

NORTH CAROLINA STANDARD COURSE OF STUDY VOCAL AND INSTRUMENTAL MUSIC IMPLEMENTATION GUIDE

Purpose

The Vocal and Instrumental Music (VIM) Implementation Guide gives Public School Units, administrators, scheduling counselors, and VIM teachers examples for implementing the five VIM proficiency levels within and across the typical grade spans where VIM instruction typically occurs. The examples are for illustrative purposes only and are not intended to be prescriptive. These standards will be implemented in all North Carolina schools beginning in the 2025-26 school year. For more information on the VIM Standard Course of Study, the Arts Education Course Manual, or more unpacking documents, see the Arts Education Hub at go.ncdpi.gov/AE-HUB. The shortlink to this document is go.ncdpi.gov/VIMplementation-Guide.

Contents

This document attempts to be a one-stop-shop for all things VIM and provides the following content. Clicking on the titles below will navigate to the appropriate section:

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Key Abbreviations

DRC	Data Review Committee
LEA	Local Education Agency
GM	General Music
HS	High School
MS	Middle School
NCDPI	North Carolina Department of Public Instruction
PSU	Public School Unit
SCOS	Standard Course of Study
SWT	Standards Writing Team
VIM	Vocal and Instrumental Music

Implementation Examples

SY 22-23 General Music Courses	SY 22-23 Vocal and Instrumental Music Courses
General Music Recording Songwriting Music Appreciation Beatmaking Theory Music Lab Digital Music Exploratory Music	Concert/Marching Band Jazz Ensembles Choir Orchestra Modern Band Percussion Digital Music Ensemble Ukulele/Guitar* Piano* Handbells Voice*

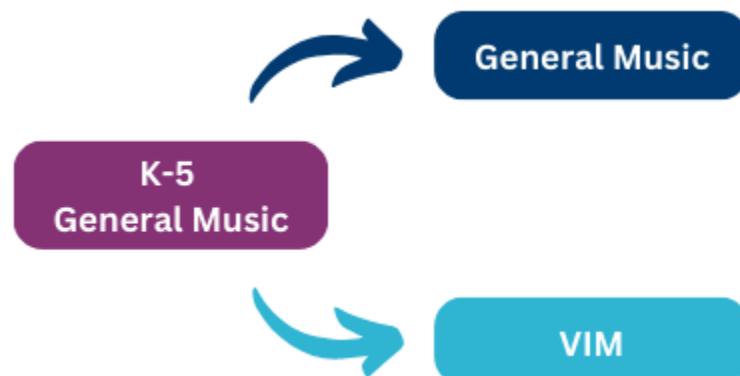
During the 2022 review phase, the music field made it known that General Music courses were now much more widespread in middle and high school than in 2010, and a data pull of music courses revealed that the ensemble-based 2010 music standards were insufficient to meet the needs of music teachers and students in courses like those shown in the table above. Therefore, the DRC recommended the creation of a K-8 general music SCOS by grade level, as well as a high school general music course. Given how important it is to be able to offer an honors level course in addition to the standard level, an accomplished level was also created. Schools are more than welcome to teach an intermediate and an advanced level of General Music as local electives (course codes 52962X0 and 52965X0, respectively).

The Vocal and Instrumental Music (VIM) SCOS consists of five levels aligned to the world language standard proficiency levels. These were created in response to the call from the music field to create standards that were proficiency-based and allowed students to begin vocal or instrumental classes with absolutely no prior experience in the high school levels.

* Denotes courses that are *individual instrument* courses instead of *ensemble* courses.

Navigating to the VIM SCOS from General Music

The General Music SCOS is intended for use for ALL K-5 students before differentiating into either a Vocal and Instrumental Music (VIM) pathway or a General Music pathway.



The music pathway most similar to the 2010 Essential standards is the one shown below: K-5 General Music moving into the VIM proficiency through middle and high school.



In addition to this traditional approach, it is still possible for a student to take General Music through eighth grade, and *then* transition to VIM in high school. It is also possible for a student who has never had K-8 music to begin with the Novice SCOS in high school VIM ([Scenarios 4a & b](#)). For more examples, please see [Example Progressions of Learning](#) below.

