

NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

The purpose of this document is to provide a general comparison of the 2010 General Music Standard Course of Study and the 2024 General Music Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

Kindergarten General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Kindergarten General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
K.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ K.CN.1.1 Identify the similarities and differences of music representing diverse global communities.	K.CR.1.1 Use music to illustrate how people express themselves differently.	
➤ K.CN.1.2 Identify how music is used in school and in daily life.	K.CR.1.2 Recognize the relationships between music and concepts from other areas.	
➤ K.CN.1.3 Describe how music is used in personal experiences.	K.MR.1.3 Recognize that music is performed in a variety of settings and for a variety of purposes.	
K.CN.2 Explore advancements in the field of music.	New	

➤ K.CN.2.1 Identify the various roles of individuals that contribute to the creation and production of music, such as singers, instrumentalists, composers, conductors, etc.	New	
➤ K.CN.2.2 Identify music that is created with technology tools.	New	

CREATE		
CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
K.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ K.CR.1.1 Improvise rhythmic patterns and 2-pitch melodic patterns.	K.ML.3.1 Use improvisation to produce one-phrase responses using two different pitches.	
➤ K.CR.1.2 Notate 4-8 beats of original rhythmic ideas using iconic notation that incorporate grade-level appropriate rhythms.	K.ML.3.3 Create patterns that illustrate a steady beat.	
K.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ K.CR.2.1 Create soundscapes using a variety of traditional and non-traditional sound sources.	K.ML.3.2 Select vocal and/or instrumental sounds to accompany readings, stories or dramatizations.	
➤ K.CR.2.2 Explain the difference between original and copied musical ideas or works.	New	

PRESENT		
PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes

K.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ K.PR.1.1 Improve musical skills by incorporating feedback from instructors.	New	
➤ K.PR.1.2 Read iconic notation to sing or play melodic patterns with at least two pitches and rhythmic patterns with quarter note and beamed eighth pairs in a variety of meters.	K.ML.1.2 Use accurate pitch to imitate two-pitch melodic patterns. 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.	
➤ K.PR.1.3 Perform a steady beat in isolation and when singing or playing in unison.	K.ML.1.5 Illustrate a steady beat. K.ML.1.1 Exemplify proper technique when singing and playing a variety of music.	
➤ K.PR.1.4 Demonstrate opposites in tempos, form, texture, and dynamics.	K.ML.1.4 Recognize how music changes (such as dynamics and tempo).	
K.PR.2 Develop musical presentations.	New	
➤ K.PR.2.1 Name the production elements needed to develop formal and informal performances.	New	
➤ K.PR.2.2 Identify appropriate audience and performer etiquette.	New	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
K.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	

➤ K.RE.1.1 Identify opposites in tempos, form, texture, and dynamics in aural or written musical works.	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.RE.1.2 Describe emotions evoked by a given musical work.	New	
➤ K.RE.1.3 Identify a variety of instruments and vocal timbre types by sound, including sing, speak, whisper, and shout.	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.	
K.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ K.RE.2.1 Describe personal preferences for musical works.	New	
➤ K.RE.2.2 Provide positive feedback for others.	New	

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First Grade General Music Standards

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CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
1.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 1.CN.1.1 Explain how music can reflect culture, values, and ideas.	1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.	
➤ 1.CN.1.2 Identify cross-curricular connections between music and other arts disciplines.	1.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 1.CN.1.3 Describe how music exists in local community traditions, celebrations, entertainment, or other uses.	1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.	
1.CN.2 Explore advancements in the field of music.	New	

➤ 1.CN.2.1 Identify the various roles of individuals that contribute to the support and consumption of music.	New	
➤ 1.CN.2.2 Describe how innovations and technology are used to create and present music.	New	

