North Carolina Arts: Music

Developing Vocal and Instrumental 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.** 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.1.1
- 2 Explain how music skills and processes can be applied to solve a variety of musical problems. D.CN.1.2
- 3 Identify activities that could cause physical and psychological health issues for musicians. D.CN.1.3

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.2.1
- 2 Identify how various tools, innovations, and processes influence the development of music. D.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.** D.CR.1

- 1 Improvise short melodic phrases. D.CR.1.1
- 2 Compose simple original melodic ideas in a given clef using an appropriate standard notation system. D.CR.1.2
- 3 Arrange an expanded musical variation on a given musical phrase. D.CR.1.3
- 4 Explain how to share works of music legally and ethically, both in physical and digital spaces. D.CR.1.4

PRESENT - Present, perform, produce, and develop artistic ideas and works. 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.1.1
- 2 Demonstrate appropriate musical technique with support. D.PR.1.2
- 3 Distinguish the auditory differences between consonant and dissonant tonalities. D.PR.1.3

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- 4 Sight-read rhythms and melodies. D.PR.1.4

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.1.5

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. D.PR.1.6

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.2.1

2 Demonstrate active listening and etiquette appropriate for both formal and informal performances. D.PR.2.2

3 Generate ideas for the elements of design, production, and equipment for developing a music performance. D.PR.2.3

RESPOND - 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.1.1

2 Explain how a musician's artistic choices are influenced by personal experience, culture, and environment. D.RE.1.2

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.2.1

2 Evaluate the quality and effectiveness of musical performances, compositions, and improvisations using specific criteria appropriate for the genre. D.RE.2.2