Example Progressions of Learning

The following pages provide non-prescriptive examples of VIM course implementation. It is imperative for administrators, scheduling staff, and arts teachers at both the middle and high school levels to create a plan appropriate to the local needs of specific student groups as well as to fit with arts staffing and course offerings. This section includes the following:

VIM Terms

Examples

- 1: [Elementary and Middle School with Exploratory Courses](#)
- 2: [Three Years of Middle School Study](#)
- 3: [HS Student Who Studied in Middle School](#)
- 4: [HS Student Who Did Not Study in Middle School](#)
- 5: [Example K-12 Plans](#)

[Key Takeaways](#)

VIM Terms

Exploratory - Exploratory courses are used for either (1) elementary school VIM programs that meet less than 90 minutes per week, or (2) Middle School VIM programs that do not meet in a year-long course. These introductory experiences may be offered as a brief introduction to voice and/or instruments and are not designed to build proficiency; they are sometimes referred to as part of a “wheel” and are often used to spark interest in more intensive proficiency-based vocal or instrumental study later in a student’s education.

Novice - Novice VIM standards are designed for students with no or limited K-8 progression in VIM education.

Developing - Developing VIM standards are designed for those students who have achieved Novice level standards for VIM education.

Intermediate - Intermediate VIM standards are designed for those students who have achieved Developing level standards for VIM education.

Accomplished - Accomplished High School VIM standards are designed for those students who have achieved Intermediate level standards for VIM education.

Advanced - Advanced High School VIM standards are designed for those students who have achieved Accomplished level standards for VIM education.

Proficiency Levels - Proficiency Based Teaching and Learning exists in North Carolina’s PSUs in World Languages and Arts Education. North Carolina’s arts education proficiency levels represent a hierarchy of objectives that describe artistic and cognitive student learning expectations which scaffolds artistic behaviors from the simplest to the most complex. Mastery of the objectives is the criteria for advancement. Thus, students may repeat courses for credit within a given proficiency level before moving to the next level, based on their mastery of the standards.

Example 1: Elementary and Middle School with Exploratory

Note: The following examples are for illustrative purposes only. They are not intended to be prescriptive.

K - 8 programs include elementary and middle school (MS) VIM courses and programs. Courses offered at the K-8 level may include Novice, Developing, and/or Intermediate level standards but are not eligible for high school credit. By studying these standards K-8 students may establish a proficiency level high enough to be placed in more advanced high school courses. Middle schoolers taking courses that use the VIM SCOS fulfill the Arts Education Graduation requirement.

Scenario 1a: In this scenario, an elementary exploratory course is offered where the elementary teacher chooses to focus on primarily the Present strand during once a week instruction with simple repertoire. The middle school teacher then begins students on the novice standards in sixth grade, continuing through the first two quarters of seventh grade, and then moving to the developing standards for the rest of seventh grade and throughout eighth grade.

Course Name	Connect	Create	Present	Respond
Exploratory <i>5th Grade</i>	NA	NA	Novice	NA
First-Year MS <i>6th Grade</i>	Novice			
Second-Year MS <i>7th Grade</i>	Novice Developing			
Third-Year MS <i>8th Grade</i>	Developing			

Scenario 1b: In this scenario, the exploratory course is a wheel offered in sixth grade. The wheel teacher focuses on the Present and Respond strands for one 9-week quarter-long course. The VIM teacher then starts students on the novice standards in seventh grade with new repertoire and then the developing standards for eighth grade.

Course Name	Connect	Create	Present	Respond
Exploratory <i>9-week 6th Grade Course</i>	NA	NA	Novice	Novice
First-Year MS <i>7th Grade</i>	Novice			
Second-Year MS <i>8th Grade</i>	Developing			

Key Takeaway 1: Exploratory courses do not teach the entirety of the VIM SCOS and therefore do not satisfy the Arts Education Graduation requirement. The way to navigate the remaining middle school years of instruction should be up to the licensed arts educator in the room; meeting the needs of the students in the room is imperative to effectively navigating the VIM SCOS.

Course Coding Note: Middle school exploratory courses have the local elective code 52972Y0. Elementary VIM exploratory courses can be coded as their VIM name. For example, Band Exploratory is 52952Z0, Orchestra Exploratory is 52932Z0, Vocal Ensemble Exploratory is 52912Z0, or Individual Instruments (ES Exploratory) is 52962Z0.

Example 2: Three Years of Middle School Study

Note: The following examples are for illustrative purposes only. They are not intended to be prescriptive.