CREATE		
CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
1.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 1.CR.1.1 Improvise 4-8 beat rhythmic patterns and 3-pitch melodic patterns.	1.ML.3.1 Use improvisation to create two-phrase melodies using three pitches.	
➤ 1.CR.1.2 Notate 4-8 beats of original rhythmic ideas using iconic or standard notation that incorporate grade-level appropriate rhythms.	1.ML.2.3 Use iconic symbols to notate quarter notes and quarter rests. 1.ML.3.3 Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes, and quarter rest durations.	
1.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 1.CR.2.1 Accompany readings, stories, or dramatizations with corresponding traditional and non-traditional sound sources.	1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.	
➤ 1.CR.2.2 Explain how and when to give credit to others when creating work that borrows from other musicians.	New	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
1.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 1.PR.1.1 Improve musical skills by incorporating feedback from instructors and peers.	New	
➤ 1.PR.1.2 Read iconic or standard notation to sing or play music with at least three pitches and rhythms with quarter rests in 2/4 and 4/4 meters.	1.ML.1.2 Use accurate pitch to imitate three-pitch melodic patterns. 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.PR.1.3 Sing or play in unison with simple accompaniments.	1.ML.1.1 Use proper technique when singing and playing a variety of music.	
➤ 1.PR.1.4 Demonstrate opposites in tempos, form, texture, articulations, and dynamics.	1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.	
1.PR.2 Develop musical presentations.	New	
➤ 1.PR.2.1 Identify the production elements needed to develop formal and informal performances.	New	
➤ 1.PR.2.2 Contrast audience and performer etiquette.	1.MR.1.3 Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.).	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
1.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 1.RE.1.1 Identify opposites in tempos, form, texture, articulations, and dynamics in aural or written musical works.	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.RE.1.2 Explain how musical works are used to communicate meaning.	New	
➤ 1.RE.1.3 Identify a variety of instruments and voices by sound, including available classroom instruments.	1.MR.1.4 Classify timbre by pitched or unpitched instruments and sounds.	
1.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 1.RE.2.1 Describe personal preferences for music.	New	
➤ 1.RE.2.2 Provide positive feedback and areas for improvement for others.	New	



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Second Grade General Music Standards

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CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
2.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 2.CN.1.1 Describe how American music reflects the heritage, customs, and traditions of people in the United States, including various indigenous and cultural groups.	2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.	
➤ 2.CN.1.2 Identify cross-curricular connections between music and other content areas.	2.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 2.CN.1.3 Describe how music exists in national traditions, celebrations, entertainment, or other uses.	2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.	

2.CN.2 Explore advancements in the field of music.	New	
➤ 2.CN.2.1 Compare the roles of various individuals that contribute to the creation, production, and consumption of music.	New	
➤ 2.CN.2.2 Explain why innovative technologies are used in music.	New	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
2.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 2.CR.1.1 Improvise 8-12 beats of rhythmic patterns and melodic patterns.	2.ML.3.1 Use improvisation to create simple rhythmic and melodic variations on familiar melodies.	
➤ 2.CR.1.2 Notate 8-12 beats of original rhythmic ideas using iconic or standard notation that incorporate grade-level appropriate rhythms.	2.ML.2.3 Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes. 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.	
2.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 2.CR.2.1 Accompany readings, stories, or dramatizations with corresponding vocal or instrumental sounds.	1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.	
➤ 2.CR.2.2 Explain how to share music fairly.	New	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
2.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 2.PR.1.1 Improve musical skills by applying feedback from instructors, peers, and self.	2.ML.1.1 Apply problem solving strategies to improve musical technique when singing and playing instruments.	
➤ 2.PR.1.2 Read iconic or standard notation to sing or play music with three or more pitches, and half notes, half rests, and tied rhythms in 2/4 and 4/4 meters.	2.ML.1.2 Use accurate pitch to sing three-pitch patterns. 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.PR.1.3 Sing or play in rounds and ostinatos.	New	
➤ 2.PR.1.4 Demonstrate changes in tempos, form, texture, articulations, phrasing, and dynamics.	2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form.	
2.PR.2 Develop musical presentations.	New	
➤ 2.PR.2.1 Describe the production elements needed to develop formal and informal performances.	New	
➤ 2.PR.2.2 Demonstrate appropriate audience and performer etiquette.	2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
2.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 2.RE.1.1 Identify changes in tempos, form, texture, articulations, phrasing, and dynamics in aural and written musical works.	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.RE.1.2 Identify a "story" told in a work of music.	New	
➤ 2.RE.1.3 Describe the timbres of a variety of instruments and voices, and the way in which the sound is produced.	2.MR.1.4 Differentiate various instruments based on how their sounds are produced.	
2.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 2.RE.2.1 Explain why some music is valued over others by different individuals, communities, and cultures.	New	
➤ 2.RE.2.2 Provide positive feedback to self and others.	New	

