic fluency?
Artistic Processes	What are the cognitive, artistic, and physical actions, understandings, and skills required for arts learning?
Enduring Understandings	What are the overarching goals of arts learning? What should students carry forward from the learning?
Grade- or Skill-Level Statements	What are the targets for each grade- or skill-level to meet the goals of the enduring understandings? What indicators of performance should students be able to demonstrate?

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.

OVERVIEW OF THE 2024 MUSIC: GENERAL 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.

Integration of Technology: It is implied that technology will be integrated into the music classroom.

Career Connections: 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.

Music - General Crosswalk Kindergarten

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Identify same and different (e.g., fast/slow, loud/soft, high/low, and long/short).</p> <p>2CE Explore steady beat and rhythm.</p> <p>3CE Listen to and explore the music of various styles, composers, periods, and cultures.</p> <p>4CE Explore and identify a wide variety of sounds, including the human voice.</p> <p>5CE Explore a variety of classroom instruments (e.g., metals, skins, and woods).</p> <p>6CE Attend live music performances.</p> <p>7CE Identify a musician and his or her roles (e.g., composer, conductor, and performer).</p> <p>8CE Explore connections between sound and its visual representation.</p>	Creating (CR)	<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>CE is now CR</p> <p>3CE – Simplified for grade level appropriateness</p> <p>5CE – Moved to Responding: K.2RE</p> <p>6CE – Moved to Connecting: K.2CO</p> <p>Combined K.1CR and K.3CR to focus on melodic composition</p>
Producing Performing (PR)	<p>1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low, and long/short).</p> <p>2PR Demonstrate a steady beat and maintain it while performing.</p> <p>3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers, and cultures.</p> <p>4PR Create a wide variety of vocal and instrumental sounds.</p> <p>5PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p>6PR Demonstrate audience behavior appropriate for the context and style of music performed.</p> <p>7PR Create a visual representation of sound.</p>	Performing (PE)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>1PR – Now K.6PE</p> <p>2PR – Now K.5PE</p> <p>3PR – No change</p> <p>5PR – Now K.4PE</p>
Responding Reflecting (RE)	<p>1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods.</p> <p>2RE Describe how sounds and music are used in our daily lives.</p> <p>3RE Describe the difference between steady beat and rhythm.</p> <p>4RE Identify and connect a concept shared between music and another curricular subject.</p> <p>5RE Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”</p> <p>6RE Respond to sound with a drawing of how the sound makes them feel.</p> <p>7RE Offer opinions about their own musical experiences and responses to music.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – Now K.5RE</p> <p>K.7RE reworded for vertical progression and inclusion of ‘in various cultures’</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 1

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Identify echo and call/response.</p> <p>2CE Explore steady beat, rhythm, and meter.</p> <p>3CE Listen to and identify music of various and contrasting styles, composers, periods, and cultures.</p> <p>4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, and solfege).</p> <p>5CE Explore selected musical instruments aurally and visually.</p> <p>6CE Attend live music performances with emphasis on concert etiquette.</p>	Creating (CR)	<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>CE is now CR</p> <p>2CE – now 1.2CR; Reworded to make more robust</p> <p>6CE – Moved to Connecting: Now 1.2CO</p> <p>1.3CR rewritten to reduce vertical jump in composition standards and align with performance standards for melodies.</p>
Producing Performing (PR)	<p>1PR Demonstrate echo and call/response.</p> <p>2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</p> <p>3PR Read, write and perform using eighth notes, quarter notes and quarter rests.</p> <p>4PR Improvise new lyrics to known songs and experiment with digital technology.</p> <p>5PR Read, write, and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers, or letters).</p> <p>6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p>7PR Demonstrate audience behavior appropriate for the context and style of music performed.</p>	Performing (PE)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Removed “write” to separate creating and performing processes.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>1PR – Now 1.5PE</p> <p>2PR – Now 1.3PE</p> <p>3PR – Now 1.1PE</p> <p>5PR – Now 1.2PE</p> <p>6PR – Now 1.4PE</p>
Responding Reflecting (RE)	<p>1RE Recognize how music is used for a variety of occasions.</p> <p>2RE Describe how music communicates feelings, moods, images, and meaning.</p> <p>3RE Communicate a response to music using dance, drama, or visual art.</p> <p>4RE Connect concepts shared between music, other art forms and other curricular subjects.</p> <p>5RE Form and express personal opinions about a musical performance and show respect for the opinions of others.</p> <p>6RE Describe the challenges of individual and group music performance using music vocabulary.</p> <p>7RE Discuss audience behavior appropriate for the context and style of music performed.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – Now 1.8RE</p> <p>2RE – Moved to Connecting, now 1.1CO</p> <p>3RE – Now 1.4RE, simplified wording</p> <p>4RE – Moved to Connecting, now 1.3CO</p> <p>5RE – Reworded to make more robust (1.5RE)</p> <p>1.6RE – New 2024</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 2

