

## **NORTH CAROLINA STANDARD COURSE OF STUDY**

### **K - 12 Vocal and Instrumental Music**

The 2024 NC Standard Course of Study for vocal and instrumental music is intended to provide a Comprehensive Arts Education while developing students as musicians. The abilities to create, present, respond to, and make connections with music build competence by expanding foundational knowledge and skills within each grade band and proficiency level. The standards are organized within the four artistic practices of Connect, Create, Present, and Respond, which are supported by the National Arts Education Standards created by the National Coalition for Arts Standards.

Skills progress at different levels due to a number of factors, including continuity and quality of instruction; informal exposure to music through community interaction; opportunities to access music programs in K-12 education; student developmental level and ability; motivation and resources available for individual practice; etc. To account for variations in skill progression, as well as to embed multiple entry points across the K-12 spectrum, the objectives in vocal and instrumental music NCSCOS are organized by proficiency level, rather than grade level. Minimum proficiency outcomes are provided at each level to show what a student should know and be able to do by the end of a course or program when they create, present, respond to, and make connections with the voice or instrument that they are learning.

The color-coded minimum-proficiency outcome charts above are based on current research about the time needed to build proficiency in the various ensemble and individual-study music programs in North Carolina. Novice and developing standards and objectives are written for middle school students who are taught by a licensed music educator for at least 90 minutes per week. Levels Novice through Advanced courses for high school credit are intended to develop proficiency in the artform of a students' choice and to support a well-rounded education. These courses meet for as long as other high school courses meet and are also taught by a licensed music educator.

The North Carolina music Standards maintain the respect for local control of each Public School Unit (PSU). These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a PSU or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for K-12 music programs, and the proficiency level objectives show the minimum student outcomes for each skill.

## **NORTH CAROLINA STANDARD COURSE OF STUDY**

### **K - 12 Vocal and Instrumental Music**

#### **North Carolina Arts Education Standards**

#### **Novice Vocal and Instrumental Music**

Note on Numbering: N - Novice

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: novice, developing, intermediate, accomplished, and advanced. Novice Vocal and Instrumental standards are designed for students with no or limited K-8 progression in Vocal and Instrumental Music education.

Note: The Clarifying Objectives by Course Outcomes unpacking document provides guidance on how to apply these proficiency standards to vocal and instrumental music courses.

<b>CONNECT</b> CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
<b>Standard</b>	<b>Objectives</b>
N.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	N.CN.1.1 Explain how music expresses and reflects the values of civilizations around the world.
	N.CN.1.2 Explain how concepts from other content areas can inspire the development of musical ideas.
	N.CN.1.3 Name potential physical and psychological health issues that affect musicians.
N.CN.2 Explore advancements in the field of music.	N.CN.2.1 Identify musical skills, characteristics, and behaviors that contribute to post-secondary education and career readiness.
	N.CN.2.2 Compare how various innovative tools and ideas have been used in a variety of musical works.

<b>CREATE</b> CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
N.CR.1 Create original musical ideas and works, independently and collaboratively.	N.CR.1.1 Improvise short rhythmic phrases. N.CR.1.2 Compose simple original rhythmic ideas using an appropriate standard notation system.
N.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.	N.CR.2.1 Arrange a simple musical variation on a given musical phrase. N.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create original, transcribed, and arranged music.

  

<b>PRESENT</b> PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
N.PR.1 Perform musical works from a variety of styles, cultures, and genres.	N.PR.1.1 Identify strategies to improve personal musical technique based on feedback. N.PR.1.2 Reproduce appropriate musical technique with support. N.PR.1.3 Sing or play audiated rhythms and pitches accurately. N.PR.1.4 Sight-read musical patterns. N.PR.1.5 Sing or play simple scales, syncopated rhythms, whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth note and rests in 2/4, 3/4, and 4/4 meters in unison or two-part repertoire. N.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and

	dynamics found in novice repertoire.
--	--------------------------------------

Standard	Objectives
N.PR.2 Develop musical presentations.	N.PR.2.1 List the processes that are a part of programming a musical performance.
	N.PR.2.2 Define active listening and etiquette appropriate in both formal and informal performances.
	N.PR.2.3 Identify the elements of design, production, and equipment as it pertains to developing a music performance.