K - 8 programs include elementary and middle school (MS) VIM courses and programs. Courses offered at the K-8 level may include Novice, Developing, and/or Intermediate level standards but are not eligible for high school credit. By studying these standards K-8 students may establish a proficiency level high enough to be placed in more advanced high school courses. Middle schoolers taking courses that use the VIM SCOS fulfill the Arts Education Graduation requirement.

Scenario 2a: In this scenario, the middle school teacher does *not* have feeder programs at every elementary school. Therefore, the middle school teacher has found it takes two years of instruction for middle school students to master some standards and objectives. The teacher designs the second year of VIM instruction to move to the developing standards for those the students have already mastered, and continue to work towards mastery of the novice level for other standards.

Course Name	Connect		Create		Present		Respond	
First-Year MS <i>6th Grade</i>					Novice			
Second-Year MS <i>7th Grade</i>	CN 1 - Novice	CN 2 - Develop	CR 1 - Novice	CR 2 - Developing	PR 1 - Developing	PR 2 - Novice	RE 1 - Novice	RE 2 - Developing
Third-Year MS <i>8th Grade</i>			Developing					

Scenario 2b: In this scenario, the middle school teacher starts students on the novice standards in sixth grade, continuing through the first two quarters of seventh grade, and then moves to the developing standards for the rest of seventh grade and throughout eighth grade.

Course Name	Connect	Create	Present	Respond
First-Year MS <i>6th Grade</i>			Novice	
Second-Year MS <i>7th Grade</i>			Novice	
			Developing	
Third-Year MS <i>8th Grade</i>			Developing	

Scenario 2c: After instructing all students in the novice standards in sixth grade, some students are ready to move to developing standards in seventh grade, and some need to continue to attempt to master the novice standards. Because of this, there are two sections of seventh grade ensembles: one meets in the morning working on the developing SCOS, and one meets in the afternoon working on the novice SCOS. In eighth grade, all students are working on mastering the developing SCOS.

Year 1	Year 2	Year 3
All sixth graders in Novice VIM	Some seventh grade students in Novice VIM Some seventh grade students in Developing VIM	All eighth graders in Developing VIM

Scenario 2d: In this scenario, the middle school teacher has strong feeder programs at every elementary school and has a high school teacher who is prepared to take on freshman who have mastered the intermediate level VIM SCOS (Scenario 3b). Therefore, the middle school teacher meets the needs of their students by teaching the novice SCOS in sixth grade, developing in seventh, and intermediate in eighth. This scenario requires constant conversation between the middle and high school VIM teachers.

Course Name	Connect	Create	Present	Respond
First-Year MS <i>6th Grade</i>			Novice	
Second-Year MS <i>7th Grade</i>			Developing	
Third-Year MS <i>8th Grade</i>			Intermediate	

Key Takeaway 2: Schedules for middle school may look more like previous high school schedules, where “stacking” might occur within the class time (part of the enrollment is addressing the novice level SCOS and part is addressing the developing SCOS). This is becoming much more accessible with the prevalence of musical flex scores which are written in a variety of voicings and difficulties, but can be performed together. Trusting the licensed arts educator in the room to meet the needs of the students in the room is imperative to effectively navigating the VIM SCOS.

Example 3: HS Student Who Studied in Middle School

Note: The following examples are for illustrative purposes only. They are not intended to be prescriptive.

Courses for high school credit are intended to develop proficiency in the instrument of a students' choice (voice, piano, guitar, trumpet, violin, etc). Credit earned from these courses satisfy the Arts Education Graduation requirement and apply toward the Arts Education Diploma Endorsement. Advanced courses provide the opportunity for students to be competitive in postsecondary pursuits.

Note: Course levels are not synonymous with grade levels. Accomplished and Advanced courses are inherently honors.

Scenario 3a: In this scenario, the student was prepared through the developing level (Scenarios 1a, b and 2a, b, c), and therefore begins in intermediate as a ninth grade student. It takes this student two semesters to master the intermediate SCOS, three semesters to master the accomplished SCOS, leaving three semesters studying at the Advanced level.

Grade	Fall Semester	Spring Semester
9	Intermediate	Intermediate
10	Accomplished	Accomplished
11	Accomplished	Advanced
12	Advanced	Advanced

Scenario 3b: In this scenario, the student was prepared through the intermediate level (Scenario 2d), and therefore begins in accomplished (inherently honors) as a ninth grade student. It takes this student four semesters to master the accomplished SCOS, leaving four semesters studying at the Advanced level.

