



North Carolina Essential Standards Beginning Music

Note on Numbering:
B-Beginning High School Standards

Note on Strands:
ML – Musical Literacy, MR – Musical Response, CR – Contextual Relevancy

Note: Students at the high school level 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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Beginning High School Music standards are designed for students with no or limited K-8 progression in music education.

Musical Literacy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|---|
| B.ML.1 | Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. | B.ML.1.1 | Use steady tone while performing music. |
| | | B.ML.1.2 | Illustrate the fundamental techniques of singing or playing an instrument properly with a diverse and varied repertoire of music. |
| | | B.ML.1.3 | Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) when singing or playing a varied repertoire of music. |
| B.ML.2 | Interpret the sound and symbol systems of music. | B.ML.2.1 | Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters. |
| | | B.ML.2.2 | Interpret standard notation symbols for pitch. |
| | | B.ML.2.3 | Recognize standard notation symbols for basic elements of music, such as pitch, rhythm, dynamics, tempo, articulation, and expression. |
| B.ML.3 | Create music using a variety of sound and notational sources. | B.ML.3.1 | Produce short, rhythmic improvisations using a variety of traditional and non-traditional sound sources. |
| | | B.ML.3.2 | Create simple rhythmic and/or melodic compositions using a variety of traditional and non-traditional sound, notational, and technological sources. |

Musical Response

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| B.MR.1 | Understand the interacting elements to respond to music and music performances. | B.MR.1.1 | Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures. |
| | | B.MR.1.2 | Analyze aural examples of music representing diverse genres, styles, and cultures in terms of the basic elements of music and their interrelationships. |
| | | B.MR.1.3 | Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing. |

Contextual Relevancy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|---|
| B.CR.1 | Understand global, interdisciplinary, and 21st century connections with music. | B.CR.1.1 | Use music to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. |
| | | B.CR.1.2 | Understand the relationships between music and concepts from other areas. |
| | | B.CR.1.3 | Understand laws regarding the proper access, use, and protection of music. |
| | | B.CR.1.4 | Identify basic health and wellness issues that performing artists often experience. |
| | | B.CR.1.5 | Compare the various roles that musicians can and do perform and the conditions under which music is performed. |

North Carolina Essential Standards Intermediate Music

Note on Numbering:

I - Intermediate High School Standards

Note on Strands:

ML – Musical Literacy, **MR** – Musical Response, **CR** – Contextual Relevancy

Note: Students at the high school level 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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Intermediate High School Music standards are designed for those students who have had a complete K-8 progression in music education or who have achieved beginning level high school standards for music.

Musical Literacy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|--|
| I.ML.1 | Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. | I.ML.1.1 | Use characteristic tone and consistent pitch to sing and/or play music. |
| | | I.ML.1.2 | Use the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow hold) to sing or play an instrument properly. |
| | | I.ML.1.3 | Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while singing or playing a diverse repertoire of music with technical accuracy. |
| I.ML.2 | Interpret the sound and symbol systems of music. | I.ML.2.1 | Interpret whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in simple duple, simple triple, and simple compound meters. |
| | | I.ML.2.2 | Interpret standard notation symbols for pitch in appropriate clefs. |
| | | I.ML.2.3 | Use standard symbols for pitch and rhythm to notate personal musical ideas and the musical ideas of others. |
| I.ML.3 | Create music using a variety of sound and notational sources. | I.ML.3.1 | Use improvisation to create simple melodies over given chord progressions. |
| | | I.ML.3.2 | Construct music examples using a variety of traditional and non-traditional sound, notational, and technological sources. |

Musical Response

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| I.MR.1 | Understand the interacting elements to respond to music and music performances. | I.MR.1.1 | Interpret the gestures of a conductor when singing or playing an instrument. |
| | | I.MR.1.2 | Classify examples of music by genre or style and by historical period or culture, explaining the justification for the classifications using correct musical terminology. |
| | | I.MR.1.3 | Generate specific criteria for evaluating the quality and effectiveness of music and apply criteria in personal participation in music. |

Contextual Relevancy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|--|
| I.CR.1 | Understand global, interdisciplinary, and 21st century connections with music. | I.CR.1.1 | Use music to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence). |
| | | I.CR.1.2 | Understand the relationships between music and concepts from other areas. |
| | | I.CR.1.3 | Understand the importance of ethical responsibility in protecting creative works and intellectual property. |
| | | I.CR.1.4 | Recognize effective strategies for recognizing, monitoring, and overcoming performance anxiety. |
| | | I.CR.1.5 | Classify specific musical works in terms of the particular culture and time period in which they were produced. |

**North Carolina Essential Standards
Proficient Music**

Note on Numbering:

P - Proficient High School Standards

Note on Strands:

ML – Musical Literacy, **MR** – Musical Response, **CR** – Contextual Relevancy

Note: Students at the high school level 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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Proficient High School Music standards are designed for those students who have achieved intermediate level music standards at the high school level.

