2CE Explore steady boat, rhythm and meter. 3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures with accurate pitch and periods and cultures. 4CE Identify dements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and sollege). 5CF Explore steady boat, rhythm and meter. 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and cultures with accurate pitch and periods. 3PR Read, write and perform using eighth notes, quarter notes and quarter rests. 4PR Improvision new luric to known constant of experiment with digital appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and quarter rests.	, fast/slow, loud/soft, high/low and of various styles, composers, periods and sty of sounds, including the human voice. struments. (e.g., metals, skins and woods.). r roles (e.g., composer, conductor and und and its visual representation.	Demonstrate how musical elements communicate meaning and emotion by playing, singing of Recognize the use of music for various purposes by performers and listeners in a variety of tu forceate music in simple forms to be performed with dance, drama or in response to a work of individually and collaboratively select ideas and a media form of the day to create musical public digital technology to listen to and study music recognizing instruments, voices, ensemble form and express opinions about music they hear in formal and informal live and recorded purpose of the pressure of the present of the presen	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music. Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the
2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	IPR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short). PPR Demonstrate a steady beat and maintain it while performing. PPR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures. PPR Create a wide variety of vocal and instrumental sounds. PPR Demonstrate proper technique. PPR Create a visual representation of sound.	visual art. visual	interest when expressing themselves through music, sine, create, realize and refine musical works in conventional and ass, create and perform music to address genuine local and global printing artworks and other texts produced in the media forms of the
2RE Describe how music communicates feelings, moods, images and meaning. 3RE Communicate a response to music using dance, drama or visual art. 4RE Connect concepts shared between music, other art forms and other curricular subjects.	IRE Share ideas about musical selections of various and contrasting styles, composers and musical periods. RE Describe how sounds and music are used in our daily lives. RE Describe the difference between steady beat and rhythm. ARE Identify and connect a concept shared between music and another curricular subject. SRE Identify and discuss various uses of music in the United States and the various meanings of the term "musician." SRE Respond to sound with a drawing of how the sound makes them feel. RRE Offer opinions about their own musical experiences and responses to music.	2012 Music Standards GRADES K-1-2 Question, reconsider, self-assess and make connections RESPONDING/REFLECTING (RE)	Ohio Department

ENDURING UNDERSTANDINGS PROGRESS POINTS	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music. Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day. Students will, at an appropriate developmental level: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures locusing on the historical and cultural significance of the works. C. Identify and classify voices, musical informants, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts. E. Develop criteria to evaluate solo and group performances of music.	nce and interest when expressing themselves through music. Ito imagine, create, realize and refine musical works in conventional and locus ideas, create and perform music to address genuine local and global and performing artworks and other texts produced in the media forms of the nd performing artworks and other texts produced in the media forms of the storical and cultural significance of the works.	 Chio Department 2012 Music Standards GRADES 3−4−5
COGNITIVE & CREATIVE LEARNING PROCESSES	LEARNING PROCESSES PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
CONTENT	1CE Visually and aurally, identify the four families of orchestral instruments. 2CE Identify and discriminate between sounds produced by various instruments and the human voice.	1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others. 2PR Follow and respond to the cues of a conductor.	1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms. 2RE Notice and describe what they hear in selected pieces of music and compare their
ω	3CE Listen to and identify the music of different composers and world cultures. 4CE Identify and respond to simple music forms (e.g., AB, ABA). 5CE Identify elements of music using developmentally appropriate vocabulary. 6CE Identify careers in music including composing, performing and conducting	3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture. 4PR Play a variety of classroom instruments with proper technique. 5PR Sing, move and respond to music from world cultures and different composers. 6PR Improvise and compose simple rhythmic and melodic phrases. 7PR Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter. 8PR Read, write and perform extended pentatonic (doʻ-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). 9PR Demonstrate appropriate audience etiquette at live performances.	responses to those of others. 3RE Explain personal preferences for specific musical selections using music vocabulary. 4RE Evaluate audience etiquette associated with various musical performances and settings. 5RE Analyze music in terms of how it communicates words, feelings, moods or images. 6RE Compare interpretations of the same piece of music as they occur though dance, drama, and visual art. 7RE Create criteria and use it to critique their own performances and the performances of others.