Grade	Fall Semester	Spring Semester
9	Accomplished	Accomplished
10	Accomplished	Accomplished
11	Advanced	Advanced
12	Advanced	Advanced

Scenario 3c: In this scenario, the student was prepared through the developing level (Scenarios 1a, b and 2a, b, c), and therefore begins in intermediate as a ninth grade student. It takes this student two semesters to master the intermediate SCOS. This student begins the honors coursework for a year, and decides they would rather remain at the non-honors level, and therefore finishes their high school tenure in intermediate.

Grade	Fall Semester	Spring Semester
9	Intermediate	Intermediate
10	Accomplished	Intermediate
11	Intermediate	Intermediate
12	Intermediate	Intermediate

Key Takeaway 3: Placement of ninth graders is dependent on conversations between the middle school and high school VIM teachers. Locally developed procedures for placement can include placement tests (auditions) at the end of eighth grade.

Key Takeaway 4: VIM students can take honors classes as ninth graders by enrolling in an accomplished course and completing aligned coursework. The prerequisite for accomplished courses is the mastery of the Intermediate SCOS.

Key Takeaway 5: VIM students may move up or down a level in subsequent semesters.

Example 4: HS Student Who Did Not Study in Middle School

Note: The following examples are for illustrative purposes only. They are not intended to be prescriptive.

Courses for high school credit are intended to develop proficiency in the instrument of a students' choice (voice, piano, guitar, trumpet, violin, etc). Credit earned from these courses satisfy the Arts Education Graduation requirement and apply toward the Arts Education Diploma Endorsement. Advanced courses provide the opportunity for students to be competitive in postsecondary pursuits.

Note: Course levels are not synonymous with grade levels. Accomplished and Advanced courses are inherently honors.

Scenario 4a: In this scenario, the student did not study VIM in middle school. This scenario is applicable to those students who had no middle school arts education, or those who studied middle school dance, theatre, visual arts, general music, or a different VIM discipline (for example, this student might have studied choir in middle school and wants to begin clarinet in high school band).

Grade	Fall Semester	Spring Semester
9	Novice	Developing
10	Intermediate	Intermediate
11	Intermediate	Intermediate
12	Accomplished	Accomplished

Scenario 4b: In this scenario, the student did not study VIM in middle school. This scenario is applicable to those students who had no middle school arts education, or those who studied middle school dance, theatre, visual arts, general music, or a different VIM discipline (for example, this student might have studied choir and wants to begin violin in high school orchestra). Whereas the previous scenario described a student who slowly mastered the content, this scenario shows a student who begins in tenth grade and quickly masters the SCOS at each level and moves into the Advanced level for two semesters.

Grade	Fall Semester	Spring Semester
9	NA	NA
10	Novice	Developing
11	Intermediate	Accomplished
12	Advanced	Advanced

Key Takeaway 6: Students may start the VIM sequence at any grade and advance at the rate in which they master content. It is possible for high school students to progress through the levels more quickly than middle school students due to developmental maturity. Progression through courses and SCOS levels is independent of student grade level.

Example 5: K-12 Plans

Note: The following examples are for illustrative purposes only. They are not intended to be prescriptive.

Scenario 5a: In this scenario, the student began VIM study in an elementary school exploratory course, and worked their way through five proficiency levels across seven years of instruction.

Grade	Fall Semester	Spring Semester
5	<i>Objectives chosen from the Novice Standards to support Exploratory courses</i>	
6	Novice	Novice
7	Novice	Developing
8	Developing	Developing
9	Intermediate	Intermediate
10	Accomplished	Accomplished
11	Accomplished	Advanced
12	Advanced	Advanced

Scenario 5b: In this scenario, a student begins VIM study in sixth grade and progresses through the five proficiency levels in seven years.

Grade	Fall Semester	Spring Semester
6	Novice	Novice
7	Novice	Developing
8	Developing	Developing
9	Intermediate	Intermediate
10	Accomplished	Accomplished
11	Accomplished	Advanced
12	Advanced	Advanced

Scenario 5c: In this scenario, a student begins sixth grade with a wheel and therefore progresses through five proficiency levels in six years.