<b>RESPOND</b> RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
N.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.	N.RE.1.1 Identify form and dynamics in aural and written works of music.
	N.RE.1.2 Identify the artistic choices made by peers and others.
N.RE.2 Evaluate musical works using content-specific vocabulary.	N.RE.2.1 Compare personal responses to a variety of music.
	N.RE.2.2 Evaluate musical performances, compositions, and technique using specific criteria.

## **NORTH CAROLINA STANDARD COURSE OF STUDY**

### **K - 12 Vocal and Instrumental Music**

#### **North Carolina Arts Education Standards Developing Vocal and Instrumental Music**

Note on Numbering: D - Developing

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: novice, developing, intermediate, accomplished, and advanced. Developing Vocal and Instrumental standards are designed for those students who have achieved novice level standards for Vocal and Instrumental Music education.

Note: The Clarifying Objectives by Course Outcomes unpacking document provides guidance on how to apply these proficiency standards to vocal and instrumental music courses.

<b>CONNECT</b> CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
<b>Standard</b>	<b>Objectives</b>
D.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	D.CN.1.1 Identify the influences and contributions the music of North Carolina and the United States has had on the broader music community.
	D.CN.1.2 Explain how music skills and processes can be applied to solve a variety of musical problems.
	D.CN.1.3 Identify activities that could cause physical and psychological health issues for musicians.
D.CN.2 Explore advancements in the field of music.	D.CN.2.1 Identify music skills, characteristics, and behaviors needed to create, produce, design, and market music.
	D.CN.2.2 Identify how various tools, innovations, and processes influence the development of

	music.
--	--------

<b>CREATE</b>	
CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
D.CR.1 Create original musical ideas and works, independently and collaboratively.	<p>D.CR.1.1 Improvise short melodic phrases.</p> <p>D.CR.1.2 Compose simple original melodic ideas in a given clef using an appropriate standard notation system.</p>
D.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.	<p>D.CR.2.1 Arrange an expanded musical variation on a given musical phrase.</p> <p>D.CR.2.2 Explain how to share works of music legally and ethically, both in physical and digital spaces.</p>

<b>PRESENT</b>	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
D.PR.1 Perform musical works from a variety of styles, cultures, and genres.	<p>D.PR.1.1 Apply the evaluations from instructor, peers, and self to improve a musical technique or performance.</p> <p>D.PR.1.2 Demonstrate appropriate musical technique with support.</p> <p>D.PR.1.3 Distinguish the auditory differences between consonant and dissonant tonalities.</p> <p>D.PR.1.4 Sight-read rhythms and melodies.</p> <p>D.PR.1.5 Sing or play various scales, accidentals, small intervals, ties within a measure, and anacrusis in 2/4, 3/4, 4/4, and 6/8 meters in unison or multi-part repertoire.</p> <p>D.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor, when applicable, in the performance of tempos, forms, articulations, and</p>

	dynamics found in developing repertoire.
--	--

Standard	Objectives
D.PR.2 Develop musical presentations.	D.PR.2.1 Compare the advantages and disadvantages of repertoire when selecting from provided options for a musical performance.
	D.PR.2.2 Demonstrate active listening and etiquette appropriate for both formal and informal performances.
	D.PR.2.3 Generate ideas for the elements of design, production, and equipment for developing a music performance.

<b>RESPOND</b> RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
D.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.	D.RE.1.1 Analyze form, dynamics, and phrasing in aural and written works of music.
	D.RE.1.2 Explain how a musician's artistic choices are influenced by personal experience, culture, and environment.
D.RE.2 Evaluate musical works using content-specific vocabulary.	D.RE.2.1 Explain how culture, environment, and diverse types of music influence personal preference.
	D.RE.2.2 Evaluate the quality and effectiveness of musical performances, compositions, and improvisations using specific criteria appropriate for the genre.

## **NORTH CAROLINA STANDARD COURSE OF STUDY**

### **K - 12 Vocal and Instrumental Music**

#### North Carolina Arts Education Standards **Intermediate Vocal and Instrumental Music**

Note on Numbering: I - Intermediate

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: novice, developing, intermediate, accomplished, and advanced. Intermediate Vocal and Instrumental standards are designed for those students who have achieved developing level standards for Vocal and Instrumental Music education.

Note: The Clarifying Objectives by Course Outcomes unpacking document provides guidance on how to apply these proficiency standards to vocal and instrumental music courses.

