

Quaver's marvellous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Kindergarten





Kindergarten

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- K.ML.1.1** Exemplify proper technique when singing and playing a variety of music
- K.ML.1.2** Use accurate pitch to imitate two-pitch melodic patterns
- K.ML.1.3** Execute simple rhythms using body, instruments, or voice
- K.ML.1.4** Recognize how music changes (such as dynamics and tempo)
- K.ML.1.5** Illustrate a steady beat

Musical Literacy

Interpret the sound and symbol systems of music.

- K.ML.2.1** Interpret iconic symbols for rhythms
- K.ML.2.2** Recognize iconic symbols for at least two different pitches
- K.ML.2.3** Recognize by sound quarter notes and quarter rest durations

Musical Literacy

Create music using a variety of sound and notational sources.

- K.ML.3.1** Use improvisation to produce one-phrase responses using two different pitches
- K.ML.3.2** Select vocal and/or instrumental sounds to accompany readings, stories or dramatizations
- K.ML.3.3** Create patterns that illustrate a steady beat



Musical Response

Understand the interacting elements to respond to music and music performances.

- K.MR.1.1** Use singing, playing, and/or moving to respond to a variety of musical ideas
- K.MR.1.2** Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music
- K.MR.1.3** Recognize that music is performed in a variety of settings and for a variety of purposes
- K.MR.1.4** Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting)
- K.MR.1.5** Classify sound sources as musical or environmental

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

- K.CR.1.1** Use music to illustrate how people express themselves differently
- K.CR.1.2** Recognize the relationships between music and concepts from other areas

Quaver's marvellous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

First Grade





First Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 1.ML.1.1** Use proper technique when singing and playing a variety of music
- 1.ML.1.2** Use accurate pitch to imitate three-pitch melodic patterns
- 1.ML.1.3** Execute rhythmic patterns using body, instruments, or voice
- 1.ML.1.4** Apply changes in dynamics and tempo when singing and playing music

Musical Literacy

Interpret the sound and symbol systems of music

- 1.ML.2.1** Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests and beamed eighth notes
- 1.ML.2.2** Execute three-pitch songs with voice and/or instruments
- 1.ML.2.3** Use iconic symbols to notate quarter notes and quarter rests

Musical Literacy

Create music using a variety of sound and notational sources

- 1.ML.3.1** Use improvisation to create two-phrase melodies using three pitches
- 1.ML.3.2** Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations
- 1.ML.3.3** Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes, and quarter rest durations



Musical Response

Understand the interacting elements to respond to music and music performances

- 1.MR.1.1** Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.
- 1.MR.1.2** Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.
- 1.MR.1.3** Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.)
- 1.MR.1.4** Classify timbre by pitched or unpitched instruments and sounds.

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

- 1.CR.1.1** Recognize how music is used in customs and traditions of various cultures.
- 1.CR.1.2** Understand the relationships between music and concepts from other areas

Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Second Grade





Second Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 2.ML.1.1** Apply problem solving strategies to improve musical technique when singing and playing instruments
- 2.ML.1.2** Use accurate pitch to sing three-pitch patterns
- 2.ML.1.3** Execute extended rhythmic patterns using body, instruments, or voice
- 2.ML.1.4** Apply changes in music to the elements of dynamics, tempo, melody, and form

Musical Literacy

Interpret the sound and symbol systems of music

- 2.ML.2.1** Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes
- 2.ML.2.2** Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments.
- 2.ML.2.3** Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes

Musical Literacy

Create music using a variety of sound and notational sources

- 2.ML.3.1** Use improvisation to create simple rhythmic and melodic variations on familiar melodies
- 2.ML.3.2** Create extended rhythmic patterns over a steady beat
- 2.ML.3.3** Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter



Musical Response

Understand the interacting elements to respond to music and music performances

- 2.MR.1.1** Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music
- 2.MR.1.2** Illustrate melodic patterns, dynamics, and forms
- 2.MR.1.3** Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed
- 2.MR.1.4** Differentiate various instruments based on how their sounds are produced

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

- 2.CR.1.1** Exemplify music representing the heritage, customs, and traditions of various cultures
- 2.CR.1.2** Understand the relationships between music and concepts from other areas

Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Third Grade





Third Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- 3.ML.1.1** Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.
- 3.ML.1.2** Execute the performance of major scale tones using the voice
- 3.ML.1.3** Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments

Musical Literacy

Interpret the sound and symbol systems of music

- 3.ML.2.1** Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures
- 3.ML.2.2** Interpret through voice and/or instruments visual representation of the major scale
- 3.ML.2.3** Recognize standard symbols and traditional terms for dynamics, tempo, and articulation
- 3.ML.2.4** Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures