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Third Grade General Music Standards

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CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
3.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 3.CN.1.1 Describe music found in the local community or region.	3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.	
➤ 3.CN.1.2 Compare elements of music with elements of other disciplines.	3.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 3.CN.1.3 Describe personal emotions evoked by a variety of music.	3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.	
3.CN.2 Explore advancements in the field of music.	New	

➤ 3.CN.2.1 Identify music careers in the local community.	3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.	
➤ 3.CN.2.2 Describe how music has changed over time with the introduction of new technology.	New	

CREATE		
CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
3.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 3.CR.1.1 Improvise stylistically appropriate responses to given rhythmic or melodic phrases.	3.ML.3.1 Use improvisation to create rhythmic and melodic ostinato accompaniments.	
➤ 3.CR.1.2 Notate 4-8 measures of original rhythmic ideas and melodic ideas using iconic or standard notation that incorporate grade-level appropriate rhythms and pitches.	3.ML.2.4 Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures 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.	
3.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 3.CR.2.1 Arrange an existing piece by changing one or more musical elements.	3.ML.3.2 Create soundscapes using a variety of sound sources.	
➤ 3.CR.2.2 Identify music that can be used by everyone fairly.	New	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
3.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 3.PR.1.1 Improve compositions and musical skills by applying formal or informal feedback.	New	
➤ 3.PR.1.2 Read iconic or standard notation to sing or play music using any pentatonic scale, and whole note, dotted half note, whole rest, and beamed sixteenth note rhythms in 2/4, 3/4, and 4/4 meters.	4.ML.1.3 Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff. 3.ML.2.1 Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.	
➤ 3.PR.1.3 Sing or play partner songs.	4.ML.1.2 Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.	
➤ 3.PR.1.4 Demonstrate the meaning of symbols and terminology for a variety of tempos, articulations, forms, and dynamics when performing music.	3.ML.1.1 Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music. 3.ML.2.3 Recognize standard symbols and traditional terms for dynamics, tempo, and articulation. 3.MR.1.1 Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.	
3.PR.2 Develop musical presentations.	New	
➤ 3.PR.2.1 Compare, with guidance, music to perform and the production elements needed to support a performance.	New	
➤ 3.PR.2.2 Identify how audience and	New	

performer etiquette changes based on the context.		
RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
3.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 3.RE.1.1 Identify symbols and terminology for a variety of tempos, articulations, forms, and dynamics in aural and written musical works.	3.MR.1.2 Use musical terminology when describing music that is presented aurally.	
➤ 3.RE.1.2 Infer meaning from musical works using musical vocabulary.	New	
➤ 3.RE.1.3 Identify a variety of instruments and voices by sound, including folk and orchestral instruments.	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.	
3.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 3.RE.2.1 Contrast individual preferences for particular works or genres of music with preferences of peers.	New	
➤ 3.RE.2.2 Apply specific criteria to construct respectful feedback about music and composition.	3.MR.1.3 Use established criteria to evaluate music.	

