



Ohio's Learning Standards
Fine Arts: Music

January 2022

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

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 the 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;
- Commitment to understanding the role of music in our daily lives;
- Understanding and application of effective music-making in an individual and ensemble setting.

GUIDING PRINCIPLES

There are a unique set of experiences that a strong education in music can provide for young learners. The guiding principles of the curriculum can be shown through these principles:

Students need to:

- Have creativity as part of their daily lives. The arts provided a unique outlet in a way no other subject can mimic;
- Experience of creating and performing with peers to develop leadership, team-building skills and musicianship;
- Be able to respond to music in a thoughtful, knowledgeable and appropriate way;
- Understand that music can be a venue for cultural diversity and expression, a common thread that connects us all.

Participation in music builds invaluable 21st century skills, including team building, problem-solving, creativity and innovation, self-discipline, leadership and critical thinking.

THE 2022 MUSIC STANDARDS

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

- Creating;
- Performing;
- Responding;
- 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 high school in a general music classroom setting. A separate document of standards has been developed for the performing ensemble classroom. The standards are provided in "strands" that 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 are capable of meeting every standard in every single grade band based on the amount of time allotted within their schedules.

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

It is implied that technology will be integrated into the music classroom. The use of technology is not heavily addressed in the standards because resources and expectations are unique to every school district.

THE 2022 ENSEMBLE STRAND

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

Ohio's Learning Standards for Fine Arts: Music

KINDERGARTEN – GRADE 8

Creating: Artists use 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 expressions in internal and external contexts.