Musical Literacy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|---|
| P.ML.1 | Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. | P.ML.1.1 | Use characteristic tone and consistent pitch while performing music. |
| | | P.ML.1.2 | Use technical and interpretive skills to sing or play personally challenging literature that requires attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys. |
| | | P.ML.1.3 | Illustrate well-developed ensemble skills by performing an appropriate part in an ensemble. |
| P.ML.2 | Interpret the sound and symbol systems of music. | P.ML.2.1 | Interpret whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in simple duple, simple triple, simple compound, triple compound, and mixed meters. |
| | | P.ML.2.2 | Interpret standard notation symbols for pitch in appropriate clefs using extended staves and some non-traditional notations. |
| | | P.ML.2.3 | Use standard symbols for pitch, rhythm, dynamics, and tempo to notate personal musical ideas and the musical ideas of others. |
| P.ML.3 | Create music using a variety of sound and notational sources. | P.ML.3.1 | Produce short rhythmic and melodic improvisations on given pentatonic melodies and melodies in major and minor keys. |
| | | P.ML.3.2 | Create arrangements of pieces for voices or instruments. |

Musical Response

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| P.MR.1 | Understand the interacting elements to respond to music and music performances. | P.MR.1.1 | Interpret conductor gestures to elicit expressive singing or playing. |
| | | P.MR.1.2 | Analyze aural examples of music using correct music terminology, in terms of how compositional devices and techniques are used to structure compositions. |
| | | P.MR.1.3 | Critique musical performances and compositions, generating suggestions for improvement. |

Contextual Relevancy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|---|
| P.CR.1 | Understand global, interdisciplinary, and 21st century connections with music. | P.CR.1.1 | Understand the role of music in United States history as a means of interpreting past eras within an historical context. |
| | | P.CR.1.2 | Understand the relationships between music and concepts from other areas. |
| | | P.CR.1.3 | Explain how advances in music technology influence traditional music careers and produce new opportunities. |
| | | P.CR.1.4 | Explain the causes of potential health and wellness issues for musicians. |
| | | P.CR.1.5 | Compare the roles of creators, performers, and others involved in the production and presentation of the various arts, in order to make informed decisions regarding participation and involvement in the arts. |

North Carolina Essential Standards Advanced Music

Note on Numbering:

A-Advanced High School Standards

Note on Strands:

ML – Musical Literacy, **MR** – Musical Response, **CR** – Contextual Relevancy

Note: Students at the high school level 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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Advanced High School Music standards are designed for those students who have achieved proficient level music standards at the high school level.

Musical Literacy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|---|
| A.ML.1 | Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. | A.ML.1.1 | Use refined tone and consistent pitch while performing music alone and collaboratively. |
| | | A.ML.1.2 | Use advanced technical and interpretive skills to sing or play difficult literature, which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation, and subtle dynamic changes. |
| | | A.ML.1.3 | Exemplify independence and collaboration as a musician. |
| A.ML.2 | Interpret the sound and symbol systems of music. | A.ML.2.1 | Interpret a variety of note and rest durations in simple duple, simple triple, simple compound, triple compound and mixed meters. |
| | | A.ML.2.2 | Interpret at sight standard notation symbols for pitch and rhythm in appropriate clefs, using extended staves and some non-standard notations. |
| | | A.ML.2.3 | Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate personal musical ideas and the musical ideas of others. |
| | | A.ML.2.4 | Analyze how the elements of music are used, including the use of transpositions and clefs, in works of music. |
| A.ML.3 | Create music using a variety of sound and notational sources. | A.ML.3.1 | Use improvisation to create original melodies over given chord progressions, each in a consistent style, meter, and tonality. |
| | | A.ML.3.2 | Create original music using imagination and technical skill in applying the principles of composition. |

Musical Response

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| A.MR.1 | Understand the interacting elements to respond to music and music performances. | A.MR.1.1 | Execute the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, to elicit expressive singing or playing. |
| | | A.MR.1.2 | Analyze musical works using correct music terminology, in terms of the interaction of elements that make the works unique, interesting, and expressive. |
| | | A.MR.1.3 | Critique music in terms of aesthetic qualities, including how music is used to evoke feelings and emotions. |
| | | A.MR.1.4 | Evaluate music performances, including one's own, by comparing them to exemplary models. |

Contextual Relevancy

| | Essential Standard | Clarifying Objectives | |
|---------------|---|-----------------------|--|
| A.CR.1 | Understand global, interdisciplinary, and 21st century connections with music. | A.CR.1.1 | Interpret music from personal, cultural, and historical contexts. |
| | | A.CR.1.2 | Understand the relationships between music and concepts from other areas. |
| | | A.CR.1.3 | Summarize the ethical and legal issues surrounding the access and use of music in the 21st century. |
| | | A.CR.1.4 | Implement effective strategies for recognizing, monitoring, and overcoming performance anxiety. |
| | | A.CR.1.5 | Compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures. |