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Identify patterns of same and different phrases in simple poems and songs.</p> <p>2CE Identify rounds and canons.</p> <p>3CE Listen to and identify music of various styles, composers, periods, and cultures.</p> <p>4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, and solfege).</p> <p>5CE Explore selected musical instruments visually and aurally.</p> <p>6CE Attend live music performances with emphasis on instrument and voice identification.</p>	Creating (CR)	<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>CE is now CR</p> <p>Changed wording to “a variety of tonal centers” to allow increased teacher autonomy and flexibility for local curriculum</p> <p>2CE – Moved to Grade 3, Performing, now 3.5PE</p>
Producing Performing (PR)	<p>1PR Demonstrate rounds and canons.</p> <p>2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</p> <p>3PR Read, write, and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> <p>4PR Improvise and compose simple rhythmic and melodic phrases.</p> <p>5PR Read, write, and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers, or letters).</p> <p>6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p>	Performing (PE)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>Removed “write” to separate creating and performing processes.</p> <p>1PR – Moved to Responding</p> <p>2PR – Now 2.3PE</p> <p>3PR – Now 2.1PE</p> <p>4PR – Moved to Grade 3: Creating, 3.1CR</p> <p>5PR – Now 2.2PE and simplified for clarity</p> <p>6PR – Now 2.4PE</p>
Responding Reflecting (RE)	<p>1RE Explain how music is used for a variety of purposes and occasions.</p> <p>2RE Discuss music of various composers, periods, cultures, and contrasting styles.</p> <p>3RE Discuss how music communicates feelings, moods, images, and meaning.</p> <p>4RE Interpret music through dance, drama, and visual art.</p> <p>5RE Respond to patterns of same and different phrases in simple poems and songs.</p> <p>6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.</p> <p>7RE Discuss and write about their observations of types of voices and instruments heard in performances.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – Now 2.7RE</p> <p>2RE – Moved to Connecting, now 2.3CO combined with 6RE and reworded for clarity</p> <p>3RE – Moved do Connecting, now 2.1CO and reworded for clarity</p> <p>4RE – No change</p> <p>5RE – Now 2.8RE and reworded for clarity</p> <p>6RE – Moved to Connecting, now 2.3CO combined with 2RE and reworded for clarity</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 3