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Fourth Grade General Music Standards

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CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
4.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 4.CN.1.1 Describe styles and musicians who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in North Carolina.	4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.	
➤ 4.CN.1.2 Describe how other content areas can inspire programmatic music, soundscapes, or concepts.	4.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 4.CN.1.3 Describe personal emotions and memories evoked by a variety of music.	4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.	

4.CN.2 Explore advancements in the field of music.	New	
➤ 4.CN.2.1 Describe music careers in North Carolina.	4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.	
➤ 4.CN.2.2 Compare how music has changed and remained the same with advances in technology and digital media.	New	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
4.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 4.CR.1.1 Improvise pentatonic melodies over an ostinato.	4.ML.3.1 Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.	
➤ 4.CR.1.2 Notate or record 4-8 measures of original rhythmic ideas and melodic ideas for two or more performers that incorporate grade-level appropriate rhythms and pitches.	4.ML.2.4 Use standard symbols to notate rhythm, meter, and dynamics in simple patterns. 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.	
4.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 4.CR.2.1 Align original poetry with a	4.ML.3.2 Create compositions and arrangements	

pre-existing melody; or a pre-existing piece of poetry with an original melody.	using a variety of traditional and non-traditional sound sources.	
➤ 4.CR.2.2 Identify how to responsibly use resources for online access of music.	New	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
4.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 4.PR.1.1 Improve compositions and musical skills by applying feedback from peers or self based on student-generated criteria.	New	
➤ 4.PR.1.2 Read standard notation to sing or play music using any major key, and dotted quarters and groups of three eighth notes and rests in 6/8 meter, and beamed sixteenth and eighth note rhythms in 2/4, 3/4, and 4/4 meters.	3.ML.1.2 Execute the performance of major scale tones using the voice. 3.ML.2.2 Interpret through voice and/or instruments visual representation of the major scale. 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.PR.1.3 Sing or play songs with occasional harmonizations.	4.ML.1.2 Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.	
➤ 4.PR.1.4 Demonstrate the meaning of symbols and terminology for the continua of tempos and dynamics, including crescendos and decrescendos, and a variety of forms and articulations when	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.2.3 Interpret standard symbols and traditional	

performing music.	terms for dynamics, tempo, and articulation while performing music.	
4.PR.2 Develop musical presentations.	New	
➤ 4.PR.2.1 Compare, with guidance, music to perform and the production elements needed to support the context and purpose of a performance.	New	
➤ 4.PR.2.2 Create criteria for audience and performer etiquette in a variety of contexts.	New	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
4.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 4.RE.1.1 Identify symbols and terminology for tempos, dynamics, including crescendos and decrescendos, and a variety of forms and articulations in aural and written musical works.	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.RE.1.2 Compare different interpretations of the same musical work using musical vocabulary.	New	
➤ 4.RE.1.3 Describe the timbres of a variety of instruments and voices used in diverse types of ensembles.	4.MR.1.4 Classify instruments into Western orchestral categories of wind, string, percussion, and brass.	
4.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 4.RE.2.1 Compare personal responses to a musical work before and after engaging with similar musical works.	4.MR.1.2 Explain personal preferences for specific musical works and styles, using appropriate music terminology.	

➤ 4.RE.2.2 Generate criteria in collaboration with others for evaluating musical performances and compositions.	4.MR.1.3 Design a set of criteria for evaluating music performances and compositions.	
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NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

The purpose of this document is to provide a general comparison of the 2010 General Music Standard Course of Study and the 2024 General Music Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

Fifth Grade General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Fifth Grade General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
5.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 5.CN.1.1 Describe styles and musicians who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in the United States.	5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.	
➤ 5.CN.1.2 Describe how other disciplines inspire, and can be a part of, music creation or performance.	5.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 5.CN.1.3 Identify how music is used in the media to evoke emotions.	5.CR.1.2 Understand the relationships between music and concepts from other areas.	

