



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.