ENDURING UNDERSTANDINGS

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p>CONTENT STATEMENTS</p> <p>K.1CR Explore the voice through vocal exploration.</p> <p>K.2CR Compose simple rhythms using iconic representation.</p> <p>K.3CR Experience a wide variety of vocal and instrumental sounds.</p>	<p>CONTENT STATEMENTS</p> <p>K.1PE Track steady beat and rhythm using iconic representation.</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 and contrasting styles, composers and cultures.</p> <p>K.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>K.5PE Demonstrate and maintain a steady beat while performing simple rhythmic echoes.</p> <p>K.6PE Duplicate same and different (fast/slow, loud/quiet, high/low, long/short).</p>	<p>CONTENT STATEMENTS</p> <p>K.1RE Listen to and explore the music of various styles, composers, periods and cultures.</p> <p>K.2RE Explore a variety of classroom instruments (metals, skins and 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 Follow and respond to the cues of a conductor.</p> <p>K.7RE Discuss and identify songs that are used for special occasions.</p> <p>K.8RE Experience the difference between steady beat and rhythm (through movement, body percussion).</p>	<p>CONTENT STATEMENTS</p> <p>K.1CO Experience how music communicates feelings, moods, images and meaning.</p> <p>K.2CO Attend live music performances.</p> <p>K.3CO Connect a concept shared between music and another curricular subject.</p>
GRADE 1	<p>CONTENT STATEMENTS</p> <p>1.1CR Improvise short rhythmic and melodic patterns using a variety of sound sources.</p> <p>1.2CR Compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using notation and a variety of sound sources.</p> <p>1.3CR Compose new lyrics to known songs with short rhythmic and melodic phrases using a variety of sound sources.</p>	<p>CONTENT STATEMENTS</p> <p>1.1PE Read, write and perform simple, four-beat rhythms using eighth notes, quarter notes and quarter rests.</p> <p>1.2PE Read, write and perform bitonic, tritonic or trichordal melodies (s-m; s-m-l or d, r, m) in different keys.</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 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 steady beat, rhythm and meter.</p> <p>1.6PE Maintain a steady beat independently against a different rhythm and maintain a rhythm independently against a steady beat.</p>	<p>CONTENT STATEMENTS</p> <p>1.1RE Listen to and explore the 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 (beat, rhythm, eighth notes).</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 and show respect for the opinions of others.</p> <p>1.6RE Follow and respond to the cues of a conductor.</p> <p>1.7RE With limited guidance, identify patterns of same and different sections and phrases (AB, ABA, ABAB, ABAC) in a repertoire (simple poems, songs, folk dances).</p> <p>1.8RE Recognize how music is used for a variety of occasions.</p>	<p>CONTENT STATEMENTS</p> <p>1.1CO Discuss how music communicates feelings, moods, images and meaning.</p> <p>1.2CO Attend live 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 additional curricular subjects.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 2	<p>CONTENT STATEMENTS</p> <p>2.1CR Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources.</p> <p>2.2CR Compose simple, four and eight-beat patterns using known rhythms and half notes in simple duple and quadruple meters using phrase form, notation and a variety of sound sources.</p> <p>2.3CR Compose pentatonic melodies on the treble staff in G-do and F-do.</p>	<p>CONTENT STATEMENTS</p> <p>2.1PE Read, write and perform using known rhythms and half notes in simple duple and quadruple meters.</p> <p>2.2PE Read, write and perform tetratonic and pentatonic melodies (d, r, m, l; d, r, m, s, l) in different keys.</p> <p>2.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p>2.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>2.5PE Maintain independent melody over melodic ostinati.</p> <p>2.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against a minimum of one separate part.</p>	<p>CONTENT STATEMENTS</p> <p>2.1RE Listen to and explore the music of various styles, composers, periods and cultures.</p> <p>2.2RE Explore selected musical instruments visually and aurally.</p> <p>2.3RE Identify and apply elements of music using developmentally appropriate vocabulary (ostinato, half note, time signature).</p> <p>2.4RE Interpret music through movement, dance, drama or visual art.</p> <p>2.5RE Have conversations about musical selections of various styles, composers, periods and cultures.</p> <p>2.6RE Follow and respond to the cues of a conductor.</p> <p>2.7RE Explain how music is used for a variety of purposes and occasions.</p> <p>2.8RE Analyze patterns of same and different sections and phrases (AB, ABA, ABAB, ABAC) in a repertoire (simple poems, songs, folk dances, pieces).</p>	<p>CONTENT STATEMENTS</p> <p>2.1CO Express how music communicates feelings, moods, images and meanings.</p> <p>2.2CO Attend and discuss live music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>2.3CO Compare and contrast connections between music and other curricular subjects.</p>
