

| KINDERGARTEN | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).</p> <p>2CE Explore steady beat and rhythm.</p> <p>3CE Listen to and explore the music of various styles, composers, periods and cultures.</p> <p>4CE Explore and identify a wide variety of sounds, including the human voice.</p> <p>5CE Explore a variety of classroom instruments. (e.g., metals, skins and woods.).</p> <p>6CE Attend live music performances.</p> <p>7CE Identify a musician and his or her roles (e.g., composer, conductor and Performer.</p> <p>8CE Explore connections between sound and its visual representation.</p> | Creating (CR) | <p>K.1CR Explore and create vocal pathways.</p> <p>K.2CR Compose simple rhythms and melodies using iconic representation.</p> <p>K.3CR Experience a wide variety of vocal and instrumental sounds.</p> |
| Producing Performing (PR) | <p>1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).</p> <p>2PR Demonstrate a steady beat and maintain it while performing.</p> <p>3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.</p> <p>4PR Create a wide variety of vocal and instrumental sounds.</p> <p>5PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p>6PR Demonstrate audience behavior appropriate for the context and style of music performed.</p> <p>7PR Create a visual representation of sound.</p> | Performing (PE) | <p>K.1PE Track steady beat and rhythm using iconic representation.</p> <p>K.2PE Explore the four voices — singing, speaking, whispering and shouting.</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> |
| Responding Reflecting (RE) | <p>1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods.</p> <p>2RE Describe how sounds and music are used in our daily lives.</p> <p>3RE Describe the difference between steady beat and rhythm.</p> <p>4RE Identify and connect a concept shared between music and another curricular subject.</p> <p>5RE Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”</p> <p>6RE Respond to sound with a drawing of how the sound makes them feel.</p> <p>7RE Offer opinions about their own musical experiences and responses to music.</p> | Responding (RE) | <p>K.1RE. 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> |
| | | Connecting (CO) | <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 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Identify echo and call/response.</p> <p>2CE Explore steady beat, rhythm and meter.</p> <p>3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.</p> <p>4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).</p> <p>5CE Explore selected musical instruments aurally and visually.</p> <p>6CE Attend live music performances with emphasis on concert etiquette.</p> | Creating (CR) | <p>1.1CR Improvise short rhythmic and melodic patterns using a variety of sound sources.</p> <p>1.2CR Compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using 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> |
| Producing Performing (PR) | <p>1PR Demonstrate echo and call/response.</p> <p>2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p>3PR Read, write and perform using eighth notes, quarter notes and quarter rests.</p> <p>4PR Improvise new lyrics to known songs and experiment with digital technology.</p> <p>5PR Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p>6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p>7PR Demonstrate audience behavior appropriate for the context and style of music performed.</p> | Performing (PE) | <p>1.1PE Read, 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; d, r, m) in F-do and G-do.</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 vice versa.</p> |
| Responding Reflecting (RE) | <p>1RE Recognize how music is used for a variety of occasions.</p> <p>2RE Describe how music communicates feelings, moods, images and meaning.</p> <p>3RE Communicate a response to music using dance, drama or visual art.</p> <p>4RE Connect concepts shared between music, other art forms and other curricular subjects.</p> <p>5RE Form and express personal opinions about a musical performance and show respect for the opinions of others.</p> <p>6RE Describe the challenges of individual and group music performance using music vocabulary.</p> <p>7RE Discuss audience behavior appropriate for the context and style of music performed.</p> | Responding (RE) | <p>1.1RE 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, pieces).</p> <p>1.8RE Recognize how music is used for a variety of occasions.</p> |
| | | Connecting (CO) | <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 other curricular subjects.</p> |

| Grade 2 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Identify patterns of same and different phrases in simple poems and songs.</p> <p>2CE Identify rounds and canons.</p> <p>3CE Listen to and identify music of various styles, composers, periods and cultures.</p> <p>4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).</p> <p>5CE Explore selected musical instruments visually and aurally.</p> <p>6CE Attend live music performances with emphasis on instrument and voice identification.</p> | Creating (CR) | <p>2.1CR Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources.</p> <p>2.2CR Compose simple, four and eight-beat patterns using known rhythms and half notes in 2/4 and 4/4 meter, 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> |
| Producing Performing (PR) | <p>1PR Demonstrate rounds and canons.</p> <p>2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p>3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> <p>4PR Improvise and compose simple rhythmic and melodic phrases.</p> <p>5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).</p> <p>6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> | Performing (PE) | <p>2.1PE Read, write and perform using known rhythms and half notes in 2/4 and 4/4 meter.</p> <p>2.2PE 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>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> |