Musical Literacy

Create music using a variety of sound and notational sources

- 3.ML.3.1** Use improvisation to create rhythmic and melodic ostinato accompaniments
- 3.ML.3.2** Create soundscapes using a variety of sound sources
- 3.ML.3.3** Create rhythmic compositions using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time



Musical Response

Understand the interacting elements to respond to music and music performances

- 3.MR.1.1** Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics
- 3.MR.1.2** Use musical terminology when describing music that is presented aurally
- 3.MR.1.3** Use established criteria to evaluate music
- 3.MR.1.4** Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children's voices, and male and female adult voices

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music

- 3.CR.1.1** Exemplify how music is used by various groups for artistic expression within the local community
- 3.CR.1.2** Understand the relationships between music and concepts from other areas

Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Fourth Grade





Fourth Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 4.ML.1.1** Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures
- 4.ML.1.2** Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts
- 4.ML.1.3** Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff

Musical Literacy

Interpret the sound and symbol systems of music

- 4.ML.2.1** Interpret rhythm patterns, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- 4.ML.2.2** Interpret through voice and/or instruments simple pitch notation in the treble clef in major keys
- 4.ML.2.3** Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music
- 4.ML.2.4** Use standard symbols to notate rhythm, meter, and dynamics in simple patterns

Musical Literacy

Create music using a variety of sound and notational sources

- 4.ML.3.1** Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases
- 4.ML.3.2** Create compositions and arrangements using a variety of traditional and non-traditional sound sources
- 4.ML.3.3** Create rhythmic compositions which include the use of whole, dotted half, half and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple and triple time and which are arranged using a variety of sound sources



Musical Response

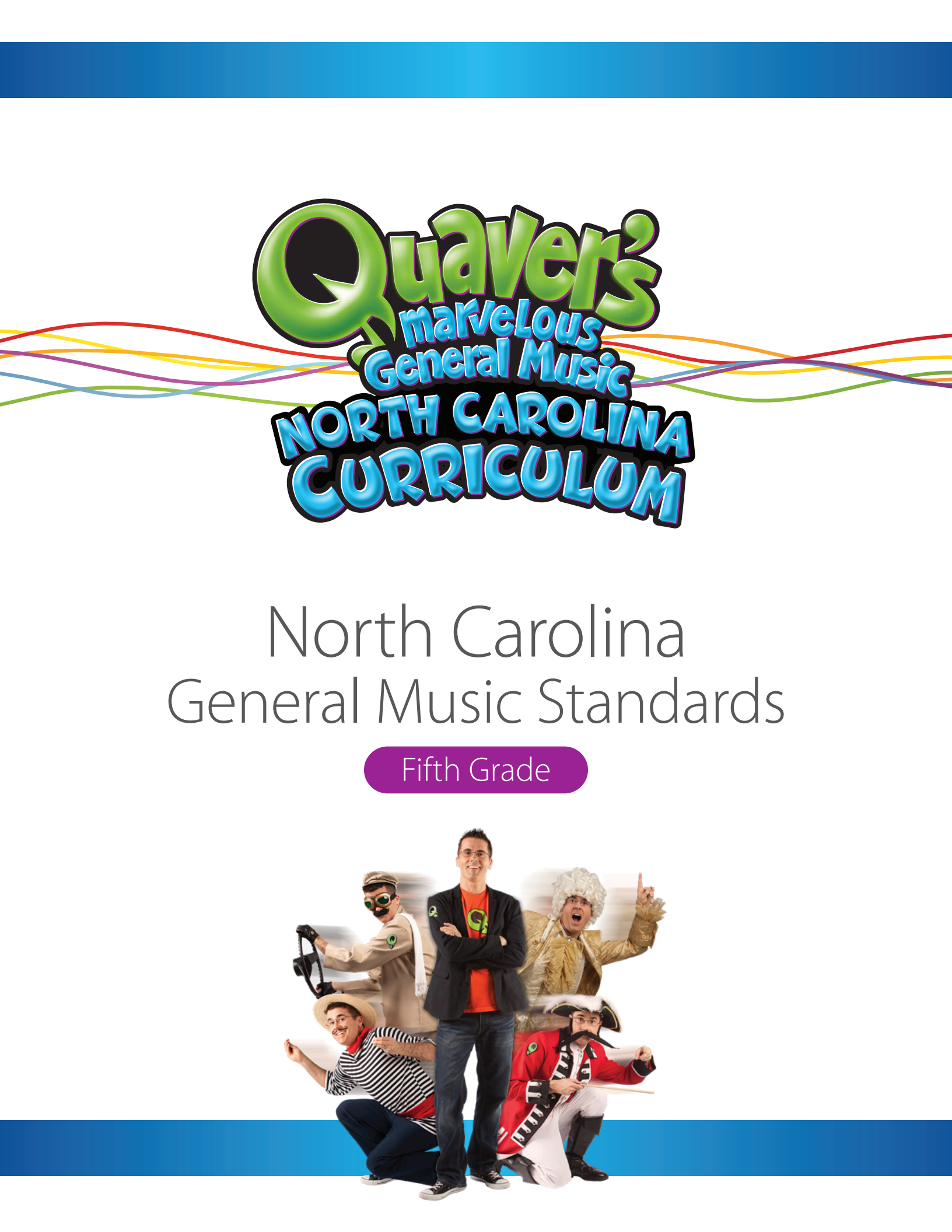
Understand the interacting elements to respond to music and music performances

