Ohio Fine Arts: Music

High School: Advanced

Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works. CR

1. **Improvise over chord progressions and symbols in a variety of styles (blues, jazz, world music).** HSAD.1CR
2. **Compose an original work or arrange a pre-existing work in a variety of meters, including compound meters, for a variety of performing ensembles using standard and iconic notation.** HSAD.2CR
3. **Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, standard and iconic notation.** HSAD.3CR

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

1. **Perform or present a rhythm example for a performance group.** HSAD.1PE
2. **Perform or present a melodic example for a performance group.** HSAD.2PE
3. **Incorporate technology and media arts in creating, composing, arranging, promoting, and distributing music.** HSAD.3PE
4. **Defend the purpose of tuning instruments.** HSAD.4PE
5. **Defend the composer's choices for the elements of music using a varied repertoire of vocal performances.** HSAD.5PE

Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works. RE

1. **Research composers, their lives, and the impact they had on society.** HSAD.1RE
2. **Design an instrument based on knowledge of instruments from different historical periods and various cultures.** HSAD.2RE
3. **Develop and apply criteria for evaluating the quality and effectiveness of musical performances and compositions based on an understanding of the elements of music.** HSAD.3RE
4. **Evaluate a music composition, demonstrating an understanding of music styles and form.** HSAD.4RE
5. **Apply assessment practices to select, organize, and present personal works to show growth and development in music.** HSAD.5RE
6. **ollow and respond to advanced/complex cues of a conductor.** HSAD.6RE

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	7 **Analyze why culture, environment, values, and personal experiences impact individual responses to music.** HSAD.7RE
	8 **Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).** HSAD.8RE
Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts. CO	1 **Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.** HSAD.1CO
	2 **Defend and advocate for a personal preference in musical performance using criteria based on the elements of music.** HSAD.2CO
	3 **Explain how the roles of creators, performers, and others involved in the production and presentation of each of the arts are similar and different.** HSAD.3CO
	4 **Defend a personal philosophy about the purpose and value of music.** HSAD.4CO
	5 **Select personal music experiences that represent well-developed skills, abilities, and accomplishments (for a portfolio, college audition, studio work).** HSAD.5CO
	6 **Interpret copyright law and discover how someone can protect their compositions once the individual has composed or created their work.** HSAD.6CO
	7 **Analyze music works from various cultures, identifying the unique features of expressive content, and determine how these characteristics contribute to performance style.** HSAD.7CO