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Visually and aurally, identify the four families of orchestral instruments.</p> <p>2CE Identify and discriminate between sounds produced by various instruments and the human voice.</p> <p>3CE Listen to and identify the music of different composers of world cultures.</p> <p>4CE Identify and respond to simple music forms (e.g., AB, ABA).</p> <p>5CE Identify elements of music using developmentally appropriate vocabulary.</p> <p>6CE Identify careers in music including composing, performing, and conducting.</p>	Creating (CR)	<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>CE is now CR</p> <p>4.3CR revised for vertical alignment</p>
Producing Performing (PR)	<p>1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.</p> <p>2PR Follow and respond to the cues of a conductor.</p> <p>3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.</p> <p>4PR Play a variety of classroom instruments with proper technique.</p> <p>5PR Sing, move, and respond to music from world cultures and different composers.</p> <p>6PR Improvise and compose simple rhythmic and melodic phrases.</p> <p>7PR Read, write, and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4, and 4/4 meter.</p> <p>8PR Read, write, and perform in treble clef a extended pentatonic melodies in G, F, and C.</p> <p>9PR Demonstrate appropriate audience etiquette at live performances.</p>	Performing (PE)	<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 do or la 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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>Removed “write” to separate creating and performing processes.</p> <p>1PR – Combined with 5PR, now 3.3PE</p> <p>4PR – No change</p> <p>5PR – Combined with 1PR, now 3.3PE</p> <p>8PR – Now 3.3PE</p>
Responding Reflecting (RE)	<p>1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.</p> <p>2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</p> <p>3RE Explain personal preferences for specific musical selections using music vocabulary.</p> <p>4RE Evaluate audience etiquette associated with various musical performances and settings.</p> <p>5RE Analyze music in terms of how it communicates words, feelings, moods, or images.</p> <p>6RE Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.</p> <p>7RE Create criteria and use it to critique their own performances and the performances of others.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – Moved to Connecting, now 3.3CO, reworded for clarity</p> <p>2RE – Now 3.3RE, reworded for clarity</p> <p>3RE – Now 3.5RE</p> <p>5RE – Moved to Connecting, now 3.1CO, reworded for clarity</p> <p>6RE – Now 3.4RE, simplified wording for clarity</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 4

2012		2024		CHANGES AND RATIONALE
Creating (CE)	1CE Classify instruments by the four families of the orchestra. 2CE Describe the way sound is produced by various instruments and the human voice. 3CE Listen, identify, and respond to music of different composers and world cultures. 4CE Discuss the lives and times of composers from various historical periods. 5CE Identify and respond to basic music forms (e.g., AABA and rondo). 6CE Identify elements of music using developmentally appropriate vocabulary. 7CE Describe the roles of musicians in various music settings. 8CE Describe the use of technology and digital tools in music.	Creating (CR)	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. 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. 4.3CR Compose extended pentatonic melodies in treble clef using do or la tonal centers.	CE is now CR 4.2CR revised to “a variety of meters” for consistency and to allow increased teacher autonomy and flexibility for local curriculum for grades 4 and up 4.3CR revised for vertical alignment
Producing Performing (PR)	1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others. 2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture. 3PR Play a variety of classroom instruments with proper technique. 4PR Sing, move, and respond to music from world cultures and different composers. 5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources. 6PR Read, write, and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4, and 4/4 meter. 7PR Read, write, and perform in treble clef extended pentatonic melodies G, F, and C. 8PR Demonstrate appropriate audience etiquette at live performances.	Performing (PE)	4.1PE Read and perform using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters. 4.2PE Read and perform extended pentatonic melodies in treble clef using do or la tonal centers. 4.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch, rhythm, and expressive qualities. 4.4PE Play a variety of classroom instruments, alone and with others while demonstrating various proper techniques. 4.5PE Demonstrate partner songs and descants. 4.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinato against at least two separate parts.	PR is now PE Standards related to the Creating process were moved. Standards consolidated and simplified wording while keeping necessary rhythms and elements of music. Removed “write” to separate creating and performing processes. 1PR – Combined with 2PR and 4PR, now 4.3PE 2PR – Combined with 1PR and 4, now 4.3PE 3PR – Now 4.4PE 4PR – Combined with 1PR and 2PR, now 4.3PE 5PR – Now 4.4PE, simplified wording for clarity 6PR – Now 4.1PE
Responding Reflecting (RE)	1RE Explain how the elements and subject matter of music connect with disciplines outside the arts. 2RE Describe the connection between emotion and music in selected musical works. 3RE Explain classification of musical instruments, voices, composers, and forms using appropriate music vocabulary. 4RE Discuss the roles of musicians heard in various performance settings. 5RE Interpret a selected musical work using dance, drama, or visual art. 6RE Use constructive feedback to improve and refine musical performance and response.	Responding (RE)	4.1RE Discuss the lives and times of composers from various historical periods and cultures. 4.2RE Classify instruments by their families. 4.3RE Compare and contrast elements of music using developmentally appropriate vocabulary. 4.4RE Compare interpretations of the same piece of music as it occurs in movement, dance, drama, or visual art. 4.5RE Explain personal preferences for musical selections using music vocabulary. 4.6RE Follow and respond to grade-appropriate cues of a conductor. 4.7RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots. 4.8RE Identify and respond to simple music forms (verse/refrain, rondo).	Standards related to the Connecting process were moved. 2RE – Moved to Connecting, now 4.1CO 3RE – Now 4.5RE, reworded for clarity 4RE – Moved to Connecting, now 4.2CO, reworded for clarity 5RE – Now 4.4RE, reworded for clarity
		Connecting (CO)	4.1CO Discuss the connection between emotion and music in selected musical works using elements of music. 4.2CO Attend and reflect on music performances demonstrating appropriate audience behavior for the context and style of music performed. 4.3CO Discuss how the elements and subject matter of music connect with other subject areas.	Added 2024