| Responding Reflecting (RE) | <p>1RE Explain how music is used for a variety of purposes and occasions.</p> <p>2RE Discuss music of various composers, periods, cultures and contrasting styles.</p> <p>3RE Discuss how music communicates feelings, moods, images and meaning.</p> <p>4RE Interpret music through dance, drama and visual art.</p> <p>5RE Respond to patterns of same and different phrases in simple poems and songs.</p> <p>6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.</p> <p>7RE Discuss and write about their observations of types of voices and instruments heard in performances.</p> | Responding (RE) | <p>2.1RE Listen to and explore the music of various styles, composers, periods and cultures.</p> <p>2.2RE 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> |
| | | Connecting (CO) | <p>2.1CO Express how music communicates feelings, moods, images and meaning.</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 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Visually and aurally, identify the four families of orchestral instruments.</p> <p>2CE Identify and discriminate between sounds produced by various instruments and the human voice.</p> <p>3CE Listen to and identify the music of different composers of world cultures.</p> <p>4CE Identify and respond to simple music forms (e.g., AB, ABA).</p> <p>5CE Identify elements of music using developmentally appropriate vocabulary.</p> <p>6CE Identify careers in music including composing, performing and conducting</p> | Creating (CR) | <p>3.1CR Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources.</p> <p>3.2CR Compose using known rhythms, sixteenth notes and dotted half notes in 2/4, 3/4 and 4/4 meter 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> |
| Producing Performing (PR) | <p>1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.</p> <p>2PR Follow and respond to the cues of a conductor.</p> <p>3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.</p> <p>4PR Play a variety of classroom instruments with proper technique.</p> <p>5PR Sing, move and respond to music from world cultures and different composers.</p> <p>6PR Improvise and compose simple rhythmic and melodic phrases.</p> <p>7PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.</p> <p>8PR Read, write and perform in treble clef a extended pentatonic melodies in G, F and C.</p> <p>9PR Demonstrate appropriate audience etiquette at live performances.</p> | Performing (PE) | <p>3.1PE Read, write and perform using known rhythms, dotted half notes and sixteenth notes in 2/4, 3/4 and 4/4 meter.</p> <p>3.2PE Read, write and perform “do” or “la” extended pentatonic melodies using treble staff in F-do, G-do and C-do.</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> |
| Responding Reflecting (RE) | <p>1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.</p> <p>2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</p> <p>3RE Explain personal preferences for specific musical selections using music vocabulary.</p> <p>4RE Evaluate audience etiquette associated with various musical performances and settings.</p> <p>5RE Analyze music in terms of how it communicates words, feelings, moods or images.</p> <p>6RE Compare interpretations of the same piece of music as they occur through dance, drama and visual art.</p> <p>7RE Create criteria and use it to critique their own performances and the performances of others.</p> | Responding (RE) | <p>3.1RE Listen to 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 (round, sixteenth notes, pentatonic).</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> |
| | | Connecting (CO) | <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 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Classify instruments by the four families of the orchestra.</p> <p>2CE Describe the way sound is produced by various instruments and the human voice</p> <p>3CE Listen, identify and respond to music of different composers and world cultures.</p> <p>4CE Discuss the lives and times of composers from various historical periods.</p> <p>5CE Identify and respond to basic music forms (e.g., AABA and rondo).</p> <p>6CE Identify elements of music using developmentally appropriate vocabulary.</p> <p>7CE Describe the roles of musicians in various music settings.</p> <p>8CE Describe the use of technology and digital tools in music.</p> | Creating (CR) | <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 2/4, 3/4 and 4/4 meter, 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> |
| Producing Performing (PR) | <p>1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</p> <p>2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p>3PR Play a variety of classroom instruments with proper technique.</p> <p>4PR Sing, move and respond to music from world cultures and different composers.</p> <p>5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p>6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.</p> <p>7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C.</p> <p>8PR Demonstrate appropriate audience etiquette at live performances</p> | Performing (PE) | <p>4.1PE 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>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> |
| Responding Reflecting (RE) | <p>1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.</p> <p>2RE Describe the connection between emotion and music in selected musical works.</p> <p>3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.</p> <p>4RE Discuss the roles of musicians heard in various performance settings.</p> <p>5RE Interpret a selected musical work using dance, drama or visual art.</p> <p>6RE Use constructive feedback to improve and refine musical performance and response.</p> | Responding (RE) | <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> |
| | | Connecting (CO) | <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 connects with disciplines outside the arts.</p> |