Grade	Fall Semester	Spring Semester
6	<i>Objectives chosen from the Novice Standards to support Exploratory courses</i>	
7	Novice	Novice
8	Developing	Developing
9	Intermediate	Intermediate
10	Accomplished	Accomplished
11	Accomplished	Advanced
12	Advanced	Advanced

Scenario 5d: Any scenario that begins with high school VIM looks like Scenarios 4a and 4b.

Key Takeaway 7: Students may start the VIM sequence at any grade and advance at the rate in which they master content. To ensure the seamless continuation of learning, middle and high school VIM teachers must be in communication about the proficiency of every class transitioning from eighth to ninth grade.

Key Takeaways

Overarching Takeaway: Regardless of the grade level at which a student starts VIM instruction, everyone starts as a Novice and has the opportunity to progress through the 5 stages of VIM, allowing moving down a level in subsequent semesters.

Key Takeaway 1: Exploratory courses do not teach the entirety of the VIM SCOS and therefore do not satisfy the Arts Education Graduation requirement. The way to navigate the remaining middle school years of instruction should be up to the licensed arts educator in the room; meeting the needs of the students in the room is imperative to effectively navigating the VIM SCOS.

Key Takeaway 2: Schedules for middle school may look more like previous high school schedules, where “stacking” might occur within the class time (part of the enrollment is addressing the novice level SCOS and part is addressing the developing SCOS). This is becoming much more accessible with the prevalence of musical flex scores which are written in a variety of voicings and difficulties, but can be performed together. Trusting the licensed arts educator in the room to meet the needs of the students in the room is imperative to effectively navigating the VIM SCOS.

Key Takeaway 3: Placement of ninth graders is dependent on conversations between the middle school and high school VIM teachers. Locally developed procedures for placement can include placement tests (auditions) at the end of eighth grade.

Key Takeaway 4: VIM students can take honors classes as ninth graders by enrolling in an accomplished course and completing aligned coursework. The prerequisite for accomplished courses is the mastery of the Intermediate SCOS.

Key Takeaway 5: VIM students may move up or down a level in subsequent semesters.

Key Takeaway 6: Students may start the VIM sequence at any grade and advance at the rate in which they master content. It is possible for high school students to progress through the levels more quickly than middle school students due to developmental maturity. Progression through courses and SCOS levels is independent of student grade level.

Key Takeaway 7: To ensure the seamless continuation of learning, middle and high school VIM teachers must be in communication about the proficiency of every class transitioning from eighth to ninth grade.

Course Codes

Middle School Course Codes

The following tables are correlating options for middle school courses. When enrolling students, please remember the following key takeaways:

Overarching Takeaway: Regardless of the grade level at which a student starts VIM instruction, everyone starts as a Novice and has the opportunity to progress through the 5 stages of VIM, **allowing moving down a level in subsequent semesters.**

Key Takeaway 1: Exploratory courses do not teach the entirety of the VIM SCOS and therefore do not satisfy the Arts Education Graduation requirement. The way to navigate the remaining middle school years of instruction should be up to the licensed arts educator in the room; meeting the needs of the students in the room is imperative to effectively navigating the VIM SCOS.

Key Takeaway 2: Schedules for middle school may look more like previous high school schedules, where “stacking” might occur within the class time (part of the enrollment is addressing the novice level SCOS and part is addressing the developing SCOS). This is becoming much more accessible with the prevalence of musical flex scores which are written in a variety of voicings and difficulties, but can be performed together. Trusting the licensed arts educator in the room to meet the needs of the students in the room is imperative to effectively navigating the VIM SCOS.

Options tables are sorted by sub-discipline:

Middle School Vocal Ensemble

Old Course Options	New Course Options
<ul style="list-style-type: none">• 52662Y0 Vocal Music Grade 6• 52662Y0 Vocal Music Grade 7• 52662Y0 Vocal Music Grade 8	<ul style="list-style-type: none">• 52912Z0 Vocal Ensemble Exploratory• 52302Y0 Vocal Ensemble (MS Novice)• 52312Y0 Vocal Ensemble (MS Developing)• 52322Y0 Vocal Ensemble (MS Intermediate)

Middle School Band

Old Course Options	New Course Options
<ul style="list-style-type: none">• 52862Y0 Band Grade 6• 52872Y0 Band Grade 7• 52882Y0 Band Grade 8	<ul style="list-style-type: none">• 52952Z0 Band Exploratory• 52502Y0 Band (MS Novice)• 52512Y0 Band (MS Developing)• 52522Y0 Band (MS Intermediate)

