



Ohio's Learning Standards  
**Fine Arts: Music**

**April 2020 Draft**

## Ohio's Learning Standards for Fine Arts: Music

## KINDERGARTEN – GRADE 8

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

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

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

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



## ENDURING UNDERSTANDINGS

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CR</b> Explore and create vocal pathways.</p> <p><b>K.2CR</b> Compose simple rhythms and melodies using iconic representation.</p> <p><b>K.3CR</b> Experience a wide variety of vocal and instrumental sounds.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1PE</b> Track steady beat and rhythm using iconic representation.</p> <p><b>K.2PE</b> Explore the four voices — singing, speaking, whispering and shouting.</p> <p><b>K.3PE</b> Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.</p> <p><b>K.4PE</b> 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> Listen to and explore the music of various styles, composers, periods and cultures.</p> <p><b>K.2RE</b> Explore a variety of classroom instruments (metals, skins and 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> Follow and respond to the cues of a conductor.</p> <p><b>K.7RE</b> Discuss and identify songs that are used for special occasions.</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 live music performances.</p> <p><b>K.3CO</b> Connect a concept shared between music and another curricular subject.</p>
GRADE 1	<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 notation and a variety of sound sources.</p> <p><b>1.3CR</b> Compose new lyrics to known songs with short rhythmic and melodic phrases using a variety of sound sources.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1PE</b> Read, write and perform simple, four-beat rhythms using eighth notes, quarter notes and quarter rests.</p> <p><b>1.2PE</b> Read, write and perform bitonic, tritonic or trichordal melodies (s-m; s-m-l; d, r, m) in F-do and G-do.</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> 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 steady beat, rhythm and meter.</p> <p><b>1.6PE</b> Maintain a steady beat independently against a different rhythm and vice versa.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1RE</b> Listen to and explore the 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 (beat, rhythm, eighth notes).</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 and show respect for the opinions of others.</p> <p><b>1.6RE</b> Follow and respond to the cues of a conductor.</p> <p><b>1.7RE</b> With limited guidance, identify patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces).</p> <p><b>1.8RE</b> Recognize how music is used for a variety of occasions.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CO</b> Discuss how music communicates feelings, moods, images and meaning.</p> <p><b>1.2CO</b> Attend live 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 curricular subjects.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<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 2/4 and 4/4 meter, using phrase form, notation and a variety of sound sources.</p> <p><b>2.3CR</b> Compose pentatonic melodies on the treble staff in G-do and F-do.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1PE</b> Read, write and perform using known rhythms and half notes in 2/4 and 4/4 meter.</p> <p><b>2.2PE</b> Read, write and perform tetratonic and pentatonic melodies. (d, r, m, l; d, r, m, s, l) in F-do and G-do.</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> Explore selected musical instruments visually and aurally.</p> <p><b>2.3RE</b> Identify and apply elements of music using developmentally appropriate vocabulary (ostinato, half note, time signature).</p> <p><b>2.4RE</b> Interpret music through movement, dance, drama or visual art.</p> <p><b>2.5RE</b> Have conversations about musical selections of various styles, composers, periods and cultures.</p> <p><b>2.6RE</b> Follow and respond to the cues of a conductor.</p> <p><b>2.7RE</b> Explain how music is used for a variety of purposes and occasions.</p> <p><b>2.8RE</b> Analyze patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CO</b> Express how music communicates feelings, moods, images and meaning.</p> <p><b>2.2CO</b> Attend and discuss live music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p><b>2.3CO</b> Compare and contrast connections between music and other curricular subjects.</p>
<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 2/4, 3/4- and 4/4-meter using phrase and large-form, notation and a variety of sound sources.</p> <p><b>3.3CR</b> Compose using extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1PE</b> Read, write and perform using known rhythms, dotted half notes and sixteenth notes in 2/4, 3/4 and 4/4 meter.</p> <p><b>3.2PE</b> Read, write and perform “do” or “la” extended pentatonic melodies using treble staff in F-do, G-do and C-do.</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, and demonstrate 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 using grade-appropriate note values.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1RE</b> Listen to and explore the music of various styles, composers, periods and cultures.</p> <p><b>3.2RE</b> Identify the four families of orchestral instruments visually and aurally.</p> <p><b>3.3RE</b> Distinguish elements of music using developmentally appropriate vocabulary (round, sixteenth notes, pentatonic).</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 specific musical selections using music vocabulary.</p> <p><b>3.6RE</b> Follow and respond to the 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 (AB, ABA, AABA) in a repertoire (poems, songs, folk dances, pieces).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CO</b> Express how elements of music (dynamic, tempo) communicate feelings, moods, images and meaning.</p> <p><b>3.2CO</b> Attend and describe live 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 (form, line, rhythm) in music and other art forms.</p>
<b>GRADE 4</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CR</b> Improvise rhythms and melodies using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms.</p> <p><b>4.2CR</b> Compose short compositions using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4 and 4/4 meter, using phrase and large form, notation and a variety of sound sources.</p> <p><b>4.3CR</b> Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1PE</b> Read, write and perform using known rhythms and whole notes and sixteenth note combinations or syncopated rhythm in 2/4, 3/4 and 4/4 meter.</p> <p><b>4.2PE</b> Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” 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, and demonstrate 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 ostinati against at least two separate parts using grade-level rhythms.</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 the four families of the orchestra.</p> <p><b>4.3RE</b> Compare and contrast elements of music using developmentally appropriate vocabulary (form, octave, partner song).</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 specific musical selections using music vocabulary.</p> <p><b>4.6RE</b> Follow and respond to the 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> Using elements of music, describe the connection between emotion and music in selected musical works.</p> <p><b>4.2CO</b> Attend and reflect on live music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p><b>4.3CO</b> Explain how the elements and subject matter of music connects with disciplines outside the arts.</p>

