

# 2024 NCSCOS Arts Education Standards Framework

Disciplinary differences highlighted pink

	Dance	Music	Theatre	Visual Arts
<b>CONNECT</b> Explore and relate artistic ideas and works to past, present, and future societies and cultures. <i>EQ: How do I build background knowledge to apply to my field of art?</i>				
Relate	CN.1 - Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CN.1 - Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CN.1 - Relate theatrical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CN.1 - Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.
Explore	CN.2 - Explore advancements in the field of dance.	CN.2 - Explore advancements in the field of music.	CN.2 - Explore advancements in the field of theatre arts.	CN.2 - Explore advancements in the field of visual arts.
<b>CREATE</b> Create and adapt new artistic ideas and work individually or collaboratively. <i>EQ: How do I express original ideas through the creation of art, considering copyright and fair use laws?</i>				
Originate	CR.1 - Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	CR.1 - Create original musical ideas and works, independently and collaboratively.	CR.1 - Create original theatrical ideas and works, independently and collaboratively.	CR.1 - Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently and collaboratively.
Adapt	CR.2 - Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	CR.2 - Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	CR.2 - Adapt original theatrical ideas and works, and those of peers and other artists, independently and collaboratively.	CR.2 - Adapt original visual arts ideas and work, and those of peers and other artists, independently and collaboratively.

	Dance	Music	Theatre	Visual Arts
<b>PRESENT</b> Present, perform, produce, and develop artistic ideas and works. <i>EQ: How do I build technique and skill to present works of art to an audience effectively?</i>				
Present	PR.1 - Perform dance works from a variety of styles, cultures, and genres.	PR.1 - Perform music from a variety of styles, cultures, and genres.	PR.1 - Perform theatrical works from a variety of styles, cultures, and genres.	PR.1 - Present visual artworks.
Develop	PR.2 - Develop dance presentations.	PR.2 - Develop musical presentations.	PR.2 - Develop theatrical presentations.	PR.2 - Develop visual arts presentations.
<b>RESPOND</b> Analyze and evaluate how the arts communicate. <i>EQ: How do I discuss, evaluate, and provide feedback on works of art?</i>				
Analyze	RE.1 - Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	<b>GM:</b> RE.1 - Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary. <b>VIM:</b> RE.1 - Analyze aural and written works of music from a variety of styles, cultures, and genres using content-specific vocabulary.	RE.1 - Analyze theatrical works from a variety of styles, cultures, and genres using content-specific vocabulary.	RE.1 - Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.
Evaluate	RE.2 - Evaluate dance works using content-specific vocabulary.	RE.2 - Evaluate musical works using content-specific vocabulary.	RE.2 - Evaluate theatrical works using content-specific vocabulary.	RE.2 - Evaluate visual artworks using content-specific vocabulary.

# Drilling Down the NC Arts Education Standards

The following table describes how to *drill down* through the strand and standard to the objective level so that educators better understand the skills and knowledge which are developed K-12 throughout a discipline in the new North Carolina Standard Courses of Study in Dance, Music, Theatre Arts, and Visual Arts (2024).

Strand <i>Artistic Process</i>	Standard <i>Big Idea</i>	Objective <i>Focused Idea</i>	EQ
<b>Connect</b> <i>Explore and relate artistic ideas and works to past, present, and future societies and cultures.</i>	CN.1 - <b>Relate</b> <artistic> ideas and works with personal, societal, cultural, and historical, and daily life contexts, including diverse and marginalized groups.	A. Deepen understanding of artistic ideas by relating to historic, societal, cultural, and/or daily life contexts B. Co-curricular Integration	How do the world and this artform influence one another?  How do school, life, and arts education skills relate to one another?
	CN.2 - <b>Explore</b> advancements in the field of <my art>	A. Postsecondary opportunities and careers of art professionals B. Explore innovative methods, tools, and technologies used by artists in the professional industry	What college and/or career opportunities exist in this artform?  How is the artform transforming in the world?
<b>Create</b> <i>Create and adapt new artistic ideas and work individually or collaboratively.</i>	CR.1 - <b>Create</b> original <artistic> ideas and work, independently and collaboratively.	A. Improvise, or experiment with, original works of art B. Create planned original work	How does exploration, experimentation, improvisation, and investigation happen in art-making?  How are original works created and documented?
	CR.2 - <b>Adapt</b> original <artistic> ideas and works, and those of peers and other artists, independently and collaboratively.	A. Arrange, adapt, or derive from other artistic ideas B. Explain how artistic works are protected, shared, and used fairly by audiences and other artists.	How can artwork be adapted or modified with new ideas without appropriating?  How does an artist protect their work or use another artists' work fairly?
<b>Present</b> <i>Perform, produce, present, and develop my own and others' artistic ideas and work</i>	PR.1 - <b>Perform</b> <artistic> work from a variety of styles, cultures, and genres.	A. Improve <artistic> technique by applying feedback B. Perform/Present <artistic> work for an audience	What steps can be taken to improve as an artist?  How can skills be presented informally or formally to an audience with clarity and focus?
	PR.2 - <b>Develop</b> <artistic> presentations	A. Identify the production needs of presentations B. Demonstrate audience and presenter etiquette appropriate to the context of a presentation	What does it take to produce a presentation or performance?  How does the venue and presentation formality influence meaning and performer/presenter and audience etiquette?
<b>Respond</b> <i>Analyze and evaluate how the arts communi- cate with their audience</i>	RE.1 - <b>Analyze</b> <artistic> works from a variety of styles, cultures, and genres using content-specific vocabulary.	A. Identify skills and techniques used in <artistic> works B. Interpret intent and purpose in <artistic> work	What did the artist present?  Why did the artist make specific creative choices?
	RE.2 - <b>Evaluate</b> <artistic> works using content-specific vocabulary.	A. Examine the effect of personal preferences B. Evaluate artistic work and provide feedback	How do personal preferences influence responses to artwork?  How can feedback be given to self and others?