Middle School Orchestra

Old Course Options	New Course Options
<ul style="list-style-type: none">• 52762Y0 Orchestra Grade 6• 52772Y0 Orchestra Grade 7• 52782Y0 Orchestra Grade 8	<ul style="list-style-type: none">• 52932Z0 Orchestra Exploratory• 52402Y0 Orchestra (MS Novice)• 52412Y0 Orchestra (MS Developing)• 52422Y0 Orchestra (MS Intermediate)

Middle School General Music

Old Course Options	New Course Options
<ul style="list-style-type: none"> ● 52062Y0 General Music Grade 6 ● 52072Y0 General Music Grade 7 ● 52082Y0 General Music Grade 8 	<ul style="list-style-type: none"> ● 52062Y0 General Music Grade 6 ● 52072Y0 General Music Grade 7 ● 52082Y0 General Music Grade 8 <p><i>Note: If courses were piano lab, ukulele, or guitar:</i></p> <ul style="list-style-type: none"> ● 52962Z0 Individual Instruments (ES Exploratory) ● 52902Y0 Individual Instruments (MS Novice) ● 52912Y0 Individual Instruments (MS Developing) ● 52912Y0 Individual Instruments (MS Intermediate)

Middle School Music Specialization

Old Course Options	New Course Options
<ul style="list-style-type: none"> ● 56062Y0 Music Special. Grade 6 ● 56072Y0 Music Special. Grade 7 ● 56082Y0 Music Special. Grade 8 	<ul style="list-style-type: none"> ● 56102Y0 Music Special. (MS Novice) ● 56112Y0 Music Special. (MS Developing) ● 56122Y0 Music Special. (MS Intermediate)

High School Course Codes

The following tables are correlating options for middle school courses. When enrolling students, please remember the following key takeaways:

Overarching Takeaway: Regardless of the grade level at which a student starts VIM instruction, everyone starts as a Novice and has the opportunity to progress through the 5 stages of VIM, allowing moving down a level in subsequent semesters.

Key Takeaway 6: Students may start the VIM sequence at any grade and advance at the rate in which they master content. It is possible for high school students to progress through the levels more quickly than middle school students due to developmental maturity. Progression through courses and SCOS levels is independent of student grade level.

Key Takeaway 7: Students may start the VIM sequence at any grade and advance at the rate in which they master content. To ensure the seamless continuation of learning, middle and high school VIM teachers must be in communication about the proficiency of every class transitioning from eighth to ninth grade.

Options tables are sorted by sub-discipline:

High School Vocal Ensemble

Old Course Options	New Course Options
<ul style="list-style-type: none"> • 52302X0 Vocal Music (Beginning) • 52312X0 Vocal Music (Intermediate) • 52325X0 Vocal Music (Proficient) (Honors) • 52335X0 Vocal Music (Advanced) (Honors) 	<ul style="list-style-type: none"> • 52382X0 Vocal Ensemble (HS Novice) • 52392X0 Vocal Ensemble (HS Developing) • 52312X0 Vocal Ensemble (HS Intermediate) • 52325X0 Vocal Ensemble (Accomplished Honors) • 52335X0 Vocal Ensemble (Advanced Honors)

High School Band

Old Course Options	New Course Options
<ul style="list-style-type: none"> • 52552X0 Band (Beginning) • 52562X0 Band (Intermediate) • 52575X0 Band (Proficient) (Honors) • 52585X0 Band (Advanced) (Honors) 	<ul style="list-style-type: none"> • 52582X0 Band (HS Novice) • 52592X1 Band (HS Developing) • 52562X0 Band (HS Intermediate) • 52575X0 Band (Accomplished Honors) • 52585X0 Band (Advanced Honors)

High School Orchestra

Old Course Options	New Course Options
<ul style="list-style-type: none"> • 52402X0 Orchestra (Beginning) • 52412X0 Orchestra (Intermediate) • 52425X0 Orchestra (Proficient) (Honors) • 52435X0 Orchestra (Advanced) (Honors) 	<ul style="list-style-type: none"> • 52482X0 Orchestra (HS Novice) • 52492X0 Orchestra (HS Developing) • 52412X0 Orchestra (HS Intermediate) • 52425X0 Orchestra (Accomplished Honors) • 52435X0 Orchestra (Advanced Honors)