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<b>GRADE 5</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CR</b> Improvise short, rhythmic and melodic passages using a variety of sound sources and styles (theme and variations, question and answer).</p> <p><b>5.2CR</b> Compose and arrange using known rhythms, sixteenth note combinations and syncopated rhythms in 2/4, 3/4, 4/4 and 6/8 meter, using phrase and large form, notation and a variety of sound sources.</p> <p><b>5.3CR</b> Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic and diatonic scales using a system.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1PE</b> Read, write and perform using known rhythms, sixteenth note combinations and syncopated rhythms in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p><b>5.2PE</b> Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic and diatonic scales 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> Perform a varied repertoire on instruments with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</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 using grade-level rhythms.</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.</p> <p><b>5.3RE</b> Compare and contrast using elements of music, including tonality, dynamics, temp and meter, utilizing developmentally appropriate vocabulary (harmony, chord, theme and variations).</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 the cues of a conductor.</p> <p><b>5.7RE</b> Compare the musical traditions of various Western cultures (Latino, Native American, Appalachian, African American).</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> Using elements of music, describe the connection between emotion and music in selected musical works.</p> <p><b>5.2CO</b> Attend and analyze live 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 disciplines outside the arts.</p>
<b>GRADE 6</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CR</b> Improvise, compose and arrange simple rhythms for specific instruments.</p> <p><b>6.2CR</b> Read, write, perform and compose rhythm patterns and simple melodies in 2/4 and 4/4 meter.</p> <p><b>6.3CR</b> Compose extended pentatonic melodies in treble clef and bass clef in “do” or “la” pentatonic and diatonic scales using a system.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1PE</b> Compose simple, four- and eight-beat rhythmic patterns using grade-level rhythms.</p> <p><b>6.2PE</b> Experiment with patterns of whole and half steps in scales while exploring modes.</p> <p><b>6.3PE</b> Explain the performer’s techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control on multiple instruments.</p> <p><b>6.4PE</b> Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p><b>6.5PE</b> Describe the rhythms, pitch and expression of varied vocal performances.</p> <p><b>6.6PE</b> Maintain simple, four- and eight-beat rhythmic ostinati against recorded music using grade-level rhythms.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1RE</b> Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p><b>6.2RE</b> Explain music instrument groupings for various styles of music.</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 the cues of a conductor.</p> <p><b>6.7RE</b> Identify how non-Western music is used for ceremonial and celebratory events.</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> Using elements of music, compare the connection between emotion and music in selected musical works.</p> <p><b>6.2CO</b> Attend and critique live music performances and demonstrate appropriate audience etiquette.</p> <p><b>6.3CO</b> Describe ways music relates to other art forms using appropriate terminology.</p> <p><b>6.4CO</b> Explain and apply skills developed in music (critical thinking, collaboration) to other disciplines and communicate the importance of music in everyday life.</p> <p><b>6.5CO</b> Discover and discuss the ways musicians make a living through composition and performance and why it is necessary to protect their work through copyright law.</p> <p><b>6.6CO</b> Identify different functions and uses of music in American and other cultures.</p>
<b>GRADE 7</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CR</b> Improvise, compose and arrange simple melodies for more than one instrument.</p> <p><b>7.2CR</b> Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4 and 4/4 meter.</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> Compose simple, rhythmic patterns and melodies for multiple instruments.</p> <p><b>7.2PE</b> Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p><b>7.3PE</b> Compare multiple performers’ techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p><b>7.4PE</b> Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p><b>7.5PE</b> Improvise rhythmic patterns against recorded music using grade-level rhythms.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1RE</b> Aurally identify the style and historical period of various music examples.</p> <p><b>7.2RE</b> Compare and contrast music instrument groupings for various styles of music.</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 the cues of a conductor.</p> <p><b>7.7RE</b> Hypothesize what factors have the most influence on personal reactions to music.</p> <p><b>7.8RE</b> Recognize, identify and demonstrate form in world music (Western and non-Western) 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 etiquette.</p> <p><b>7.3CO</b> Explain ways music compliments 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 in various settings.</p> <p><b>7.6CO</b> Demonstrate an understanding 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>