- 4.MR.1.1** Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures
- 4.MR.1.2** Explain personal preferences for specific musical works and styles, using appropriate music terminology
- 4.MR.1.3** Design a set of criteria for evaluating music performances and compositions
- 4.MR.1.4** Classify instruments into Western orchestral categories of wind, string, percussion, and brass

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music

- 4.CR.1.1** Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina
- 4.CR.1.2** Understand the relationships between music and concepts from other areas



Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Fifth Grade





Fifth Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 5.ML.1.1** Illustrate independence and accuracy while singing and playing instruments within a group or ensemble
- 5.ML.1.2** Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups
- 5.ML.1.3** Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments

Musical Literacy

Interpret the sound and symbol systems of music

- 5.ML.2.1** Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures
- 5.ML.2.2** Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation
- 5.ML.2.3** Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music
- 5.ML.2.4** Use standard symbols to notate rhythm, meter, pitch, and dynamics

Musical Literacy

Create music using a variety of sound and notational sources

- 5.ML.3.1** Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means
- 5.ML.3.2** Create compositions and arrangements within specified guidelines
- 5.ML.3.3** Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources



Musical Response

Understand the interacting elements to respond to music and music performances

- 5.MR.1.1** Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music
- 5.MR.1.2** Use music terminology in explaining music, including notation, instruments, voices, and performances
- 5.MR.1.3** Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed
- 5.MR.1.4** Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music

- 5.CR.1.1** Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States
- 5.CR.1.2** Understand the relationships between music and concepts from other areas

Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Sixth Grade





Sixth Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 6.ML.1.1** Use steady tone when performing music
- 6.ML.1.2** Recognize the fundamental techniques necessary to sing and play an instrument
- 6.ML.1.3** Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music

Musical Literacy

Interpret the sound and symbol systems of music

- 6.ML.2.1** Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters
- 6.ML.2.2** Interpret, through instrument and/or voice, standard notation symbols for pitch
- 6.ML.2.3** Recognize standard notation symbols for music

Musical Literacy

Create music using a variety of sound and notational sources

- 6.ML.3.1** Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources
- 6.ML.3.2** Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written



Musical Response

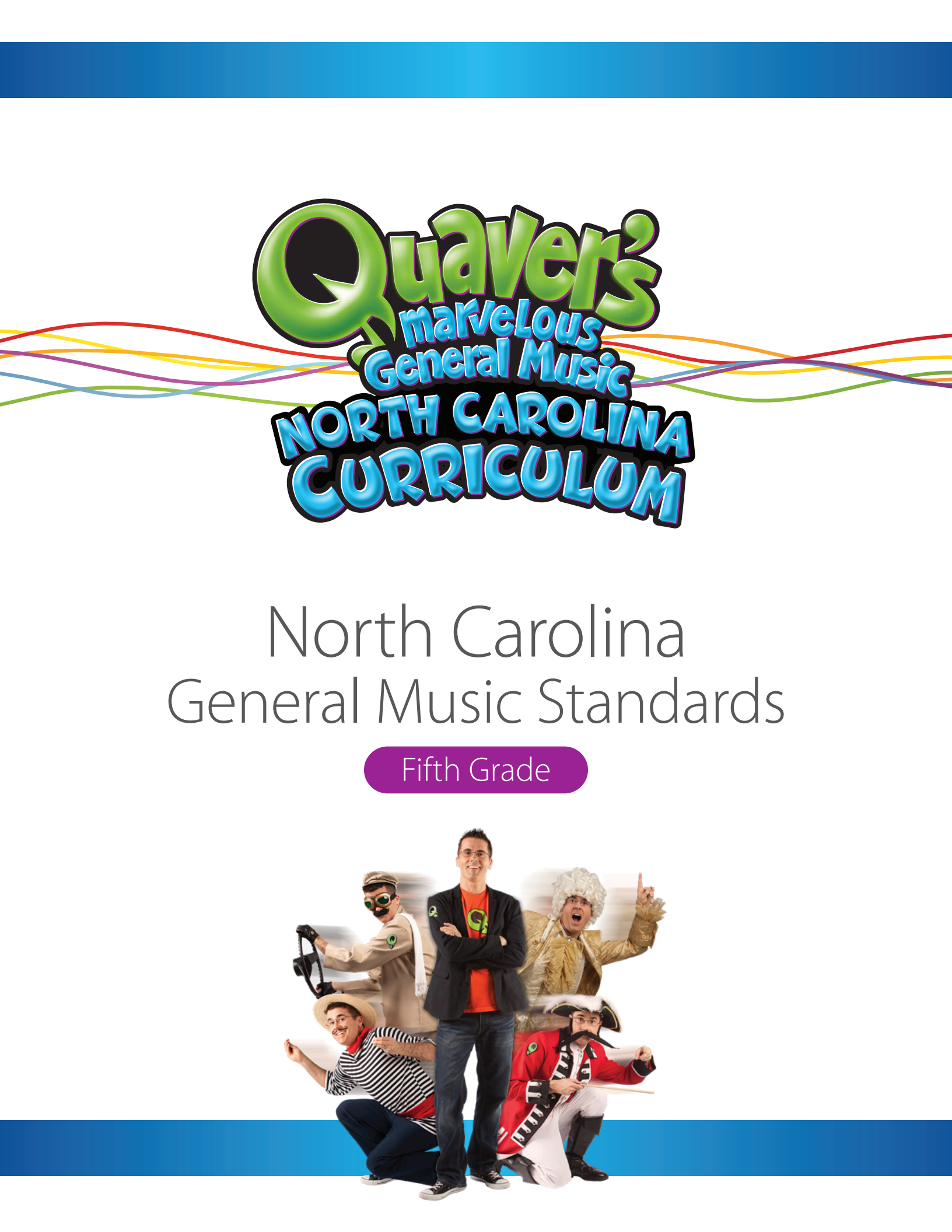
Understand the interacting elements to respond to music and music performances