| Grade 5 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Explore and identify musical instruments from different historical periods and world cultures.</p> <p>2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.</p> <p>3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).</p> <p>4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).</p> <p>5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.</p> <p>6CE Differentiate between melody and harmony.</p> <p>7CE Identify patterns of whole and half steps in a major scale.</p> | Creating (CR) | <p>5.1CR Improvise 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 2/4, 3/4, 4/4 and 6/8 meter, 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> |
| Producing Performing (PR) | <p>1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>3PR Improvise, compose and arrange music.</p> <p>4PR Use technology and the media arts to create and perform music.</p> <p>5PR Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted halfnote and syncopated rhythms.</p> <p>6PR Read, write and perform diatonic melodies and the major scale on the treble staff.</p> <p>7PR Demonstrate appropriate audience etiquette at live performances.</p> | Performing (PE) | <p>5.1PE Read, 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>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> |
| Responding Reflecting (RE) | <p>1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.</p> <p>2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p>3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.</p> <p>4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.</p> <p>5RE Consider and articulate the influence of technology on music careers.</p> <p>6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.</p> | Responding (RE) | <p>5.1RE Compare and contrast music of various styles, composers, periods and cultures.</p> <p>5.2RE Explore and identify modern musical instruments and groupings.</p> <p>5.3RE Compare and contrast using elements of music, including tonality, dynamics, temp and meter, utilizing 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 Western cultures (Latino, Native American, Appalachian, African American).</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> |

| Grade 5 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| | | Connecting (CO) | <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 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p>2CE Identify instruments used in Western and world music ensembles.</p> <p>3CE Identify different functions and uses of music in American and other cultures.</p> <p>4CE Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>6CE Describe roles and skills musicians assume in various cultures and settings.</p> | Creating (CR) | <p>6.1CR Improvise, compose and arrange simple rhythms for specific instruments.</p> <p>6.2CR Read, write, perform and compose rhythm patterns and simple melodies in 2/4 and 4/4 meter.</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> |
| Producing Performing (PR) | <p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>3PR Improvise, compose and arrange music.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>6PR Attend live performances and demonstrate appropriate audience etiquette.</p> | Performing (PE) | <p>6.1PE Compose simple, four- and eight-beat rhythmic patterns using grade-level rhythms.</p> <p>6.2 PE 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 rhythms, 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> |
| Responding Reflecting (RE) | <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>4RE Describe ways that music relates to other art forms using appropriate terminology.</p> <p>5RE Compare and contrast subject matter common to music and other subject areas.</p> <p>6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.</p> | Responding (RE) | <p>6.1RE Identify the major periods, genres and composers in the development of Western and non-Western music.</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 Identify how non-Western music is used for ceremonial and celebratory events.</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> |

| Grade 6 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| | | Connecting (CO) | <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 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>2CE Identify the style and historical period of various music examples.</p> <p>3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> | Creating (CR) | <p>7.1CR Improvise, 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 2/4, 3/4 and 4/4 meter.</p> <p>7.3CR Compose simple melodies in treble and bass clefs using multiple key signatures.</p> |
| Producing Performing (PR) | <p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR Improvise, compose and arrange music.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p>6PR Read and notate melodies in treble and bass clef using key signatures.</p> | Performing (PE) | <p>7.1PE 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. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7.3PE Compare multiple performers' techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>7.4PE Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p>7.5PE Improvise rhythmic patterns against recorded music using grade-level rhythms.</p> |
| Responding Reflecting (RE) | <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>3RE Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>4RE Explain how and why people use and respond to music.</p> <p>5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.</p> | Responding (RE) | <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> |

| Grade 7 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| | | Connecting (CO) | <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 8 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| Creating (CE) | <p>1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>4CE Identify components of larger music works (e.g., symphony, mass, concerto).</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p> | Creating (CR) | <p>8.1CR Improvise, compose and arrange simple musical forms.</p> <p>8.2CR 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>8.3CR Compose a simple melody in treble clef over a simple bass clef A chord.</p> |