5.CN.2 Explore advancements in the field of music.	New	
➤ 5.CN.2.1 Identify the characteristics and behaviors of musicians that connect to college, career, and post-secondary skills.	New	
➤ 5.CN.2.2 Cite examples of musical works or musicians that were innovative for their time.	New	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
5.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 5.CR.1.1 Improvise a 4-12 measure melody over a changing harmonic accompaniment.	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.CR.1.2 Notate or record original rhythmic ideas and melodic ideas using several voices or instruments that incorporate grade-level appropriate rhythms and pitches.	5.ML.2.4 Use standard symbols to notate rhythm, meter, pitch, and dynamics. 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.	
5.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	

➤ 5.CR.2.1 Accompany an existing melody with an original rhythmic or melodic ostinato.	5.ML.3.2 Create compositions and arrangements within specified guidelines.	
➤ 5.CR.2.2 Cite artists correctly when utilizing or adapting their original music.	New	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
5.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 5.PR.1.1 Improve compositions and musical skills by applying feedback from peers or self based on student-generated criteria.	New	
➤ 5.PR.1.2 Read standard notation to sing or play music using any major or minor key, and syncopation in 2/4, 3/4, or common time meters, including rhythms in 6/8 meter.	5.ML.1.3 Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments. 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.PR.1.3 Sing or play songs with two-part harmony.	5.ML.1.2 Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.	
➤ 5.PR.1.4 Demonstrate the meaning of symbols and terminology for the continua	5.ML.1.1 Illustrate independence and accuracy while singing and playing instruments within a	

of tempos and dynamics, and a variety of forms and articulations independently when performing music.	group or ensemble. 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.PR.2 Develop musical presentations.	New	
➤ 5.PR.2.1 Compare music to perform and the production elements needed to support the context and purpose of a performance, working collaboratively.	New	
➤ 5.PR.2.2 Evaluate the etiquette of the audience and performers in a variety of contexts.	5.MR.1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.	

RESPOND		
RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
5.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 5.RE.1.1 Analyze symbols and terminology for the continua of tempos and dynamics, and a variety of forms and articulations in aural and written musical works.	5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.	
➤ 5.RE.1.2 Speculate on the composer's purpose in choosing specific qualities for a musical work using musical vocabulary.	New	
➤ 5.RE.1.3 Analyze the timbres of a variety of instruments and voices within a musical work.	5.MR.1.4 Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.	
5.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	

➤ 5.RE.2.1 Defend personal preferences for particular musical works.	New	
➤ 5.RE.2.2 Evaluate musical performances and compositions using student-generated criteria.	New	

NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

The purpose of this document is to provide a general comparison of the 2010 General Music Standard Course of Study and the 2024 General Music Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

Sixth Grade General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Sixth Grade General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
6.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 6.CN.1.1 Explain how music expresses and reflects the values of civilizations around the world.	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.CN.1.2 Explain how the development of musical ideas can be informed and inspired by concepts from other content areas.	6.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 6.CN.1.3 Describe sensory, emotional, personal, or intellectual responses to a variety of music.	New	

6.CN.2 Explore advancements in the field of music.	New	
➤ 6.CN.2.1 Identify the musical skills, characteristics, and behaviors needed for success in music careers.	New	
➤ 6.CN.2.2 Compare how innovative tools and ideas have been used in a variety of musical works.	New	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
6.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 6.CR.1.1 Improvise rhythmic patterns over a rhythmic or harmonic accompaniment.	6.ML.3.1 Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.	
➤ 6.CR.1.2 Compose 4-8 measures of original rhythmic ideas and melodic ideas through notation or recording that incorporate grade-level appropriate rhythms and pitches.	New	
6.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 6.CR.2.1 Arrange an existing piece of music, changing two or more musical elements.	6.ML.3.2 Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written.	
➤ 6.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create original and arranged music.	New	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
6.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 6.PR.1.1 Apply feedback from instructors to refine musical presentations, compositions, or ideas.	New	
➤ 6.PR.1.2 Read standard notation to perform or produce music using any major or minor key and triplet rhythms in 2/4, 3/4, 4/4, 6/8, and 12/8 meters.	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.	
➤ 6.PR.1.3 Perform or produce a variety of music in unison or simple harmony, using rounds, canons, or partner songs.	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.PR.1.4 Demonstrate the meaning of symbols and terminology for the continua of tempos of dynamics, and an expanded range of forms and articulations with appropriate technique when performing or producing music.	6.ML.1.3 Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music.	
6.PR.2 Develop musical presentations.	New	
➤ 6.PR.2.1 Compare, with guidance, production elements, and how they enhance a musical presentation.	New	
➤ 6.PR.2.2 Demonstrate audience or performer etiquette appropriate in a variety	New	