High School General Music

Old Course Options	New Course Options
<ul style="list-style-type: none"> • NA <p>Note: The state previously had no high school General Music course codes.</p>	<ul style="list-style-type: none"> • 52092X0 General Music (HS Beginning) • 52105X0 General Music (Accomplished Honors)

High School Music Specialization

Old Course Options	New Course Options
<ul style="list-style-type: none"> • 52162X0 Music Special. (Beginning) • 52172X0 Music Special. (Intermediate) • 52185X0 Music Special. (Proficient) (Honors) • 52195X0 Music Special. (Advanced) (Honors) 	<ul style="list-style-type: none"> • 56092X0 Music Specialization (Beginning) • 56182X0 Music Special. (HS Novice) • 56192X0 Music Special. (HS Developing) • 56112X0 Music Special. (HS Intermediate) • 56135X0 Music Special. (Accomplished Honors) • 56145X0 Music Special. (Advanced Honors) <p>Note: "56092X0" is for General Music courses <u>ONLY</u></p>

High School Individual Instruments

Old Course Options	New Course Options
<ul style="list-style-type: none"> • NA <p>Note: The state previously had no high school Individual Instrument course codes. Individual Instrument courses might include: Voice, Ukulele, Keyboard, Piano, Guitar, etc.</p>	<ul style="list-style-type: none"> • 52982X0 Individual Instruments (HS Novice) • 52992X0 Individual Instruments (HS Developing) • 52922X0 Individual Instruments (HS Intermediate) • 52935X0 Individual Instruments (Accomplished Honors) • 52945X0 Individual Instruments (Advanced Honors)

Vocal and Instrumental Music Standard Course of Study

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.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
N.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including	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.

diverse and marginalized groups.	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.

CREATE	
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.

PRESENT	
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.2.1 List the processes that are a part of programming a musical performance.
N.PR.2 Develop musical presentations.	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.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
N.RE.1 Analyze aural and written works of music from a variety of	N.RE.1.1 Identify form and dynamics in aural and written works of music.

styles and genres using content-specific vocabulary.	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.

CONNECT	
Standard	Objectives
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.

CREATE	
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.	D.CR.1.1 Improvise short melodic phrases. D.CR.1.2 Compose simple original melodic ideas in a given clef using an appropriate standard notation system.
D.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.	D.CR.2.1 Arrange an expanded musical variation on a given musical phrase. D.CR.2.2 Explain how to share works of music legally and ethically, both in physical and digital spaces.

PRESENT	
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.	D.PR.1.1 Apply the evaluations from instructor, peers, and self to improve a musical technique or performance. D.PR.1.2 Demonstrate appropriate musical technique with support.

	D.PR.1.3 Distinguish the auditory differences between consonant and dissonant tonalities.
	D.PR.1.4 Sight-read rhythms and melodies.
	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.
	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 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.

RESPOND	
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 - High School 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 High School 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.

CONNECT	
Standard	Objectives
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.

CREATE	
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.

PRESENT	
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.

RESPOND	
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.

CONNECT	
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.

CREATE

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.

PRESENT

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.

RESPOND	
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.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
AD.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including	AD.CN.1.1 Analyze how the global expansion of music from the 1ninth 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.

diverse and marginalized groups.	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.

CREATE

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.

PRESENT

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.

Standard	Objectives
AD.PR.2 Develop musical presentations.	AD.PR.2.1 Produce a musical program that engages a specified audience and supports the purpose of the performance.
	AD.PR.2.2 Model active listening and etiquette appropriate in both formal and informal performances.
	AD.PR.2.3 Execute the setup of the design, production, or equipment for developing a music performance.

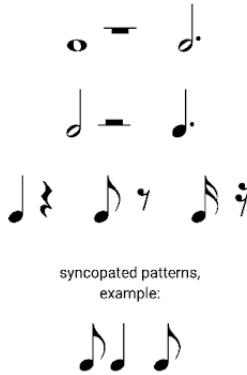
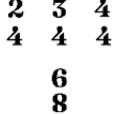
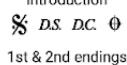
RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
AD.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.	AD.RE.1.1 Analyze the interaction of elements that make works of music unique, interesting, and expressive.
	AD.RE.1.2 Evaluate the effectiveness with which a musician conveys intent.

AD.RE.2 Evaluate musical works using content-specific vocabulary.	AD.RE.2.1 Justify personal preferences for musical works acknowledging the influence of history, society, culture, and commercial music.
	AD.RE.2.2 Critique musical performances, compositions, arrangements, and improvisations in terms of aesthetic qualities, including how music is used to evoke feelings and emotions.