| Producing Performing (PR) | <p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR Improvise, compose and arrange music.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> | Performing (PE) | <p>8.1PE Compose simple rhythmic patterns and melodies for multiple instruments using AB or ABA form.</p> <p>8.2PE 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>8.3PE Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>8.4PE Compare and contrast vocal performances of varied repertoire using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</p> <p>8.5PE Dictate rhythmic patterns heard in performed music.</p> |
| Responding Reflecting (RE) | <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.</p> <p>7RE Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</p> | Responding (RE) | <p>8.1RE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p>8.2RE Evaluate music instrument groupings for various styles of music in different cultures.</p> <p>8.3RE Identify intervals and concert pitches in major and natural minor scales.</p> <p>8.4RE Critique and evaluate styles of music via dance, drama and visual art using appropriate vocabulary.</p> <p>8.5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>8.6RE Follow and respond to the cues of a conductor.</p> <p>8.7RE Justify opinions about music based on culture, environment, values and personal experiences.</p> <p>8.8RE Identify components of larger music works (symphony, mass, concerto).</p> |

| Grade 8 | | | |
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| Artistic Process | 2012 | Artistic Process | 2020 |
| | | Connecting (CO) | <p>8.1CO Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression.</p> <p>8.2CO Express how music performance and settings affect audience response.</p> <p>8.3CO Compare ways that music affects other art forms by changing the music selection.</p> <p>8.4CO Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</p> <p>8.5CO Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p>8.6CO Analyze ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</p> <p>8.7CO Discuss how current developments in music reflect society in the local community and larger world.</p> |

| HIGH SCHOOL | | | |
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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| | Creating (CE) | | Creating (CR) |
| Level I | <p>1CE Define vocabulary in all rehearsed and performed music.</p> <p>2CE Identify musical terms and symbols for articulation and expression.</p> <p>3CE Recognize and describe the elements of music.</p> <p>4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.</p> <p>5CE Identify musical forms used in vocal and instrumental genres from various historical periods.</p> <p>6CE Identify the social contexts from which music of various cultures evolved.</p> <p>7CE Identify aurally basic harmonic progressions in selected repertoire.</p> <p>8CE Explain the role of technology in researching, creating, performing and listening to music.</p> | HS Proficient (HSP) | <p>HSP.1CR Improvise over drones or simple chord progressions.</p> <p>HSP.2CR Compose a simple rhythm with rhythmic variation using written or digital, traditional or non-traditional notation.</p> <p>HSP.3CR Compose a simple melody, as well as a melodic variation using written or digital, traditional or non-traditional notation.</p> |
| Level II | <p>1CE Interpret articulations, expressive symbols and terms while performing.</p> <p>2CE Identify and trace the development of music forms across historical periods.</p> <p>3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.</p> <p>4CE Describe the elements of music and their functions.</p> <p>5CE Identify traditional harmonic progressions in selected repertoire.</p> <p>6CE Identify modality aurally and visually.</p> <p>7CE Identify musical forms used in vocal and instrumental genres from world cultures.</p> <p>8CE Describe how music reflects the social and political events of history and the role of the musician in history and culture.</p> | HS Intermediate (HSI) | <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 non-traditional notation.</p> <p>HSI.3CR Compose a melody for a specific rhythmic accompaniment using written or digital, traditional or non-traditional notation.</p> |
| Level III | <p>1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.</p> <p>2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.</p> <p>3CE Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p>4CE Identify and trace the development of the elements of music across historical periods.</p> <p>5CE Compare and contrast musical forms used in vocal and instrumental genres.</p> <p>6CE Identify complex harmonic progressions in selected repertoire.</p> <p>7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.</p> | HS Accomplished (HSAC) | <p>HSAC.1CR Improvise over simple chord progressions provided by the instructor.</p> <p>HSAC.2CR Compose a rhythmic accompaniment in multiple meters for a specific melody using written or digital, traditional or non-traditional notation.</p> <p>HSAC.3CR Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, traditional or non-traditional notation.</p> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| Level IV | <p>1CE Interpret music symbols and terms in light of historical and stylistic context.</p> <p>2CE Identify and trace the development of the elements of music across musical styles and world cultures.</p> <p>3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p> <p>4CE Identify non-traditional harmonic progressions in selected repertoire.</p> <p>5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.</p> <p>6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).</p> <p>7CE Recognize aesthetic characteristics common to all art forms.</p> | HS Advanced (HSAD) | <p>HSAD.1CE Improvise over chord progressions and symbols in a variety of styles (blues, jazz and world music).</p> <p>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 non-traditional notations.</p> <p>HSAD.3CR Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, traditional and non-traditional notations.</p> |