Grade 5

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Explore and identify musical instruments from different historical periods and world cultures.</p> <p>2CE Listen to, identify, and respond to music of different composers, historical periods, and world cultures.</p> <p>3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).</p> <p>4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).</p> <p>5CE Identify elements of music including tonality, dynamics, tempo, and meter, using music vocabulary.</p> <p>6CE Differentiate between melody and harmony.</p> <p>7CE Identify patterns of whole and half steps in a major scale.</p>	Creating (CR)	<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 do or la tonal centers.</p>	<p>CE is now CR</p> <p>3CE – Moved to Responding. Now 5.8RE</p> <p>4CE – Combined with 5CE and moved to Responding. Now 5.3RE</p> <p>5CE – Combined with 4CE and moved to Responding. Now 5.3RE</p> <p>6CE – Moved to Performing. Now 5.5PE</p>
Producing Performing (PR)	<p>1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.</p> <p>2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>3PR Improvise, compose, and arrange music.</p> <p>4PR Use technology and the media arts to create and perform music.</p> <p>5PR Read, write, and perform rhythm patterns (e.g., 2/4, 3/4, and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.</p> <p>6PR Read, write, and perform diatonic melodies and the major scale on the treble staff.</p> <p>7PR Demonstrate appropriate audience etiquette at live performances.</p>	Performing (PE)	<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 do or la 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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>1PR – Now 5.3PE</p> <p>2PR – Now 5.4PE</p> <p>5PR – Now 5.1PE, wording simplified for clarity.</p> <p>6PR – Now 5.2PE, aligned to other grade levels</p> <p>7PR – Moved to Connecting. Now 5.2CO</p>
Responding Reflecting (RE)	<p>1RE Justify personal preferences for certain musical pieces, performances, composers, and musical genres both orally and in writing.</p> <p>2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p>3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.</p> <p>4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.</p> <p>5RE Consider and articulate the influence of technology on music careers.</p> <p>6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – Now 5.5RE</p> <p>3RE – Moved to Connecting. Now 5.3CO; wording simplified for clarity.</p>
		Connecting (CO)	<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>	Added 2024

Grade 6

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p>2CE Identify instruments used in Western and world music ensembles.</p> <p>3CE Identify different functions and uses of music in American and other cultures.</p> <p>4CE Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>6CE Describe roles and skills musicians assume in various cultures and settings.</p>	Creating (CR)	<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 do or la pentatonic and diatonic scales.</p>	<p>CE is now CR</p> <p>1CE – Moved to Responding. Now 6.8RE</p> <p>2CE – Moved to Responding. Now 6.1RE</p> <p>4CE – Moved to Responding. Now 6.1RE</p> <p>6CE – Moved to Connecting. Now 6.6CO</p>
Producing Performing (PR)	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>3PR Improvise, compose, and arrange music.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>6PR Attend live performances and demonstrate appropriate audience etiquette.</p>	Performing (PE)	<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 do or la 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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>2PR – Now 6.3PE</p> <p>3PR – Moved to Creating. Now 6.1CE</p> <p>4PR – Moved to Responding. Now 6.6RE</p> <p>5PR – Moved to Creating. Now 6.2CE</p> <p>6PR – Moved to Connecting. Now 6.2CO</p>
Responding Reflecting (RE)	<p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>4RE Describe ways that music relates to other art forms using appropriate terminology.</p> <p>5RE Compare and contrast subject matter common to music and other subject areas.</p> <p>6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>4RE – Moved to Connecting. Now 6.3CO</p> <p>6RE – Moved to Connecting. Now 6.4CO</p>