<b>CONNECT</b> CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
<b>Standard</b>	<b>Objectives</b>
I.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	I.CN.1.1 Explain how musicians, trends, and styles are impacted by societal, cultural, and historical events.
	I.CN.1.2 Apply skills and knowledge gained from other content areas or personal experiences to solve musical challenges.
	I.CN.1.3 Identify effective strategies for recognizing and preventing physical and psychological health issues that affect musicians.
I.CN.2 Explore advancements in the field of music.	I.CN.2.1 Compare the advantages and disadvantages of exploring music as a vocational, educational, or professional choice.
	I.CN.2.2 Analyze the impact of contemporary media on the creation, notation, and production

	of music.
--	-----------

<b>CREATE</b>	
CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
I.CR.1 Create original musical ideas and works, independently and collaboratively.	I.CR.1.1 Improvise on an existing melody. I.CR.1.2 Compose an original countermelody or harmonic accompaniment for given melodies using an appropriate standard notation system.
I.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.	I.CR.2.1 Arrange an existing piece of music for an ensemble of 2-3 parts. I.CR.2.2 Evaluate the ethics of making, producing, and distributing original, transcribed, and arranged music.

<b>PRESENT</b>	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
I.PR.1 Perform musical works from a variety of styles, cultures, and genres.	I.PR.1.1 Set personal goals for improving music performance based on feedback. I.PR.1.2 Demonstrate appropriate musical technique consistently without support. I.PR.1.3 Sing or play audiated rhythmic/melodic patterns or intervals in tune. I.PR.1.4 Sight-read countermelodies or rhythmic/harmonic accompaniments. I.PR.1.5 Sing or play chromatic, major, or minor scales with simple key changes, triplets, and ties across the bar line in a variety of meters, including 2/2 and simple meter changes in homophonic or polyphonic repertoire.

	I.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in intermediate repertoire.
--	---

Standard	Objectives
I.PR.2 Develop musical presentations.	I.PR.2.1 Justify chosen musical programming for a specified audience.
	I.PR.2.2 Identify personal goals to improve active listening and etiquette appropriate in various music performances.
	I.PR.2.3 Identify components and practices necessary to facilitate an effective performance.

<b>RESPOND</b> RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
I.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.	I.RE.1.1 Analyze how tempo changes and form are used to structure compositions.
	I.RE.1.2 Describe how the musician's intent impacts how an audience interprets music.
I.RE.2 Evaluate musical works using content-specific vocabulary.	I.RE.2.1 Explain how personal preferences impact the ability to view musical works objectively.
	I.RE.2.2 Critique musical performances, compositions, arrangements, and improvisations, generating suggestions for improvement.

## **NORTH CAROLINA STANDARD COURSE OF STUDY**

### **K - 12 Vocal and Instrumental Music**

#### North Carolina Arts Education Standards **Accomplished Vocal and Instrumental Music**

Note on Numbering: AC - High School Accomplished

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: novice, developing, intermediate, accomplished, and advanced. Accomplished High School Vocal and Instrumental standards are designed for those students who have achieved intermediate level standards for Vocal and Instrumental Music education.

Note: The Clarifying Objectives by Course Outcomes unpacking document provides guidance on how to apply these proficiency standards to vocal and instrumental music courses.

<b>CONNECT</b> CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
AC.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	AC.CN.1.1 Analyze the development of music throughout historical time periods.
	AC.CN.1.2 Evaluate how skills honed in music strengthen work in other academic or professional areas.
	AC.CN.1.3 Implement effective strategies for preventing, managing, and overcoming physical and psychological health issues that affect musicians.
AC.CN.2 Explore advancements in the field of music.	AC.CN.2.1 Compare the differing requirements necessary to pursue various careers in music.
	AC.CN.2.2 Analyze how extended techniques, technological developments, and new media impact the field of music.

<b>CREATE</b> CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
AC.CR.1 Create original musical ideas and works, independently and collaboratively.	AC.CR.1.1 Improvise melodies in various keys.
	AC.CR.1.2 Compose an original musical idea for two or more voices using an appropriate standard notation system.
AC.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.	AC.CR.2.1 Arrange an existing piece of music for an ensemble of 3-4 homophonic parts within given parameters.
	AC.CR.2.2 Compare how parody, adaptation, and artificial intelligence relate to copyright and fair use of music.