of contexts.		
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RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
6.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 6.RE.1.1 Identify symbols and terminology for the continua of tempos and dynamics, and an expanded range of forms and articulations in aural and written musical works.	6.ML.1.3 Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music. 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.RE.1.2 Identify multiple meanings for musical works, citing evidence.	New	
➤ 6.RE.1.3 Identify the timbres of a variety of instruments and voices heard in traditional, contemporary, and world music.	6.MR.1.2 Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology.	
6.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 6.RE.2.1 Identify appealing qualities and effective portions of musical works.	New	
➤ 6.RE.2.2 Evaluate musical presentations, compositions, and musical ideas using given criteria.	6.MR.1.3 Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.	

NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

The purpose of this document is to provide a general comparison of the 2010 General Music Standard Course of Study and the 2024 General Music Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

Seventh Grade General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Seventh Grade General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
7.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 7.CN.1.1 Analyze how individuals and groups of musicians have influenced various cultures.	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.CN.1.2 Identify musical skills and processes that are a part of, and can be applied to, daily life.	7.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 7.CN.1.3 Explain why musical choices are made to evoke sensory, emotional, personal, or intellectual responses in media.	New	

7.CN.2 Explore advancements in the field of music.	New	
➤ 7.CN.2.1 Identify musical skills, characteristics, and behaviors that contribute to success in college, career, and post-secondary skills.	7.CR.1.3 Understand the functions music serves, roles of musicians, and conditions under which music is typically performed.	
➤ 7.CN.2.2 Identify how various tools and innovations can be used to create, edit, and present music.	New	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
7.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 7.CR.1.1 Improvise short melodic patterns over a rhythmic or harmonic accompaniment.	7.ML.3.1 Produce short melodic improvisations.	
➤ 7.CR.1.2 Compose original rhythmic ideas and melodic ideas using simple musical forms through notation or recording that incorporate grade-level appropriate rhythms and pitches.	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.	
7.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 7.CR.2.1 Arrange a rhythmic variation on a given musical phrase.	New	
➤ 7.CR.2.2 Identify the legal and ethical issues for creating arrangements of music.	New	

PRESENT		
PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
7.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 7.PR.1.1 Apply feedback from instructor, peers, and self to refine musical presentations, compositions.	New	
➤ 7.PR.1.2 Read standard notation to perform or produce music in treble or bass clef in mixed meters where the beat remains consistent.	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.	
➤ 7.PR.1.3 Perform or produce a variety of music in two-part harmony focused on a monophonic texture.	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.PR.1.4 Demonstrate the meaning of symbols and terminology for changes in tempos, dynamics, and articulations in an expanded range of forms with appropriate technique when performing or producing	7.ML.1.3 Use expressive elements (such as accents, attacks, releases, and interpretation), while singing and/or playing a varied repertoire of music. 7.MR.1.1 Execute specific gestures of a conductor in response to the various elements of music (such	