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<b>GRADE 8</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CR</b> Improvise, compose and arrange simple musical forms.</p> <p><b>8.2CR</b> Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4, 6/8 and cut-time meter.</p> <p><b>8.3CR</b> Compose a simple melody in treble clef over a simple bass clef A chord.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1PE</b> Compose simple rhythmic patterns and melodies for multiple instruments using AB or ABA form.</p> <p><b>8.2PE</b> Independently or collaboratively perform with good posture while producing an appropriate tone quality. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p><b>8.3PE</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>8.4PE</b> Compare and contrast vocal performances of varied repertoire using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p><b>8.5PE</b> Dictate rhythmic patterns heard in performed 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 music instrument groupings for various styles of music in different 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 the 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 larger music 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> Express how music performance and settings affect audience response.</p> <p><b>8.3CO</b> Compare ways that music affects other art forms by changing the music selection.</p> <p><b>8.4CO</b> Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</p> <p><b>8.5CO</b> Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p><b>8.6CO</b> Analyze ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</p> <p><b>8.7CO</b> Discuss how current developments in music reflect society in the local community and larger world.</p>

## HIGH SCHOOL

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

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

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

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



## ENDURING UNDERSTANDINGS

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>PROFICIENT</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1CR</b> Improvise over drones or simple chord progressions.</p> <p><b>HSP.2CR</b> Compose a simple rhythm with rhythmic variation using written or digital, traditional or non-traditional notation.</p> <p><b>HSP.3CR</b> Compose a simple melody, as well as a melodic variation using written or digital, traditional or non-traditional notation.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1PE</b> Compose a two-part composition using bass and treble clef in AB and ABA form.</p> <p><b>HSP.2PE</b> Incorporate technology and media arts in performing or recording music.</p> <p><b>HSP.3PE</b> Explain how instrument techniques create accurate pitch.</p> <p><b>HSP.4PE</b> Compare and contrast a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p><b>HSP.5PE</b> Dictate rhythmic patterns heard in performed music that uses 2/4, 3/4 or 4/4 meter.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1RE</b> Analyze selected composers and their works.</p> <p><b>HSP.2RE</b> Explore and identify musical instruments from different historical periods and cultures.</p> <p><b>HSP.3RE</b> Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p><b>HSP.4RE</b> Identify elements of style and form regularly used in significant music compositions.</p> <p><b>HSP.5RE</b> Identify assessment practices that can help demonstrate learning and progress made in music.</p> <p><b>HSP.6RE</b> Follow and respond to the cues of a conductor.</p> <p><b>HSP.7RE</b> Discuss how people differ in their responses to musical experiences based upon culture, environment, values and personal experiences.</p> <p><b>HSP.8RE</b> Explain how musical works (symphony, mass, concerto) progressed through history.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1CO</b> Explain the mood and meaning of a selected music piece and identify a social event where the music would be appropriate.</p> <p><b>HSP.2CO</b> Use criteria based on elements of music to create a critique of a live music performance.</p> <p><b>HSP.3CO</b> Recognize aesthetic characteristics common to all art forms.</p> <p><b>HSP.4CO</b> Demonstrate knowledge of potential musical career choices.</p> <p><b>HSP.5CO</b> Describe roles and skills musicians assume in various cultures and settings.</p> <p><b>HSP.6CO</b> Describe copyright law and the ways illegal use of media affects composers, artists and performers.</p> <p><b>HSP.7CO</b> Identify the social contexts from which music of various cultures evolved.</p>
<b>INTERMEDIATE</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSI.1CR</b> Improvise over simple chord progressions provided by the instructor.</p> <p><b>HSI.2CR</b> Compose a simple rhythmic accompaniment for a specific melody using written or digital, traditional or non-traditional notation.</p> <p><b>HSI.3CR</b> Compose a melody for a specific rhythmic accompaniment using written or digital, traditional or non-traditional notation.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSI.1PE</b> Compose a two-part composition using bass and treble clef in rondo form.</p> <p><b>HSI.2PE</b> Incorporate technology and media arts in creating and arranging music.</p> <p><b>HSI.3PE</b> Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.</p> <p><b>HSI.4PE</b> Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p><b>HSI.5PE</b> Dictate rhythmic patterns heard in performed music that uses 2/4, 3/4, 4/4 or 6/8 meter.</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 musical instruments from different historical periods and 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> Aurally or visually recognize musical elements of style and form in the performance of a significant music composition.</p> <p><b>HSI.5RE</b> Apply assessment practices to demonstrate the learning and progress made in development of music skill and music literacy.</p> <p><b>HSI.6RE</b> Follow and respond to the cues of a conductor.