

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.