music.	as meter, dynamics, phrasing, etc.)	
7.PR.2 Develop musical presentations.	New	
➤ 7.PR.2.1 Compare selections for a musical presentation based on a distinct purpose or context.	New	
➤ 7.PR.2.2 Use student-generated criteria to evaluate audience or performer etiquette appropriate for a variety of contexts.	New	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
7.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 7.RE.1.1 Identify symbols and terminology for changes in tempos, dynamics, and articulations in an expanded range of forms in aural and written musical works.	7.MR.1.2 Analyze aural musical examples representing diverse genres, styles, and cultures, using appropriate music terminology.	
➤ 7.RE.1.2 Describe how personal experiences and perspectives influence interpretations of music.	New	
➤ 7.RE.1.3 Classify a variety of instruments and voices by timbre, including those heard in diverse types of traditional, contemporary, and world music.	New	
7.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 7.RE.2.1 Compare personal preferences for multiple musical works.	New	
➤ 7.RE.2.2 Evaluate personal musical presentations, compositions, and musical ideas, using given criteria.	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.	
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NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

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Eighth Grade General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Eighth Grade General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
8.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ 8.CN.1.1 Identify the influence of North Carolinian styles and musicians on the broader music community.	8.CR.1.1 Understand the role of music in North Carolina and the United States in relation to history and geography.	
➤ 8.CN.1.2 Explain how musical skills and processes can be applied to solve a variety of problems.	8.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ 8.CN.1.3 Choose music that evokes specific personal emotions.	New	
8.CN.2 Explore advancements in the field of music.	New	

➤ 8.CN.2.1 Explain how musical skills, characteristics, and behaviors contribute to success in a broad range of careers.	New	
➤ 8.CN.2.2 Describe various tools, innovations, or processes that could be used in the creation of musical works.	New	

CREATE		
CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
8.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 8.CR.1.1 Improvise extended melodies over a rhythmic or harmonic accompaniment.	8.ML.3.1 Produce simple rhythmic and melodic improvisations on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys.	
➤ 8.CR.1.2 Compose original rhythmic ideas and melodic ideas using simple musical forms through notation or recording that incorporate grade-level appropriate rhythms and pitches.	8.ML.2.3 Use standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas. 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 source.s	
8.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ 8.CR.2.1 Arrange a melodic or harmonic accompaniment to go with an existing piece of music.	New	
➤ 8.CR.2.2 Explain how to share works of music legally and ethically in both physical and digital spaces.	8.CR.1.3 Understand laws regarding the proper access, use, and protection of music.	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
8.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ 8.PR.1.1 Apply feedback from peers or self based on provided criteria to refine musical presentations, compositions, or ideas.	New	
➤ 8.PR.1.2 Read standard notation to perform or produce music with ledger lines and all previously learned rhythms in new metrical contexts, including 3/8 and alla breve.	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.PR.1.3 Perform or produce a variety of music in two or three-part harmony with polyphonic textures.	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.MR.1.1 Interpret the gestures of a conductor when singing or playing an instrument.	
➤ 8.PR.1.4 Demonstrate the meaning of symbols and terminology for changes in tempos, dynamics, and articulations in an expanded range of forms with appropriate technique when performing or producing music.	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. 8.MR.1.1 Interpret the gestures of a conductor when	

	singing or playing an instrument.	
8.PR.2 Develop musical presentations.	New	
➤ 8.PR.2.1 Develop criteria for selecting music and production elements for a distinct purpose or context.	New	
➤ 8.PR.2.2 Make recommendations to improve active listening and etiquette for various music performances.	New	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
8.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 8.RE.1.1 Analyze symbols and terminology for changes in tempos, dynamics, and articulations in an expanded range of forms in aural and written musical works.	8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.	
➤ 8.RE.1.2 Explain how a musician's artistic choices are influenced by culture and environment.	New	
➤ 8.RE.1.3 Describe the customary instrumental and vocal timbres heard in diverse traditional, contemporary, and world music.	New	
8.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ 8.RE.2.1 Explain how personal preferences are influenced by culture, environment, and commercial music.	New	
➤ 8.RE.2.2 Evaluate musical presentations, compositions, arrangements, and	8.MR.1.3 Evaluate performances, compositions, and	

improvisations by applying specific criteria appropriate for the style of the music.	musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction).	
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NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