4	ICE Classify instruments by the four families of the orchestra. 2CE Describe the way sound is produced by various instruments and the human voice 3CE Usten, identify and respond to music of different composers and world cultures. 4CE Discuss the lives and times of composers from various historical periods. 5CE Identify and respond to basic music forms (e.g., AABA and rondo). 6CE Identify elements of music using developmentally appropriate vocabulary. 7CE Describe the roles of musicians in various music settings. 8CE Describe the use of technology and digital tools in music.	1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others. 2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture. 3PR Play a variety of classroom instruments with proper technique. 4PR Sing, move and respond to music from world cultures and different composters. 5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources. 5PR Read, write and perform using sisteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter. 7PR Read, write and perform extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters). 8PR Demonstrate appropriate audience ediquette at live performances.	1RE Explain how the elements and subject matter of music connect with disciplines outside the arts. 2RE Describe the connection between emotion and music in selected musical works. 3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary. 4RE Discuss the roles of musicalns heard in various performance settings. 5RE Interpret a selected musical work using dance, drama or visual art. 6RE Use constructive feedback to improve and refine musical performance and response.
U	1CE Explore and identify musical instruments from different historical periods and world cultures. 2CE listen to, identify, and respond to music of different composers, historical periods and world cultures. 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). 4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations). 5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary. 6CE Differentiate between melody and harmony. 7CE Identify patterns of whole and half steps in a major scale.	1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control. 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control. 3PR Improvise, compose and arrange music. 3PR Improvise, compose and arrange music. 3PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4meter. 6PR Read, write and perform diatonic melodies and the major scale on the treble staff. 7PR Demonstrate appropriate audience etiquette at live performances.	1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing. 2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others. 3RE Describe how the process of learning in music connects to learning in other arts and other subject areas. 4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary. 5RE Consider and articulate the influence of technology on music careers. 6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.

PRESENTING (E) PROCESS 1. Copys and control whole with present of control and present of the control	ENDURING UNDERSTANDINGS	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music. Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Autherntic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the consumers.	ce and interest when expressing themselves through music. to imagine, create, realize and refine musical works in conventional and cocus ideas, create and perform music to address genuine local and global or the perform music to address genuine for an are global or the performing artworks and other texts produced in the media forms of the	Ohio Department of Education
C. Apply problem of the context ways that the subject matter in musical selections relates to other disciplines. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. E. Expand the use of recharding and the medial arts through music research, composition and performance. E. Expand the use of recharding and the medial arts through music research, composition and performance. E. Expand the use of recharding and the medial arts through music research, composition and performance. E. Expand the use of recharding and the medial arts through music research, composition and performance. E. Expand the use of recharding and the medial arts through music research, composition relates to other disciplines. E. Expand the use of recharding and the medial arts through music research, composition relates to other disciplines. E. Expand the use of recharding and the medial arts through music research, composition relates to other disciplines. E. Expand the use of recharding and the medial arts are used to perceive of music representing deserse and demonstrate in music callures. E. Expand the used reservation of the relationship and the medial arts are used to perceive on the disciplines. E. Expand the used reservation of the subject music formatic in music ensembles. E. Expand the used reservation of the desiration of the development of the desiration relation of the desiration relationship of a music research, composition and performance. E. Expand the used reservation of the development of the desiration relationship of a music research, composit	Students will, at an	P >	ively with technical accuracy and expression.	Grades 6 – 7 – 8
BERCEIVING /KNOWING/CREATING (CE) PRODUCING/PERFORMING (PR) PROCUCING/PERFORMING (PR) PRODUCING/PERFORMING (PR) PROCUCING/PERFORMING (PR) PRODUCING/PERFORMING (PR) PRODUCING/PER	appropriate developmental level: PROGRESS		d vocabulary. In dy adapting music to fit the context, story, setting and medium. Ical, popular and traditional American music and musical and cultural	
ERCEIVING /KNOVING/CREATING (CE) PRODUCING/PERFORMING (PR) 1PR Independently or callaboratively, perform with good posture and treat control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo. The diverse cultures with appropriate dynamics and tempo. The different functions and uses of music ensembles. If different functions and uses of music making diverse cultures with appropriate dynamics and tempo. The collaboratively, before any discrete in unit. The development of the treatment independent of the representation of the collaboratively, and increasingly complex rhythms and medodic phrases. PR Rap a variety of cassion composes thythm patterns and simple medical special of the various preast through active literaing. PR Rap a variety of cassion composes and arrange music. 4PR Respond appropriate dynamics and tempo. Callaboratively, with increasingly compose and arrange music. 4PR Respond appropriate by one cut so ordinates. 4PR Rappond appropriate perform and compose thythm patterns and simple medical cultures and stemple septical composes and carrange and alternatives accuracy at a fewel that includes modest in the perform avaried repertoire of music expertsion and technical accuracy at a level that includes a town with a perform a varied repertoire of music with appropriate and demonstrate appropriate appropriate appropriate appropriate appropriate appropriate appropriate appropri	POINTS	-	es to other disciplines.	