Grade 6

2012		2024		CHANGES AND RATIONALE
		Connecting (CO)	<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>	Added 2024

Grade 7

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Recognize, identify, and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>2CE Identify the style and historical period of various music examples.</p> <p>3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment, and technical support).</p>	Creating (CR)	<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>CE is now CR</p> <p>1CE – Moved to Responding. Now 7.8RE</p> <p>2CE – Moved to Responding. Now 7.1RE</p> <p>4CE – Combined with 5CE and moved to Responding. Now 7.3RE</p> <p>5CE – Combined with 4CE and moved to Responding. Now 7.3RE</p> <p>6CE – Moved to Connecting. Now 7.7CO</p>
Producing Performing (PR)	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently, or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR Improvise, compose, and arrange music.</p> <p>4PR Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p>6PR Read and notate melodies in treble and bass clef using key signatures.</p>	Performing (PE)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>2PR – Combined with 4PR</p> <p>3PR – Moved to Creating. Now 7.1CR</p> <p>4PR – Combined with 2PR. Now 7.2PE</p>

Grade 7

2012		2024		CHANGES AND RATIONALE
Responding Reflecting (RE)	1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own. 2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette. 3RE Develop criteria based on elements of music to support personal preferences for specific music works. 4RE Explain how and why people use and respond to music. 5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.	Responding (RE)	7.1RE Identify aurally the style and historical period of various music examples. 7.2RE Compare and contrast music instrument groupings for different styles of music in various cultures. 7.3RE Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary. 7.4RE Critique and evaluate interpretations of music via dance, drama, and visual art using appropriate vocabulary. 7.5RE Develop criteria based on elements of music to support personal preferences for specific music works. 7.6RE Follow and respond to grade-appropriate cues of a conductor. 7.7RE Discuss what factors have the most influence on personal reactions to music. 7.8RE Recognize, identify, and demonstrate form in music of various cultures and popular music.	Standards related to the Connecting process were moved. 2RE – Moved to Connecting. Now 7.2CO 3RE – Moved to Connecting. Now 7.1CO 4RE – to Connecting. Now 7.4CO
		Connecting (CO)	7.1CO Analyze the meaning and expression of variety in live or recorded music performances. 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. 7.3CO Explain ways music complements other art forms using appropriate terminology. 7.4CO Explain how and why people use and respond to music. 7.5CO Describe the role of musicians and musical careers. 7.6CO Describe the purpose of copyright law and the ethical and legal reasoning behind these laws. 7.7CO Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music.	Added 2024

Grade 8

2012		2024		CHANGES AND RATIONALE
Creating (CE)	<p>1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>4CE Identify components of larger music works (e.g., symphony, mass, concerto).</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>	Creating (CR)	<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>CE is now CR</p> <p>1CE – Moved to Responding. Now 8.1RE</p> <p>2CE – Moved to Connecting. Now 8.7CO</p> <p>3CE – Moved to Responding. Now 8.3RE</p> <p>4CE – Moved to Responding. Now 8.8RE</p>
Producing Performing (PR)	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR Improvise, compose, and arrange music.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).</p> <p>7PR Demonstrate and use technology and media arts to create, perform, and research music.</p>	Performing (PE)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>2PR – Combined with 5PR.</p> <p>3PR – Moved to Creating. Now 8.1CR</p> <p>5PR – Combined with 2PR. Now 8.2PE.</p>
Responding Reflecting (RE)	<p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.</p> <p>7RE Describe how roles of composers, performers, and others involved in music are similar to or different from those in other art forms</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>2RE – Moved to Connecting. Now 8.1CO</p> <p>4RE – Moved to Connecting. Now 8.2CO</p> <p>5RE – No change</p> <p>7RE – Moved to Connecting. Now 8.4CO</p>

Grade 8

2012		2024		CHANGES AND RATIONALE
		Connecting (CO)	<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>	Added 2024