- 6.MR.1.1** Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures
- 6.MR.1.2** Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology
- 6.MR.1.3** Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music

- 6.CR.1.1** Understand music in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450)
- 6.CR.1.2** Understand the relationships between music and concepts from other areas
- 6.CR.1.3** Understand potential health and wellness issues for musicians



Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Seventh Grade





Seventh Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 7.ML.1.1** Use developing tone and discriminating pitch when performing music
- 7.ML.1.2** Use the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument
- 7.ML.1.3** Use expressive elements (such as accents, attacks, releases, and interpretation), while singing and/or playing a varied repertoire of music

Musical Literacy

Interpret the sound and symbol systems of music

- 7.ML.2.1** Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meter signatures
- 7.ML.2.2** Interpret, through instrument and/or voice, standard notation symbols for pitch in appropriate clefs
- 7.ML.2.3** Classify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

Musical Literacy

Create music using a variety of sound and notational sources

- 7.ML.3.1** Produce short melodic improvisations
- 7.ML.3.2** Construct simple examples of musical styles or forms using a variety of traditional and non-traditional sound, notational, and technological sources



Musical Response


Understand the interacting elements to respond to music and music performances

- 7.MR.1.1** Execute specific gestures of a conductor in response to the various elements of music (such as meter, dynamics, phrasing, etc.)
- 7.MR.1.2** Analyze aural musical examples representing diverse genres, styles, and cultures, using appropriate music terminology
- 7.MR.1.3** Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music

- 7.CR.1.1** Understand music in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present
- 7.CR.1.2** Understand the relationships between music and concepts from other areas
- 7.CR.1.3** Understand the functions music serves, roles of musicians, and conditions under which music is typically performed



Quaver's marvelous General Music NORTH CAROLINA CURRICULUM

North Carolina General Music Standards

Eighth Grade





Eighth Grade

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

- 8.ML.1.1** Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music
- 8.ML.1.2** Integrate the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument
- 8.ML.1.3** Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while singing and/or playing a varied repertoire of music with technical accuracy

Musical Literacy

Interpret the sound and symbol systems of music

- 8.ML.2.1** Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
- 8.ML.2.2** Interpret, through instrument and/or voice, standard notation symbols in two different clefs, using extended staves
- 8.ML.2.3** Use standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas

Musical Literacy

Create music using a variety of sound and notational sources

- 8.ML.3.1** Produce simple rhythmic and melodic improvisations on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys
- 8.ML.3.2** Construct short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), using a variety of traditional and non-traditional sound, notational, and 21st century technological sources



Musical Response

Understand the interacting elements to respond to music and music performances

- 8.MR.1.1** Interpret the gestures of a conductor when singing or playing an instrument
- 8.MR.1.2** Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music
- 8.MR.1.3** Evaluate performances, compositions, and musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction)

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music

- 8.CR.1.1** Understand the role of music in North Carolina and the United States in relation to history and geography
- 8.CR.1.2** Understand the relationships between music and concepts from other areas
- 8.CR.1.3** Understand laws regarding the proper access, use, and protection of music