ERCEIVING/KNOVING/CREATING (CE) PRODUCING/PERFORMING (PR) PRODUCING PRESENTING UNITS CONTINUES AND ACTOR ACTOR AND ACTOR AND ACTOR ACTOR AND ACTOR A	COGNITIVE AND CREA	TIVE LEARNING		
It E Describe distinguishing characteristics of music forms (e.g., werex-cellain, As. As.). And, condo, canon, theme and variation) from various cultures and bittorical periods. As. As. As. As. And, condo, canon, theme and variation) from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation) from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation) from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation) from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation from various cultures and bittorical periods. As. As. As. And, condo, canon, theme and variation from various cultures and bitters with appropriate dynamics and tempo. As. As. As. And, condo, canon, theme and variations and tentods. As. As. As. As. Accessing the care of pariations. As. As. As. And, condo, canon, the developments as the mode and condoct and condoct and condoct and tempo. As. As. As. Accessing the variations and teench. As. Call and the control periods. As. As. As. Accessing the variations and teench. As. As. As. Accessing the variations and teench. As. As. As. Accessing the variations and teench. As. As. As. Accessing the variations and teench as the period of variations and encodes and anong the period of the customic periods. As. As. As. Accessing the variations and teench as the period of the period of the periods. As. As. As. Accessing the variations and themos. As. As. As. Accessing the variations and teench accurately with period of the conduction of the periods. As. As. As		PERCEIVING/KNOWING/CREATING (CE)		RESPONDING/REFLECTING (RE)
Als, Als, condo, canon, theme and variation from various cultures and bistorical periods: 200 Identify instruments used in Western and world music ensembles. 200 Identify the major periods, genres and composers in the development of Western and on-Western music. 500 Eleantify intermal periods, genres and composers in the development of Western and non-Western music. 501 Eleantify in various precess through active listering. 602 Eleantify the way and mistorical period of various music eleantify the syle and historical period of various music event than the well-unced music. 503 Eleantify the syle and historical period of various music event than the well-unced music. 504 Eleantify the syle and historical period of various music event than the well-unced music. 505 Eleantify the syle and historical period of various music event than the well-unced music. 506 Eleantify the syle and historical period of various music event than the well-unced music. 507 Eleantify the syle and historical period of various music event than the well-unced music. 508 Read, write, perform and compose and arrange music. 509 Read, write, perform and demonstrate a demonstrate and compose period appropriate with period music expension of the cuss of a conductor. 507 Eleantify the syle and historical period of various music eleantify the syle and meter. 508 Read, write, perform and churce and demonstrate and empo. 509 Read, write perform and expension of the cuss of a conductor. 509 Read, write perform accurately, and departed and churce and churce and shall music expension of the cuss of a conductor. 509 Read, write perform a varied repertoire of music with appropriate to music. 500 Eleantify the syle and historical period of various music eleantify the syle and meter. 501 Eleantify the syle and historical period of various and expension of the cuss of a conductor. 502 Eleantify the syle and historical period of various and expension of the cuss of a conductor. 503 Eleantify the syle and historical period of various and		1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain,	1PR Independently or collaboratively, perform with good posture and	1RE Develop criteria to evaluate the quality and effectiveness of music performances and
2CE Identify instruments used in Western and world music ensembles. 4CE lidentify the major periods, genres and composers in the development of Western and non-Western music. 5CE Distinguish between and among the use of dynamics, meter, tempo and formalish in various priods, genres and composers in the development of Western and non-Western music. 6CE Describe roles and skills musicians precise, some of dynamics, meter, tempo and formalish in various projects shrough active listening. 6CE Describe roles and skills musicians assume in various cultures and settings. 6CE Describe roles and skills musicians projects frompose and demonstrate appropriate and dentify historical and cultural contexts (e.g., ime and part of the first of a music, representing diverse genera and cultures and showing expression and technical scuracy at a level that includes modest. 3CE Describe roles and skills musicians assume in various cultures and settings. 6CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and thistorical period of various music examples. 3CE dentify the syle and the syle and describe in music interest for musicians (e.g., in education, entertainment and technical scuracy at a level that includes modest examples, with a popular to a variety of meters. 3CE dentify the syle particular in any part and natural minor scales. 3CE dentify independently or collaboratively, with good describe non-period of a variety of meters. 3CE dentify independently or collaboratively with good describe in major and natural minor scales. 3CE dentify independently or collaboratively with good generating diverse generating diverse generating diverse gen	CONTENT	AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.	breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.	compositions including their own. 2RE Reflect on a variety of live or recorded music performances.
phrases. 3PR improvise, compose and arrange music. 4PR Respond appropriately to the cues of a conductor. 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter. 6PR Attend live performances and demonstrate appropriate audience etiquette. 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. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).		2CE Identify instruments used in Western and world music ensembles.	2PR Play a variety of classroom instruments, independently or	3RE Communicate the importance of music in everyday life.
3PR improvise, compose and arrange music. 4PR Respond appropriately to the cues of a conductor. 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter. 6PR Attend live performances and demonstrate appropriate audience etiquette. 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. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings; A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,	ת	cultures.	phrases.	SRE Compare and contrast subject matter common to music and other subject are
spr Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter. 6PR Attend live performances and demonstrate appropriate audience etiquette. 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 thanges of tempo, key and meter. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings; A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and gerform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Reform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings; A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,	C	4CE Identify the major periods, genres and composers in the development of	3PR Improvise, compose and arrange music.	6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to
6PR Attend live performances and demonstrate appropriate audience etiquette. 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. 2PR Perform accurately, independently or collaboratively, with good posture producting an appropriate tone quality. 3PR Improvise, compose and arrange music, 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band c, F, Bb, Eb, Ab; Strings; A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings; A, D, G, C, F).		SCE Distinguish between and among the use of dynamics, meter, tempo and	SPR Read, write, perform and compose rhythm patterns and simple	
IPR 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. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C., F, Bb, Eb, Ab; Strings; A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings; A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,		6CE Describe roles and skills musicians assume in various cultures and settings.	6PR Attend live performances and demonstrate appropriate audience	
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. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C., F, Bb, Eb, Ab; Strings; A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Bandi: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).		1CE Recognize, identify and demonstrate form in world music (e.g., Western	1PR Independently or collaboratively, perform a varied repertoire of	1RE Apply multiple criteria to evaluate the quality and effectiveness of music
ranges and changes of tempo, key and meter. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab: Strings: A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).		and non-Western) and popular music. 2CE Identify the style and historical period of various music examples.	expression and technical accuracy at a level that includes modest	performance and composition including their own. 2RE Compare and contrast a variety of live or recorded music performances using
APR Perform accurately, independently or colaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).	1	3CE Recognize and identify historical and cultural contexts (e.g., time and place	ranges and changes of tempo, key and meter.	appropriate audience etiquette.