</p> <p><b>HSI.7RE</b> Examine how people from different backgrounds and cultures use and respond to music.</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 mood and meaning of multiple music pieces used at the same social event.</p> <p><b>HSI.2CO</b> Use criteria based on the elements of music to compare a live music performance and recorded performance.</p> <p><b>HSI.3CO</b> Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture on the basis of cultural influences.</p> <p><b>HSI.4CO</b> Evaluate potential musical career choices and develop a personal strategic career plan.</p> <p><b>HSI.5CO</b> Identify various careers for musicians (education, entertainment and technical support).</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 various musical styles from the United States, other cultures and different historical periods.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>ACCOMPLISHED</b>	<p><b>CONTENT STATEMENTS</b>  <b>HSAC.1CR</b> Improvise over simple chord progressions provided by the instructor.  <b>HSAC.2CR</b> Compose a rhythmic accompaniment in multiple meters for a specific melody using written or digital, traditional or non-traditional notation.  <b>HSAC.3CR</b> Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, traditional or non-traditional notation.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSAC.1PE</b> Compose a three-part composition using bass and treble clef in rondo form.  <b>HSAC.2PE</b> Incorporate technology and media arts in creating, composing and arranging music.  <b>HSAC.3PE</b> Compare and contrast techniques of tuning multiple instruments.  <b>HSAC.4PE</b> Using a varied repertoire of vocal performances, explain the composer's choices for the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).  <b>HSAC.5PE</b> Explain the composer's purpose in choosing rhythmic patterns heard in performed music that uses mixed meter.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSAC.1RE</b> Research composers and their works from four major music periods.  <b>HSAC.2RE</b> Plan and create a musical instrument based on knowledge of historical instruments.  <b>HSAC.3RE</b> Evaluate the use of the elements of music related to expression in a varied repertoire of music.  <b>HSAC.4RE</b> Analyze the components of a significant music composition, demonstrating an understanding of music styles and form.  <b>HSAC.5RE</b> Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.  <b>HSAC.6RE</b> Follow and respond to the cues of a conductor.  <b>HSAC.7RE</b> Compare and contrast how people from different backgrounds and cultures use and respond to music.  <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>  <b>HSAC.1CO</b> Defend the use of the mood and meaning of music pieces used at a social event.  <b>HSAC.2CO</b> Use criteria based on the elements of music to defend a critique of a live performance.  <b>HSAC.3CO</b> Explain how the creative process is used in similar and different ways in the arts.  <b>HSAC.4CO</b> Develop and articulate a personal philosophy about the purpose and value of music.  <b>HSAC.5CO</b> Identify and describe nonperforming careers in music and describe ways technology and the media arts are used to create, perform and listen to music.  <b>HSAC.6CO</b> Research copyright law and the process for having a composition protected.  <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>
<b>ADVANCED</b>	<p><b>CONTENT STATEMENTS</b>  <b>HSAD.1CE</b> Improvise over chord progressions and symbols in a variety of styles (blues, jazz and world music).  <b>HSAD.2CR</b> Compose an original work or arrange a pre-existing work in multiple meters for a variety of performing ensembles using written and digital, traditional and non-traditional notations.  <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, traditional and non-traditional notations.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSAD.1PE</b> Compose a composition for a performance group.  <b>HSAD.2PE</b> Incorporate technology and media arts in creating, composing, arranging, promoting and distributing music.  <b>HSAD.3PE</b> Defend the purpose of tuning instruments.  <b>HSAD.4PE</b> Using a varied repertoire of vocal performances, defend the composer's choices for the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).  <b>HSAD.5PE</b> Defend the composer's choices of rhythmic patterns heard in performed music that uses mixed meter.</p>	<p><b>CONTENT STATEMENTS</b>  <b>HSAD.1RE</b> Research composers, their lives and the impact they had on society.  <b>HSAD.2RE</b> Determine the time period and culture of a musical instrument based on prior knowledge.  <b>HSAD.3RE</b> Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.  <b>HSAD.4RE</b> Evaluate a significant music composition demonstrating an understanding of music styles and form.  <b>HSAD.5RE</b> Apply assessment practices to select, organize and present personal works to show growth and development in music.  <b>HSAD.6RE</b> Follow and respond to the cues of a conductor.  <b>HSAD.7RE</b> Analyze why culture, environment, values and personal experiences impact individual responses to music.  <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>  <b>HSAD.1CO</b> Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.  <b>HSAD.2CO</b> Use criteria based on elements of music to persuade others to listen to a personal preference.  <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.  <b>HSAD.4CO</b> Select personal music experiences that represent well-developed skills, abilities and accomplishments (for a portfolio, college audition or studio work).  <b>HSAD.5CO</b> Describe the impact of music technology and innovation upon music careers.  <b>HSAD.6CO</b> Interpret copyright law and discover how someone can protect his or her compositions once the individual has composed or created his or her work.  <b>HSAD.7CO</b> Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (role of dynamics, movement, sounds of language pronunciation and tone colors, style, instruments, and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p>