GRADE 3	<p>CONTENT STATEMENTS</p> <p>3.1CR Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources.</p> <p>3.2CR Compose using known rhythms, sixteenth notes and dotted half notes in simple duple, triple and quadruple meters using phrase and large-form, notation and a variety of sound sources.</p> <p>3.3CR Compose using extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system.</p>	<p>CONTENT STATEMENTS</p> <p>3.1PE Read, write and perform using known rhythms, dotted half notes and sixteenth notes in simple duple, triple and quadruple meters.</p> <p>3.2PE Read, write and perform “do” or “la” extended pentatonic melodies using treble staff in different keys.</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, and demonstrate 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 using grade-appropriate note values.</p>	<p>CONTENT STATEMENTS</p> <p>3.1RE Listen to and explore the music of various styles, composers, periods and cultures.</p> <p>3.2RE Identify the four families of orchestral instruments visually and aurally.</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 specific musical selections using music vocabulary.</p> <p>3.6RE Follow and respond to the 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 (AB, ABA, AABA) in a repertoire (poems, songs, folk dances, pieces).</p>	<p>CONTENT STATEMENTS</p> <p>3.1CO Express how elements of music (dynamic, tempo) communicate feelings, moods, images and meaning.</p> <p>3.2CO Attend and describe live 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 (form, line, rhythm) in music and other art forms.</p>
GRADE 4	<p>CONTENT STATEMENTS</p> <p>4.1CR Improvise rhythms and melodies using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms.</p> <p>4.2CR Compose short compositions using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythms in simple duple, triple and quadruple meters using phrase and large form, notation and a variety of sound sources.</p> <p>4.3CR Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</p>	<p>CONTENT STATEMENTS</p> <p>4.1PE Read, write and perform using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythm in simple duple, triple and quadruple meters.</p> <p>4.2PE Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</p> <p>4.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities.</p> <p>4.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>4.5PE Demonstrate partner songs and descants.</p> <p>4.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms.</p>	<p>CONTENT STATEMENTS</p> <p>4.1RE Discuss the lives and times of composers from various historical periods and cultures.</p> <p>4.2RE Classify instruments by the four families of the orchestra.</p> <p>4.3RE Compare and contrast elements of music using developmentally appropriate vocabulary (form, octave, partner song).</p> <p>4.4RE Compare interpretations of the same piece of music as it occurs in movement, dance, drama or visual art.</p> <p>4.5RE Explain personal preferences for specific musical selections using music vocabulary.</p> <p>4.6RE Follow and respond to the cues of a conductor.</p> <p>4.7RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots.</p> <p>4.8RE Identify and respond to simple music forms (verse/refrain, rondo).</p>	<p>CONTENT STATEMENTS</p> <p>4.1CO Using elements of music, describe the connection between emotion and music in selected musical works.</p> <p>4.2CO Attend and reflect on live music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>4.3CO Explain how the elements and subject matter of music connect with disciplines outside the arts.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 5	<p>CONTENT STATEMENTS</p> <p>5.1CR Improvise short, rhythmic and melodic passages using a variety of sound sources and styles (theme and variations, question and answer).</p> <p>5.2CR Compose and arrange using known rhythms, sixteenth-note combinations and syncopated rhythms in simple duple, triple, quadruple and compound duple meters using phrase and large form, notation and a variety of sound sources.</p> <p>5.3CR Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic and diatonic scales using a system.</p>	<p>CONTENT STATEMENTS</p> <p>5.1PE Read, write and perform using known rhythms, sixteenth-note combinations and syncopated rhythms in simple duple, triple, quadruple and compound duple meters.</p> <p>5.2PE Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic and diatonic scales 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 Perform a varied repertoire on instruments with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</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 using grade-level rhythms.</p>	<p>CONTENT STATEMENTS</p> <p>5.1RE Compare and contrast music of various styles, composers, periods and cultures.</p> <p>5.2RE Explore and identify modern musical instruments and groupings.</p> <p>5.3RE Compare and contrast using elements of music, including tonality, dynamics, tempo and meter, using developmentally appropriate vocabulary (harmony, chord, theme and variations).</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 the cues of a conductor.</p> <p>5.7RE Compare the musical traditions of various cultures.</p> <p>5.8RE Identify terms related to form (D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs; and first and second endings).</p>	<p>CONTENT STATEMENTS</p> <p>5.1CO Using elements of music, describe the connection between emotion and music in selected musical works.</p> <p>5.2CO Attend and analyze live 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 disciplines outside the arts.</p>