High School

2012		2024		CHANGES AND RATIONALE
Creating (CE)		Creating (CR)		
Beginning	<p>1CE Define vocabulary in all rehearsed and performed music.</p> <p>2CE Identify musical terms and symbols for articulation and expression.</p> <p>3CE Recognize and describe the elements of music.</p> <p>4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.</p> <p>5CE Identify musical forms used in vocal and instrumental genres from various historical periods.</p> <p>6CE Identify the social contexts from which music of various cultures evolved.</p> <p>7CE Identify aurally basic harmonic progressions in selected repertoire.</p> <p>8CE Explain the role of technology in researching, creating, performing and listening to music.</p>	HS Proficient (HSP)	<p>HSP.1CR Improvise over drones provided by the instructor.</p> <p>HSP.2CR Compose a simple rhythm with rhythmic variation using standard and iconic notation.</p> <p>HSP.3CR Compose a simple melody, as well as a melodic variation, using written or digital standard and iconic notation.</p>	<p>CE is now CR</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Technology references removed as information and integration is addressed in the front matter</p>
Developing	<p>1CE Interpret articulations, expressive symbols and terms while performing.</p> <p>2CE Identify and trace the development of music forms across historical periods.</p> <p>3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.</p> <p>4CE Describe the elements of music and their functions.</p> <p>5CE Identify traditional harmonic progressions in selected repertoire.</p> <p>6CE Identify modality aurally and visually.</p> <p>7CE Identify musical forms used in vocal and instrumental genres from world cultures.</p> <p>8CE Describe how music reflects the social and political events of history and the role of the musician in history and culture.</p>	Intermediate (HSI)	<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>CE is now CR</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Technology references removed as information and integration is addressed in the front matter</p>

High School

2012		2024		CHANGES AND RATIONALE
Intermediate	<p>1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.</p> <p>2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.</p> <p>3CE 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>4CE Identify and trace the development of the elements of music across historical periods.</p> <p>5CE Compare and contrast musical forms used in vocal and instrumental genres.</p> <p>6CE Identify complex harmonic progressions in selected repertoire.</p> <p>7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.</p>	Accomplished (AC)	<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>CE is now CR</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Technology references removed as information and integration is addressed in the front matter</p>
Mastery	<p>1CE Interpret music symbols and terms in light of historical and stylistic context.</p> <p>2CE Identify and trace the development of the elements of music across musical styles and world cultures.</p> <p>3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p> <p>4CE Identify non-traditional harmonic progressions in selected repertoire.</p> <p>5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.</p> <p>6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).</p> <p>7CE Recognize aesthetic characteristics common to all art forms.</p>	Advanced (AD)	<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>CE is now CR</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Technology references removed as information and integration is addressed in the front matter</p>
Producing/Performing (PR)		Performing (PE)		
Beginning	<p>1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music.</p> <p>3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.</p> <p>4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.</p> <p>5PR Respond appropriately to the cues of the conductor or section leader.</p> <p>6PR Improvise over drones or simple chord progressions.</p> <p>7PR Incorporate technology and media arts in performing or recording music.</p> <p>8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.</p>	HS Proficient (HSP)	<p>HSP.1PE Perform or present a two-part rhythm example.</p> <p>HSP.2PE Perform or present a two-part melodic example using bass and treble clef.</p> <p>HSP.3PE Incorporate technology and media arts in performing or recording music.</p> <p>HSP.4PE Explain how instrument techniques create accurate pitch.</p> <p>HSP.5PE Compare and contrast vocal performances of varied repertoire using elements of music.</p>	<p>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>

High School

2012		2024		CHANGES AND RATIONALE
Developing	<p>1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music.</p> <p>3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.</p> <p>4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.</p> <p>5PR Improvise over simple chord progressions provided by the instructor.</p> <p>6PR Incorporate technology and media arts in creating, composing and arranging music.</p> <p>7PR Create and notate a harmonization of a simple melody using traditional or digital media.</p>	Intermediate (HSI)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>
Intermediate	<p>1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.</p> <p>3PR Demonstrate sight-reading abilities at an intermediate level of complexity.</p> <p>4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.</p> <p>5PR Improvise over chord progressions and symbols provided by the instructor.</p> <p>6PR Incorporate technology in audio editing and producing various forms of music.</p> <p>7PR Compose and notate a melody with harmonic accompaniment in a variety of musical styles.</p>	Accomplished (AC)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>
Mastery	<p>1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.</p> <p>3PR Demonstrate sight-reading abilities at a mastery level of complexity.</p> <p>4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.</p> <p>5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).</p> <p>6PR Incorporate technology in promoting and distributing music.</p> <p>7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.</p> <p>8PR Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p>	Advanced (AD)	<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>PR is now PE</p> <p>Standards related to the Creating process were moved.</p> <p>Standards consolidated and simplified wording while keeping necessary rhythms and elements of music.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>