| Producing/Performing (PR) | | Performing (PE) | |
| Level I | <p>1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music.</p> <p>3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.</p> <p>4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.</p> <p>5PR Respond appropriately to the cues of the conductor or section leader.</p> <p>6PR Improvise over drones or simple chord progressions.</p> <p>7PR Incorporate technology and media arts in performing or recording music.</p> <p>8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.</p> | HS Proficient (HSP) | <p>HSP.1PE 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> |
| Level II | <p>1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music.</p> <p>3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.</p> <p>4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.</p> <p>5PR Improvise over simple chord progressions provided by the instructor.</p> <p>6PR Incorporate technology and media arts in creating, composing and arranging music.</p> <p>7PR Create and notate a harmonization of a simple melody using traditional or digital media</p> | HS Intermediate (HSI) | <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> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| Level III | <p>1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.</p> <p>3PR Demonstrate sight-reading abilities at an intermediate level of complexity.</p> <p>4PR Perform an appropriate part in an ensemble demonstrating well developed ensemble skills.</p> <p>5PR Improvise over chord progressions and symbols provided by the instructor.</p> <p>6PR Incorporate technology in audio editing and producing various forms of music.</p> <p>7PR Compose and notate a melody with harmonic accompaniment in a variety of musical styles.</p> <p>7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.</p> <p>8PR Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p> | HS Accomplished (HSAC) | <p>HSAC.1PE Compose a three-part composition using bass and treble clef in rondo form.</p> <p>HSAC.2PE Incorporate technology and media arts in creating, composing and arranging music.</p> <p>HSAC.3PE Compare and contrast techniques of tuning multiple instruments.</p> <p>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).</p> <p>HSAC.5PE Explain the composer's purpose in choosing rhythmic patterns heard in performed music that uses mixed meter.</p> |
| Level IV | <p>1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.</p> <p>3PR Demonstrate sight-reading abilities at a mastery level of complexity.</p> <p>4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.</p> <p>5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).</p> <p>6PR Incorporate technology in promoting and distributing music.</p> | HS Advanced (HSAD) | <p>HSAD.1PE Compose a composition for a performance group.</p> <p>HSAD.2PE Incorporate technology and media arts in creating, composing, arranging, promoting and distributing music.</p> <p>HSAD.3PE Defend the purpose of tuning instruments.</p> <p>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).</p> <p>HSAD.5PE Defend the composer's choices of rhythmic patterns heard in performed music that uses mixed meter.</p> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| | Responding/Reflecting (RE) | | Responding (RE) |
| Level I | <p>1RE Identify assessment practices that can help demonstrate their learning and progress made in music.</p> <p>2RE Respond to aesthetic qualities of a performance using music terminology.</p> <p>3RE Examine how people from different backgrounds and cultures use and respond to music.</p> <p>4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.</p> <p>5RE Describe the impact of music technology and innovation upon music careers.</p> <p>6RE Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).</p> | HS Proficient (HSP) | <p>HSP.1RE Analyze selected composers and their works.</p> <p>HSP.2RE Explore and identify 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> |
| Level II | <p>1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.</p> <p>2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.</p> <p>3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.</p> <p>4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</p> <p>5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p>6RE Incorporate technology when possible in assessing music performances.</p> | HS Intermediate (HSI) | <p>HSI.1RE Compare and contrast selected composers and their works from four major music periods.</p> <p>HSI.2RE Explain the evolution of 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> |
| Level III | <p>1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p>2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.</p> <p>3RE Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>4RE Explain how the creative process is used in similar and different ways in the arts.</p> <p>5RE Evaluate how musical forms are influenced by history.</p> <p>6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.</p> <p>7RE Evaluate how musical forms and performance practices are influenced by culture and history.</p> | HS Accomplished (HSAC) | <p>HSAC.1RE Research composers and their works from four major music periods.</p> <p>HSAC.2RE Plan and create a musical instrument based on knowledge of historical instruments.</p> <p>HSAC.3RE Evaluate the use of the elements of music related to expression in a varied repertoire of music.</p> <p>HSAC.4RE Analyze the components of a significant music composition, demonstrating an understanding of music styles and form.</p> <p>HSAC.5RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p>HSAC.6RE Follow and respond to the cues of a conductor.</p> <p>HSAC.7RE Compare and contrast how people from different backgrounds and cultures use and respond to music.</p> <p>HSAC.8RE Compare and contrast the individual sections within the form of historical musical works (symphony, mass, concerto).