aPR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. SPR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F). GPR Read and notate melodies in treble and bass clef using key signatures. IPR 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. SPR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. GPR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).	•	or a music event; that have influenced music. 4CE Identify key signatures of major scales.	posture producing an appropriate tone quality.	specific music works.
melodic patterns in a variety of meters. SPR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F). SPR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F). GPR Read and notate melodies in treble and bass clef using key signatures. IPR 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. PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. JPR Improvise, compose and arrange music. JPR Pemonstrate the common beat patterns used by conductors. SPR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. GPR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). JPR Demonstrate and use technology and media arts to create,		SCE Describe a varied repertoire of music with appropriate music vocabulary.	3PR Improvise, compose and arrange music.	4RE Explain how and why people use and respond to music.
SPR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings; A, D, G, C, F). 6PR Read and notate melodies in treble and bass clef using key signatures. 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,		and technical support).	melodic patterns in a variety of meters.	arts disciplines.
signatures. IPR 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. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality, 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic fincluding dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,			Strings: A, D, G, C, F).	
IPR Perform a varied repertoire of music, independently or collaboratively representing diverse gences and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,			signatures.	
showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,		1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.	1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and	1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.
cales. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 3PR improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,		2CE Discuss how current developments in music reflect society in reference to	showing expression and technical accuracy at a level that includes	2RE Compare and contrast a varied repertoire of music on the basis of how elements of
producing an appropriate tone quality. 3PR Improvise, compose and arrange music. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,	Ø	the local community and larger world. 3CF Identify intervals and concert pitches in major and natural minor scales.	more advanced ranges and changes of tempo, key and meter. 2PR Perform. independently or collaboratively, with good posture	music are used to create meaning and expression. 3RE Compare and contrast selected composers and their works.
4PR Demonstrate the common beat patterns used by conductors. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic [including dotted rhythms] and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,	C	4CE Identify components of larger music works (e.g., symphony, mass,	producing an appropriate tone quality.	4RE Express how music performance and settings affect audience response.
5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,		SCE Identify and describe non-performing careers in music.		specific musical works.
6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F). 7PR Demonstrate and use technology and media arts to create,		6CE Describe ways that technology and the media arts are used to create	SPR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters	6RE Compare common terms and contrasting definitions used for various artistic
				7RE Describe how roles of composers, performers and others involved in music are
· ·			7PR Demonstrate and use technology and media arts to create,	אווווופו לסיסי שוויפיפית וויטוו מווסצב עו טעופי פת וסנימוט.

	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music. Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and	and interest when expressing themselves through music. i magine, create, realize and refine musical works in conventional and	
UNDERSTANDINGS	innovative ways and to understand the works produced and performed by others. Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global	us ideas, create and perform music to address genuine local and global	() Department
	community needs. Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.	performing artworks and other texts produced in the media forms of the	01
	2		2012 Music Standards
	 A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other chord symbols in jazz) 	nclude performance through traditional classical and other notations (e.g.	
PROGRESS	B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement	ferences and involvement.	GRADES 9 thru 12
POINTS	C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.	thin and outside the classroom.	
		complete the second sec	
	E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on	and performing across history and cultures, with focus on the function of	
	 Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas. 	hearse, present, record and disseminate music of a variety of styles.	
COGNITIVE & CREATIVE			
LEARNING PROCESSES	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	ICE Define vocabulary in all rehearsed and performed music.	1PR Perform a varied repertoire of music representing diverse genres	IRE Identify assessment practices that can help demonstrate their learning
CONTENT	2CE Identify musical terms and symbols for articulation and expression.	and cultures alone and in ensembles.	and progress made in music.
SIAIEMENIS	4CE Listen to and compare various musical styles from the United States, other	music.	3RE Examine how people from different backgrounds and cultures use and respond
-	cultures and historical periods.	3PR Demonstrate sight-reading abilities at a beginning level of	to music.