GRADE 6	<p>CONTENT STATEMENTS</p> <p>6.1CR Improvise, compose and arrange simple rhythms for specific instruments.</p> <p>6.2CR Read, write, perform and compose rhythm patterns and simple melodies in simple duple and quadruple meters.</p> <p>6.3CR Compose extended pentatonic melodies in treble clef and bass clef in “do” or “la” pentatonic and diatonic scales using a system.</p>	<p>CONTENT STATEMENTS</p> <p>6.1PE Compose simple, four- and eight-beat rhythmic patterns using grade-level rhythms.</p> <p>6.2PE Experiment with patterns of whole and half steps in scales while exploring modes.</p> <p>6.3PE 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>6.4PE Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</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 against recorded music using grade-level rhythms.</p>	<p>CONTENT STATEMENTS</p> <p>6.1RE Identify the major periods, genres and composers in the development of music of various diverse cultures.</p> <p>6.2RE Explain music instrument groupings for various styles of music.</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 the cues of a conductor.</p> <p>6.7RE Compare the musical traditions of various diverse cultures.</p> <p>6.8RE Describe distinguishing characteristics of music forms (verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p>	<p>CONTENT STATEMENTS</p> <p>6.1CO Using elements of music, compare the connection between emotion and music in selected musical works.</p> <p>6.2CO Attend and critique live music performances and demonstrate appropriate audience etiquette.</p> <p>6.3CO Describe ways music relates to other art forms using appropriate terminology.</p> <p>6.4CO Explain and apply skills developed in music (critical thinking, collaboration) to other disciplines and communicate the importance of music in everyday life.</p> <p>6.5CO Discover and discuss the ways musicians make a living through composition and performance and why it is necessary to protect their work through copyright law.</p> <p>6.6CO Identify different functions and uses of music in American and other cultures.</p>
GRADE 7	<p>CONTENT STATEMENTS</p> <p>7.1CR Improvise, compose and arrange simple melodies for more than one instrument.</p> <p>7.2CR Read, write, perform and compose rhythm patterns and simple melodies in simple duple, triple and quadruple meters.</p> <p>7.3CR Compose simple melodies in treble and bass clefs using multiple key signatures.</p>	<p>CONTENT STATEMENTS</p> <p>7.1PE Compose simple, rhythmic patterns and melodies for multiple instruments.</p> <p>7.2PE Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality.</p> <p>7.3PE Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7.4PE Compare multiple 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 (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p>7.6PE Improvise rhythmic patterns against recorded music using grade-level rhythms.</p>	<p>CONTENT STATEMENTS</p> <p>7.1RE Aurally identify the style and historical period of various music examples.</p> <p>7.2RE Compare and contrast music instrument groupings for various styles of music.</p> <p>7.3RE Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary.</p> <p>7.4RE Critique and evaluate interpretations of music via dance, drama and visual art using appropriate vocabulary.</p> <p>7.5RE Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>7.6RE Follow and respond to the cues of a conductor.</p> <p>7.7RE Hypothesize what factors have the most influence on personal reactions to music.</p> <p>7.8RE Recognize, identify and demonstrate form in world music (Western and non-Western) and popular music.</p>	<p>CONTENT STATEMENTS</p> <p>7.1CO Analyze the meaning and expression of variety in live or recorded music performances.</p> <p>7.2CO Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>7.3CO Explain ways music compliments other art forms using appropriate terminology.</p> <p>7.4CO Explain how and why people use and respond to music.</p> <p>7.5CO Describe the role of musicians and musical careers in various settings.</p> <p>7.6CO Demonstrate an understanding of copyright law and the ethical and legal reasoning behind these laws.</p> <p>7.7CO Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 8	CONTENT STATEMENTS 8.1CR Improvise, compose and arrange simple musical forms. 8.2CR Read, write, perform and compose rhythm patterns and simple melodies in simple duple, triple, quadruple and compound duple, triple and quadruple meters. 8.3CR Compose a simple melody in treble clef over a simple bass clef chord.	CONTENT STATEMENTS 8.1PE Compose simple rhythmic patterns and melodies for multiple instruments using AB or ABA form. 8.2PE Independently or collaboratively perform with good posture while producing an appropriate tone quality. 8.3PE Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 8.4PE Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control. 8.5PE Compare and contrast vocal performances of varied repertoire using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form). 8.6PE Dictate rhythmic patterns heard in performed music.	CONTENT STATEMENTS 8.1RE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works. 8.2RE Evaluate music instrument groupings for various styles of music in different cultures. 8.3RE Identify intervals and concert pitches in major and natural minor scales. 8.4RE Critique and evaluate styles of music via dance, drama and visual art using appropriate vocabulary. 8.5RE Apply criteria based on elements of music to support personal preferences for specific musical works. 8.6RE Follow and respond to the cues of a conductor. 8.7RE Justify opinions about music based on culture, environment, values and personal experiences. 8.8RE Identify components of larger music works (symphony, mass, concerto).	CONTENT STATEMENTS 8.1CO Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression. 8.2CO Express how music performance and settings affect audience response. 8.3CO Compare ways that music affects other art forms by changing the music selection. 8.4CO Describe how the roles of composers, performers and others involved in music are similar to or different from those in other art forms. 8.5CO Discuss contributions of musical elements to aesthetic qualities in performances of self and others. 8.6CO Analyze ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services). 8.7CO Discuss how current developments in music reflect society in the local community and larger world.