</p> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| Level IV | <p>1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.</p> <p>2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.</p> <p>3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.</p> <p>4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.</p> <p>5RE Develop and articulate a personal philosophy about the purpose and value of music.</p> <p>6RE Evaluate potential musical career choices and develop a personal strategic career plan.</p> | HS Advanced (HSAD) | <p>HSAD.1RE Research composers, their lives and the impact they had on society.</p> <p>HSAD.2RE Determine the time period and culture of a musical instrument based on prior knowledge.</p> <p>HSAD.3RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.</p> <p>HSAD.4RE Evaluate a significant music composition demonstrating an understanding of music styles and form.</p> <p>HSAD.5RE Apply assessment practices to select, organize and present personal works to show growth and development in music.</p> <p>HSAD.6RE Follow and respond to the cues of a conductor.</p> <p>HSAD.7RE Analyze why culture, environment, values and personal experiences impact individual responses to music.</p> <p>HSAD.8RE Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).</p> |
| | | Connecting (CO) | |
| | | HS Proficient (HSP) | <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> |
| | | HS Intermediate (HSI) | <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> |

| HIGH SCHOOL | | | |
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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| | | HS Accomplished (HSAC) | <p>HSAC.1CO Defend the use of the mood and meaning of music pieces used at a social event.</p> <p>HSAC.2CO Use criteria based on the elements of music to defend a critique of a live performance.</p> <p>HSAC.3CO Explain how the creative process is used in similar and different ways in the arts.</p> <p>HSAC.4CO Develop and articulate a personal philosophy about the purpose and value of music.</p> <p>HSAC.5CO Identify and describe nonperforming careers in music and describe ways technology and the media arts are used to create, perform and listen to music.</p> <p>HSAC.6CO Research copyright law and the process for having a composition protected.</p> <p>HSAC.7CO Describe how music reflects the social and political events of history and the role of the musician in history and culture.</p> |
| | | HS Advanced (HSAD) | <p>HSAD.1CO Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.</p> <p>HSAD.2CO Use criteria based on elements of music to persuade others to listen to a personal preference.</p> <p>HSAD.3CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p>HSAD.4CO Select personal music experiences that represent well-developed skills, abilities and accomplishments (for a portfolio, college audition or studio work).</p> <p>HSAD.5CO Describe the impact of music technology and innovation upon music careers.</p> <p>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.</p> <p>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> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| Creating (CE) | | Creating (CR) | |
| Beginning | N/A | Ensemble Novice (ENN) | <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.4CE Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> |
| Intermediate | N/A | Ensemble Intermediate (ENI) | <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> |
| Advanced | N/A | Ensemble Skilled (ENS) | <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 historical periods.</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 historical periods.</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> |
| | N/A | Ensemble Accomplished (ENAC) | <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> |
| | | Ensemble Advanced (ENAD) | <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> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| Producing/Performing (PR) | | Performing (PE) | |
| Beginning | N/A | Ensemble Novice (ENN) | <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> |
| Intermediate | N/A | Ensemble Intermediate (ENI) | <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 compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.</p> <p>ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.</p> <p>ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.</p> <p>ENI.8PE Respond appropriately to the cues of the conductor.</p> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| Advanced | N/A | Ensemble Skilled (ENS) | <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> |
| | N/A | Ensemble Accomplished (ENAC) | <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> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| | | Ensemble Advanced (ENAD) | <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> |
| Responding/Reflecting (RE) | | Responding (RE) | |
| Beginning | N/A | Ensemble Novice (ENN) | <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> |
| Intermediate | N/A | Ensemble Intermediate (ENI) | <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> |
| Advanced | N/A | Ensemble Skilled (ENS) | <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> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| | N/A | Ensemble Accomplished (ENAC) | <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> |
| | | Ensemble Advanced (ENAD) | <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> |
| | | Connecting (CO) | |
| | N/A | Ensemble Novice (ENN) | <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> |
| | N/A | Ensemble Intermediate (ENI) | <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> |
| | N/A | Ensemble Skilled (ENS) | <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> |

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| Artistic Process and Proficiency | 2012 | Artistic Process and Proficiency | 2020 |
| | N/A | Ensemble Accomplished (ENAC) | <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> |
| | N/A | Ensemble Advanced (ENAD) | <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> |