North Carolina Arts: Music

Beginning General Music

CONNECT: 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. B.CN.1

1 Describe how the emergence of music as an art form has influenced society. B.CN.1.1

2 Identify how the creation and performance of music is supported by concepts from other content areas. B.CN.1.2

3 Explain how music evokes sensory, emotional, personal, and intellectual responses in everyday life. B.CN.1.3

2 Explore advancements in the field of music. B.CN.2

1 Describe how various individuals contribute to the creation, production, design, and marketing of music. B.CN.2.1

2 Describe how various tools and innovations influence the development and consumption of music. B.CN.2.2

CREATE: Create and adapt new artistic ideas and work individually or collaboratively. CR

1 Create original musical ideas and works, independently and collaboratively. B.CR.1

1 Improvise melodies based on a diatonic scale. B.CR.1.1

2 Compose original rhythmic ideas and melodic ideas that incorporate notation for rhythms or pitches that are appropriate to the proficiency level. B.CR.1.2

2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively. B.CR.2

1 Arrange an existing musical work, changing three or more musical elements. B.CR.2.1

2 Compare artistic adaptation, appropriation, fair use, copyright, public domain, open source, and creative commons in music. B.CR.2.2

PRESENT: Present, perform, produce, and develop artistic ideas and works. PR

1 Perform music from a variety of styles, cultures, and genres. B.PR.1

1 Apply feedback from instructors, peers, and self to refine musical technique, presentations, compositions, or ideas. B.PR.1.1

2 Read standard notation to perform music in treble or bass clef with whole, half, dotted half, quarter, dotted quarter, eighths, sixteenths, equivalent rests, and basic syncopation and tied rhythms in 2/4, 3/4, 4/4, and 6/8 meters. B.PR.1.2

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3 Perform or produce rounds, canons, and partner songs in unison and simple harmony. B.PR.1.3

4 Demonstrate the meaning of symbols and terminology for a variety of tempos, dynamics, articulations, phrasing, and forms with appropriate technique when performing or producing music. B.PR.1.4

2 Develop musical presentations. B.PR.2

1 Compare music and production elements and how they enhance a musical presentation. B.PR.2.1

2 Define active listening and etiquette appropriate for both formal and informal performances. B.PR.2.2

RESPOND: Analyze and evaluate how the arts communicate. RE

1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary. B.RE.1

1 Identify symbols and terminology for a variety of tempos, dynamics, articulations, phrasing, and forms in aural and written musical works. B.RE.1.1

2 Infer possible artistic intentions of the composer, producer, creator, or performer in a variety of musical works. B.RE.1.2

3 Describe the timbres of a variety of instruments and voices, including a range of traditional, contemporary, and world music. B.RE.1.3

2 Evaluate musical works using content-specific vocabulary. B.RE.2

1 Explain how personal preferences can influence evaluation of musical works. B.RE.2.1

2 Evaluate the quality and effectiveness of personal musical efforts, using specific criteria. B.RE.2.2