HIGH SCHOOL

Creating: Artists use 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 expressions in internal and external contexts.



ENDURING UNDERSTANDINGS

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

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ACCOMPLISHED	<p>CONTENT STATEMENTS HSAC.1CR Improvise over simple chord progressions provided by the instructor. HSAC.2CR Compose a rhythmic accompaniment in multiple meters for a specific melody using written or digital, traditional or nontraditional notation. HSAC.3CR Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, traditional or nontraditional notation.</p>	<p>CONTENT STATEMENTS HSAC.1PE Compose a three-part composition using bass and treble clef in rondo form. HSAC.2PE Incorporate technology and media arts in creating, composing and arranging music. HSAC.3PE Compare and contrast techniques of tuning multiple instruments. HSAC.4PE Using a varied repertoire of vocal performances, explain the composer's choices for the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form). HSAC.5PE Explain the composer's purpose in choosing rhythmic patterns heard in performed music that uses mixed meter.</p>	<p>CONTENT STATEMENTS HSAC.1RE Research composers and their works from four major music periods. HSAC.2RE Plan and create a musical instrument based on knowledge of historical instruments. HSAC.3RE Evaluate the use of the elements of music related to expression in a varied repertoire of music. HSAC.4RE Analyze the components of a significant music composition, demonstrating an understanding of music styles and form. HSAC.5RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy. HSAC.6RE Follow and respond to the cues of a conductor. HSAC.7RE Compare and contrast how people from different backgrounds and cultures use and respond to music. HSAC.8RE Compare and contrast the individual sections within the form of historical musical works (symphony, mass, concerto).</p>	<p>CONTENT STATEMENTS HSAC.1CO Defend the use of the mood and meaning of music pieces used at a social event. HSAC.2CO Use criteria based on the elements of music to defend a critique of a live performance. HSAC.3CO Explain how the creative process is used in similar and different ways in the arts. HSAC.4CO Develop and articulate a personal philosophy about the purpose and value of music. HSAC.5CO Identify and describe nonperforming careers in music and describe ways technology and the media arts are used to create, perform and listen to music. HSAC.6CO Research copyright law and the process for having a composition protected. HSAC.7CO Describe how music reflects the social and political events of history and the role of the musician in history and culture.</p>
ADVANCED	<p>CONTENT STATEMENTS HSAD.1CE Improvise over chord progressions and symbols in a variety of styles (blues, jazz and world music). HSAD.2CR 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 nontraditional notations. 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, traditional and nontraditional notations.</p>	<p>CONTENT STATEMENTS HSAD.1PE Compose a composition for a performance group. HSAD.2PE Incorporate technology and media arts in creating, composing, arranging, promoting and distributing music. HSAD.3PE Defend the purpose of tuning instruments. HSAD.4PE Using a varied repertoire of vocal performances, defend the composer's choices for the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form). HSAD.5PE Defend the composer's choices of rhythmic patterns heard in performed music that uses mixed meter.</p>	<p>CONTENT STATEMENTS HSAD.1RE Research composers, their lives and the impact they had on society. HSAD.2RE Determine the time period and culture of a musical instrument based on prior knowledge. HSAD.3RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions. HSAD.4RE Evaluate a significant music composition demonstrating an understanding of music styles and form. HSAD.5RE Apply assessment practices to select, organize and present personal works to show growth and development in music. HSAD.6RE Follow and respond to the cues of a conductor. HSAD.7RE Analyze why culture, environment, values and personal experiences impact individual responses to music. HSAD.8RE Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).</p>	<p>CONTENT STATEMENTS HSAD.1CO Plan the mood and meaning needed in a music piece and find an appropriate example for a social event. HSAD.2CO Use criteria based on elements of music to persuade others to listen to a personal preference. HSAD.3CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different. HSAD.4CO Select personal music experiences that represent well-developed skills, abilities and accomplishments (for a portfolio, college audition or studio work). HSAD.5CO Describe the impact of music technology and innovation upon music careers. HSAD.6CO Interpret copyright law and discover how someone can protect his or her compositions once the individual has composed or created his or her work. HSAD.7CO Analyze various music works from a variety of world cultures identifying the unique features of expressive content (role of dynamics, movement, sounds of language pronunciation and tone colors, style, instruments, and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p>