<b>PRESENT</b> PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
AC.PR.1 Perform musical works from a variety of styles, cultures, and genres.	AC.PR.1.1 Analyze the effectiveness of a strategy used to improve musical technique.
	AC.PR.1.2 Execute musical technique appropriate to the style and genre of performed music.
	AC.PR.1.3 Demonstrate the ability to sing or play familiar audiated musical phrases accurately.
	AC.PR.1.4 Sight-read music written for two or more voices.
	AC.PR.1.5 Sing or play blues scales, multiple key changes, hemiolas, and swing rhythms in a variety of meters, including asymmetrical meters in challenging homophonic or polyphonic repertoire.
	AC.PR.1.6 Demonstrate the meaning of music symbols, terminology and advanced conducting patterns and gestures when applicable, in the performance of tempos, forms, articulations, and dynamics found in accomplished repertoire.

Standard	Objectives
AC.PR.2 - Develop musical performances.	AC.PR.2.1 Develop a vision for a musical performance that engages a specified audience and supports the purpose of the performance.
	AC.PR.2.2 Make recommendations to improve active listening and etiquette appropriate for various music performances.
	AC.PR.2.3 Select the elements of design, production, or equipment for developing a music performance.

<b>RESPOND</b>	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
AC.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.	AC.RE.1.1 Analyze how form is used to structure compositions of various historical and cultural genres. AC.RE.1.2 Analyze how musicians make creative decisions to convey their artistic intent.
AC.RE.2 Evaluate musical works using content-specific vocabulary.	AC.RE.2.1 Describe the impact of commercial marketing on personal preferences for musical works. AC.RE.2.2 Generate strategies to improve the quality and effectiveness of musical performances, compositions, arrangements, and improvisations.

## **NORTH CAROLINA STANDARD COURSE OF STUDY**

### **K - 12 Vocal and Instrumental Music**

North Carolina Arts Education Standards  
**Advanced Vocal and Instrumental Music**

Note on Numbering: AD - High School Advanced

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: novice, developing, intermediate, accomplished, and advanced. Advanced High School Vocal and Instrumental standards are designed for those students who have achieved accomplished level standards for Vocal and Instrumental Music education.

Note: The Clarifying Objectives by Course Outcomes unpacking document provides guidance on how to apply these proficiency standards to vocal and instrumental music courses.

<b>CONNECT</b> CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
<b>Standard</b>	<b>Objectives</b>
AD.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	AD.CN.1.1 Analyze how the global expansion of music from the 19th century to the present impacts both current and future music trends, styles, and artists.
	AD.CN.1.2 Analyze the interdisciplinary connections inherent in music creation and performance and their relevance across different fields.
	AD.CN.1.3 Compare the effectiveness of strategies for preventing, monitoring, and overcoming physical and psychological health issues that affect musicians.
AD.CN.2 Explore advancements in the field of music.	AD.CN.2.1 Identify the training, skills, and plan of action necessary for success in a selected career in music.
	AD.CN.2.2 Analyze how music tools, ideas, and innovations are expanding opportunities in

	business, career, and life.
--	-----------------------------

<b>CREATE</b>	
CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
AD.CR.1 Create original musical ideas and works, independently and collaboratively.	AD.CR.1.1 Improvise melodies over changing harmonic accompaniment. AD.CR.1.2 Compose original music with melodic and harmonic components using an appropriate standard notation system.
AD.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.	AD.CR.2.1 Arrange an existing piece of music for an ensemble of 3-4 polyphonic parts within given parameters. AD.CR.2.2 Explain how to gain the legal right to use another artist's music.

<b>PRESENT</b>	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
AD.PR.1 Perform musical works from a variety of styles, cultures, and genres.	AD.PR.1.1 Create effective rehearsal strategies based on feedback. AD.PR.1.2 Embody appropriate musical technique naturally in an automatic, intuitive way. AD.PR.1.3 Demonstrate the ability to sing or play unfamiliar audiated musical phrases by sight. AD.PR.1.4 Sight-read music containing multiple rhythmic/harmonic components. AD.PR.1.5 Sing or play difficult homophonic or polyphonic repertoire with globally diverse tonalities and those with mixed meters. AD.PR.1.6 Demonstrate the meaning of music symbols and advanced conducting patterns and gestures when applicable, in the performance of tempos, forms, articulations, and dynamics found in advanced repertoire.