I	5CE Identify musical forms used in vocal and instrumental genres from various	complexity at least to the level found in the literature chosen for	4RE Evaluate the use of the elements of music as relative to expression in a varied
•	are identify the social contexts from which music of various cultures evolved.	4PR Demonstrate technical accuracy appropriate tone quality	SRS Describe the impact of music technology and impossion upon music careers
		articulation, intonation and expression for the works being	6RE Investigate the ethical and legal issues surrounding the access and use of
	8CE Explain the role of technology in researching, creating, performing and	performed with good posture and breath control.	musical works (e.g. audio and video recordings, printed and digital sheet music).
	istening to most.	leader.	
		6PR Improvise over drones or simple chord progressions.	
Beginning		7PR Incorporate technology and media arts in performing or recording	
		8PR Compose and notate a simple melody as well as a melodic variation	
	ICE Interpret articulations, expressive symbols and terms while performing.	1PR Sing or play an increasingly varied repertoire of music representing	1RE Apply assessment practices to demonstrate the learning and progress made in
	are listen to analyze and describe various music works on the basis of their	Open Prepare and accurately perform a varied repertoire of encemble	are describe how the use of elements of music affects the parthagic impact of a
	stylistic qualities and the historical and cultural contexts in which they were	music.	music selection.
-	created.	3PR Demonstrate sight-reading abilities at a developing level of	3RE Discuss how the purpose, meaning and value of music changes because of the
I	4CE Describe the elements of music and their functions.	complexity equal to or above the level of complexity found in the	impact of life experiences.
;	SCE Identify traditional harmonic progressions in selected repertoire.	appenditure chosen for performance. 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic	ARE Analyze and determine the correct technique (e.g., posture, breath support, hand noxition, embourbure, vocal placement) required for proper tone
	7CE Identify musical forms used in vocal and instrumental genres from world	unity and phrasing) while performing in a group.	production.
=	cultures.	5PR Improvise over simple chard progressions provided by the	SRE Describe the use of elements of music as they relate to expression in a varied
	BCE Describe how music reflects the social and political events of history and the	instructor.	repertoire of music.
-	role of the musician in history and culture.	6PR Incorporate technology and media arts in creating, composing and	6RE Incorporate technology when possible in assessing music performances.
Davalonina		arranging music. 7PR Create and notate a harmonization of a simple melody using	
Pudoloping		traditional or digital media.	

HS IV	HS
ICE Interpret music symbols and terms in light of historical and stylistic context. 2CE Identify and trace the development of the elements of music across musical styles and world cultures. 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. 4CE Identify non-traditional harmonic progressions in selected repertoire. 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships. 6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work). 7CE Recognize aesthetic characteristics common to all art forms.	1CE Interpret music symbols and terms expressively while performing a varied repertoire of music. 2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods. 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. 4CE Identify and trace the development of the elements of music across historical periods. 5CE Compare and contrast musical forms used in vocal and instrumental genres. 6CE Identify complex harmonic progressions in selected repertoire. 7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.
1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and drythm, fundamental skills, advanced technique and a high degree of musicality. 2PR Prepare and accurately perform a varied repertoir of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature. 3PR Demonstrate sight-reading abilities at a mastery level of complexity. 4PR Perform a leading part in an ensemble demonstrating superior ensemble skills. 5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music). 6PR Incorporate technology in promoting and distributing music. 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form. 8PR Compose an original work or arrange a pre-existing work for a variety of performing ensembles.	IPR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 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. 3PR Demonstrate sight-reading abilities at an intermediate level of complexity. 4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills. 5PR Improvise over chord progressions and symbols provided by the instructor. 6PR Incorporate technology in audio editing and producing various forms of music. 7PR Compose and notate a melody with harmonic accompaniment in a variety of musical styles.
IRE Apply assessment practices to select, organize and present personal works to show their growth and development in music. 2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and retrograde) are used to provide unity, variety, tension and release in a music work. 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences. 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions. 5RE Develop and articulate a personal philosophy about the purpose and value of music. 6RE Evaluate potential musical career choices and develop a personal strategic career plan.	IRE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy. 2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses. 3RE Assess how elements of music are used in a work to create images or evoke emotions. 4RE Explain how the creative process is used in similar and different ways in the arts. 5RE Evaluate how musical forms are influenced by history. 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. 7RE Evaluate how musical forms and performance practices are influenced by culture and history.