High School

2012		2024		CHANGES AND RATIONALE
Responding/Reflecting (RE)		Responding (RE)		
Beginning	<p>1RE Identify assessment practices that can help demonstrate their learning and progress made in music.</p> <p>2RE Respond to aesthetic qualities of a performance using music terminology.</p> <p>3RE Examine how people from different backgrounds and cultures use and respond to music.</p> <p>4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.</p> <p>5RE Describe the impact of music technology and innovation upon music careers.</p> <p>6RE Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).</p>	HS Proficient (HSP)	<p>HSP.1RE Analyze selected composers and their works.</p> <p>HSP.2RE Explore and identify instruments from different historical periods and various cultures.</p> <p>HSP.3RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p>HSP.4RE Identify elements of style and form regularly used in music compositions.</p> <p>HSP.5RE Identify assessment practices that can help demonstrate learning and progress made in music.</p> <p>HSP.6RE Follow and respond to basic cues of a conductor.</p> <p>HSP.7RE Discuss how people differ in their responses to musical experiences based on culture, environment, values, and personal experiences.</p> <p>HSP.8RE Explain how the form in musical works (symphony, mass, concerto) progressed through history.</p>	<p>Standards related to the Connecting process were moved.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>
Developing	<p>1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.</p> <p>2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.</p> <p>3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.</p> <p>4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</p> <p>5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p>6RE Incorporate technology when possible in assessing music performances.</p>	Intermediate (HSI)	<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>Standards related to the Connecting process were moved.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>
Intermediate	<p>1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p>2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.</p> <p>3RE Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>4RE Explain how the creative process is used in similar and different ways in the arts.</p> <p>5RE Evaluate how musical forms are influenced by history.</p> <p>6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.</p> <p>7RE Evaluate how musical forms and performance practices are influenced by culture and history.</p>	Accomplished (AC)	<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>Standards related to the Connecting process were moved.</p> <p>Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p>

High School

2012		2024		CHANGES AND RATIONALE
Mastery	1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music. 2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work. 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences. 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions. 5RE Develop and articulate a personal philosophy about the purpose and value of music. 6RE Evaluate potential musical career choices and develop a personal strategic career plan.	Advanced (AD)	HSAD.1RE Research composers, their lives, and the impact they had on society. HSAD.2RE Design an instrument based on knowledge of instruments from different historical periods and various cultures. 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. HSAD.4RE Evaluate a music composition, demonstrating an understanding of music styles and form. HSAD.5RE Apply assessment practices to select, organize, and present personal works to show growth and development in music. HSAD.6RE Follow and respond to advanced/complex cues of a conductor. HSAD.7RE Analyze why culture, environment, values, and personal experiences impact individual responses to music. HSAD.8RE Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).	Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.
		Connecting (CO)		
		HS Proficient (HSP)	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.	Added 2024
		Intermediate (HSI)	HSI.1CO Compare and contrast the moods and meanings of multiple musical pieces used at a social event. HSI.2CO Compare a live music performance and a recorded performance using criteria based on elements of music. HSI.3CO Compare and contrast a musical work with another work of art (dance, drama, visual art) from the same culture. HSI.4CO Compare and contrast the purpose and value of music in various cultures and settings. HSI.5CO Identify various careers for musicians (education, entertainment, technical support) and develop a personal strategic career plan. HSI.6CO Investigate the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music). HSI.7CO Listen to and compare musical styles from various cultures and historical periods.	Added 2024

High School

2012		2024		CHANGES AND RATIONALE
		Accomplished (AC)	<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>	Added 2024
		Advanced (AD)	<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>	Added 2024