

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.