ENSEMBLE

ENDURING UNDERSTANDINGS

Creating: Artists use 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 expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
NOVICE	<p>CONTENT STATEMENTS</p> <p>ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.</p> <p>ENN.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.</p> <p>ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.</p> <p>ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p>	<p>CONTENT STATEMENTS</p> <p>ENN.1PE Read and perform with correct pitches and correct rhythms.</p> <p>ENN.2PE Play or sing with a characteristic tone quality.</p> <p>ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.</p> <p>ENN.4PE Perform a varied repertoire of prepared or improvised music with technical accuracy (manual dexterity and articulation).</p> <p>ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.</p> <p>ENN.6PE Perform a varied repertoire of prepared and improvised music.</p> <p>ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.</p> <p>ENN.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.</p> <p>ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.</p> <p>ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.</p>	<p>CONTENT STATEMENTS</p> <p>ENN.1CO Identify the social contexts from which American music evolved.</p> <p>ENN.2CO Recognize aesthetic characteristics common to all art forms.</p> <p>ENN.3CO Identify potential musical career choices in performing music.</p> <p>ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</p>
INTERMEDIATE	<p>CONTENT STATEMENTS</p> <p>ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.</p> <p>ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.</p> <p>ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.</p> <p>ENI.4CR Explain how instrument techniques create accurate pitch.</p>	<p>CONTENT STATEMENTS</p> <p>ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.</p> <p>ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.</p> <p>ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys</p> <p>ENI.4PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.</p> <p>ENI.5PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.</p> <p>ENI.6PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.</p> <p>ENI.7PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.</p> <p>ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.</p> <p>ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.</p>	<p>CONTENT STATEMENTS</p> <p>ENI.1CO Describe the social context from which American music evolved.</p> <p>ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.</p> <p>ENI.3CO Describe potential career choices in music for both performers and nonperformers.</p> <p>ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
SKILLED	<p>CONTENT STATEMENTS</p> <p>ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.</p> <p>ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.</p> <p>ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.</p> <p>ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.</p>	<p>CONTENT STATEMENTS</p> <p>ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.</p> <p>ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.</p> <p>ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.</p> <p>ENS.4PE 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>ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.</p> <p>ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.</p> <p>ENS.7PE Develop strategies using feedback from peers and outside sources in a rehearsal setting to address technical and expressive challenges in a varied repertoire of music.</p> <p>ENS.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENS.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, and use of dynamics and articulations.</p> <p>ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.</p> <p>ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.</p>	<p>CONTENT STATEMENTS</p> <p>ENS.1CO Compare music from a variety of cultures and historical periods.</p> <p>ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.</p> <p>ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.</p> <p>ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).</p>
ACCOMPLISHED	<p>CONTENT STATEMENTS</p> <p>ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.</p> <p>ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.</p> <p>ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.</p> <p>ENAC.4CR Compare and contrast techniques of tuning multiple instruments.</p>	<p>CONTENT STATEMENTS</p> <p>ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.</p> <p>ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.</p> <p>ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys plus chromatic and octatonic scales.</p> <p>ENAC.4PE 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>ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.</p> <p>ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres.</p> <p>ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.</p> <p>ENAC.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENAC.1CO 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>ENAC.2CO Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.</p> <p>ENAC.3CO Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.</p>	<p>CONTENT STATEMENTS</p> <p>ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.</p> <p>ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.</p> <p>ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.</p> <p>ENAC.4CO Research copyright law and the process for having a composition protected.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ADVANCED	<p>CONTENT STATEMENTS</p> <p>ENAD.1CR Compose and improvise musical compositions for a variety of purposes and contexts.</p> <p>ENAD.2CR Select, develop and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.</p> <p>ENAD.3CR Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria.</p> <p>ENAD.4CR Defend the purpose of tuning instruments.</p>	<p>CONTENT STATEMENTS</p> <p>ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.</p> <p>ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.</p> <p>ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic and octatonic, whole-tone scales, plus modes as appropriate.</p> <p>ENAD.4PE Perform a varied repertoire of prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles.</p> <p>ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.</p> <p>ENAD.6PE Perform a varied repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods and genres in several types of ensembles.</p> <p>ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.</p> <p>ENAD.8PE Respond appropriately to the cues of the conductor.</p>	<p>CONTENT STATEMENTS</p> <p>ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on rhythm, pitch, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style and expression.</p> <p>ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms.</p> <p>ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.</p>	<p>CONTENT STATEMENTS</p> <p>ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression, and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p> <p>ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p>ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).</p> <p>ENAD.4CO Interpret copyright law and discover how someone can protect his or her compositions once the individual has composed or created his or her work.</p>