

ARTS EDUCATION – NOVICE VOCAL & INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

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.

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.

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.

CR.2 Adapt original 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.

PR.1 Perform music 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.

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.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

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.

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.

ARTS EDUCATION – DEVELOPING VOCAL & INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

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.

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.

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.

CR.2 Adapt original 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.

PR.1 Perform music 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.

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.

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.

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.

ARTS EDUCATION – INTERMEDIATE VOCAL & INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

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.

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.

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.

CR.2 Adapt original 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.

PR.1 Perform music 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.

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.

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.

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.

ARTS EDUCATION – ACCOMPLISHED VOCAL & INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

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.

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.

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.

CR.2 Adapt original 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.

PR.1 Perform music 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.

PR.2 Develop musical presentations.

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.

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.

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.

ARTS EDUCATION – ADVANCED VOCAL & INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

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.

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.

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.

CR.2 Adapt original 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.

PR.1 Perform music 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.

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.

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.

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.