## ENSEMBLE

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

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

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

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



## ENDURING UNDERSTANDINGS

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>NOVICE</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENN.1CR</b> Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.</p> <p><b>ENN.2CR</b> Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.</p> <p><b>ENN.3CR</b> Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.</p> <p><b>ENN.4CE</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></p> <p><b>ENN.1PE</b> Read and perform with correct pitches and correct rhythms.</p> <p><b>ENN.2PE</b> Play or sing with a characteristic tone quality.</p> <p><b>ENN.3PE</b> Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.</p> <p><b>ENN.4PE</b> Perform a varied repertoire of prepared or improvised music with technical accuracy (manual dexterity and articulation).</p> <p><b>ENN.5PE</b> Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.</p> <p><b>ENN.6PE</b> Perform a varied repertoire of prepared and improvised music.</p> <p><b>ENN.7PE</b> Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.</p> <p><b>ENN.8PE</b> Respond appropriately to the cues of the conductor.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>ENN.1RE</b> Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.</p> <p><b>ENN.2RE</b> Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.</p> <p><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></p> <p><b>ENN.1CO</b> Identify the social contexts from which American music evolved.</p> <p><b>ENN.2CO</b> Recognize aesthetic characteristics common to all art forms.</p> <p><b>ENN.3CO</b> Identify potential musical career choices in performing music.</p> <p><b>ENN.4CO</b> Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</p>
<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 singing pentatonic, major and natural minor scales and keys</p> <p><b>ENI.4PE</b> Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.</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 social 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 or 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 historical periods.</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 historical periods.</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 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 singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.</p> <p><b>ENS.4PE</b> Perform a varied repertoire of 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 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 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 or 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>
<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 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 singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.</p> <p><b>ENAC.4PE</b> Perform a varied repertoire of 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.1CO</b> Critique the ensemble performance using established criteria that focuses on rhythm, pitch, characteristic tone quality and intonation, use of dynamics and articulation, and appropriate style.</p> <p><b>ENAC.2CO</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.3CO</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 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 and octatonic, whole-tone scales plus modes as appropriate.</p> <p><b>ENAD.4PE</b> Perform a varied repertoire of 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 focus on rhythm, pitch, 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 and studio work).</p> <p><b>ENAD.4CO</b> Interpret copyright law and discover how someone can protect his or her compositions once the individual has composed or created his or her work.</p>