VIM Skills Appendix

Students should sing, play, read, and write with these musical elements.

Each column lists the new skills, but student work should build on the skills of the year(s) prior. Style should be determined by the teacher to serve their student population.

	NOVICE	DEVELOPING	INTERMEDIATE	ACCOMPLISHED	ADVANCED
PITCH	beginner-level scales unison two-part harmony in tune	various scales accidentals unison multi-part harmony small intervals audiation	chromatic, major, and minor scales simple key changes aural recall of beginning pitches major 2nd, major 3rd, perfect 4th, and perfect 5th, and octave in various keys homophonic and/or polyphonic repertoire	blues scales multiple key changes aural recall of familiar melodies minor 2nd, minor 3rd, Major 6th, and minor 7th in various keys challenging homophonic and/or polyphonic repertoire	Audiation of unfamiliar melodies all diatonic intervals in various keys. non-western tonalities difficult homophonic and/or polyphonic repertoire
RHYTHM	 anacrusis (pick up notes), Ex:  ties within a measure, Ex: 		triplets, ex:   ties across the bar line, ex: 		swing rhythms hemiola, ex:  
METER			 simple meter changes	asymmetrical meters, Ex: 	mixed meters, Ex: 
FORM	Using musical terminology, examples: AB, theme & variations D.C. al Fine 	Using musical terminology, examples: introduction  1st & 2nd endings	Using musical terminology, examples: binary, ternary, rondo blues	Using musical terminology, examples: sonata, theme and variations, song form, fugue, through-composed	

Vocal & Instrumental Music Skills Appendix

Students should sing, play, read, and write with these musical elements.

Each column lists the new skills, but student work should build on the skills of the year(s) prior. Style should be determined by the teacher to serve their student population.

	NOVICE	DEVELOPING	INTERMEDIATE	ACCOMPLISHED	ADVANCED
TEMPO	Using Italian terminology, ex: <i>andante, allegro, ritardando, rallentando</i>	Using Italian terminology, ex: <i>moderato, allegretto, andantino accelerando</i>	Using Italian terminology, ex: <i>presto, rubato</i>		<i>grave → vivace continuum</i>
DYNAMICS	Using Italian terminology, ex: <i>p f <></i>	<i>pp → ff continuum</i> <i>sffz</i>		Phrasing and shaping with balance, intonation, blend, style, and interpretation	
TERMINOLOGY			Identify, define, and apply music terminology found in the music literature being studied		
TECHNIQUE	Replicate correct technique, posture, and intonation Respond to conducting patterns and gestures, when appropriate. Care & Technique: a) Identify and select an appropriate instrument. b) Identify parts of the instrument. c) Identify procedures for care of the instrument. d) Identify proper playing posture and instrument position. e) Strings—demonstrate the ability to change a guitar string.	Reproduce proper musical technique, posture, and intonation from memory or instructions. Care & Technique: a) Care and basic maintenance of the instrument. b) Identify and propose solutions to minor problems of the instrument. c) Basic tuning of the instrument, with and without an electronic tuner. d) Describe and demonstrate proper posture, instrument position, and hand positions.	Demonstrate proper musical technique, posture, and intonation without interventions Care & Technique: a) Procedures for care and basic maintenance of the instrument. b) Describe and demonstrate the process for tuning the instrument. c) Identify and propose solutions minor problems of the instrument. d) Analyze, describe, and demonstrate proper posture, instrument position, embouchure (as needed), and hand positions.	Articulate the actions of proper musical technique, posture, and intonation to others Respond to advanced conducting patterns and gestures, when appropriate Demonstrate conducting patterns and gestures. Care & Technique: a) Procedures for care and basic maintenance of the instrument. b) Describe and demonstrate the process for tuning the instrument. c) Identify and repair minor problems of the instrument. d) Analyze, describe, and demonstrate proper posture, instrument position, embouchure (as needed), and hand positions.	Appropriately perform proper musical technique, posture, and intonation naturally in an automatic, intuitive way Care & Technique: a) Procedures for care and maintenance of the instrument. b) Describing and demonstrate the process for tuning the instrument. c) Identify and repair minor problems of the instrument. d) Analyze, describe, and demonstrate proper posture, instrument position, embouchure (as needed), and hand positions.