The purpose of this document is to provide a general comparison of the 2010 General Music Standard Course of Study and the 2024 General Music Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

High School Beginning General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Beginning General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
B.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ B.CN.1.1 Describe how the emergence of music as an art form has influenced society.	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.CN.1.2 Identify how the creation and performance of music is supported by concepts from other content areas.	B.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ B.CN.1.3 Explain how music evokes sensory, emotional, personal, and intellectual responses in everyday life.	B.CR.1.2 Understand the relationships between music and concepts from other areas.	

B.CN.2 Explore advancements in the field of music.	New	
➤ B.CN.2.1 Describe how various individuals contribute to the creation, production, design, and marketing of music.	B.CR.1.5 Compare the various roles that musicians can and do perform and the conditions under which music is performed.	
➤ B.CN.2.2 Describe how various tools and innovations influence the development and consumption of music.	New	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
B.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ B.CR.1.1 Improvise melodies based on a diatonic scale.	B.ML.3.1 Produce short, rhythmic improvisations using a variety of traditional and non-traditional sound sources.	
➤ B.CR.1.2 Compose original rhythmic ideas and melodic ideas that incorporate notation for rhythms or pitches that are appropriate to the proficiency level.	B.ML.3.2 Create simple rhythmic and/or melodic compositions using a variety of traditional and non-traditional sound, notational, and technological sources.	
B.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ B.CR.2.1 Arrange an existing musical work, changing three or more musical elements.	New	
➤ B.CR.2.2 Compare artistic adaptation, appropriation, fair use, copyright, public domain, open source, and creative commons in music.	B.CR.1.3 Understand laws regarding the proper access, use, and protection of music.	

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
B.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ B.PR.1.1 Apply feedback from instructors, peers, and self to refine musical technique, presentations, compositions, or ideas.	New	
➤ B.PR.1.2 Read standard notation to perform music in treble or bass clef with whole, half, dotted half, quarter, dotted quarter, eighths, sixteenths, equivalent rests, and basic syncopation and tied rhythms in 2/4, 3/4, 4/4, and 6/8 meters.	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.PR.1.3 Perform or produce rounds, canons, and partner songs in unison and simple harmony.	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.PR.1.4 Demonstrate the meaning of symbols and terminology for a variety of tempos, dynamics, articulations, phrasing, and forms with appropriate technique when performing or producing 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.2.3 Recognize standard notation symbols for basic elements of music, such as pitch, rhythm, dynamics, tempo, articulation, and expression.	
B.PR.2 Develop musical presentations.	New	
➤ B.PR.2.1 Compare music and production elements and how they enhance a musical presentation.	New	
➤ B.PR.2.2 Define active listening and etiquette appropriate for both formal and	New	

informal performances.		
RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
B.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ B.RE.1.1 Identify symbols and terminology for a variety of tempos, dynamics, articulations, phrasing, and forms in aural and written musical works.	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.RE.1.2 Infer possible artistic intentions of the composer, producer, creator, or performer in a variety of musical works.	New	
➤ B.RE.1.3 Describe the timbres of a variety of instruments and voices, including a range of traditional, contemporary, and world music.	New	
B.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ B.RE.2.1 Explain how personal preferences can influence evaluation of musical works.	New	
➤ B.RE.2.2 Evaluate the quality and effectiveness of personal musical efforts, using specific criteria.	B.MR.1.3 Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.	

NORTH CAROLINA STANDARD COURSE OF STUDY

Crosswalk

K-12 General Music

The purpose of this document is to provide a general comparison of the 2010 General Music Standard Course of Study and the 2024 General Music Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

High School Accomplished General Music Standards

Note: The 2024 General Music standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for Accomplished Honors General Music.

CONNECT		
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
AC.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	CR.1 Understand global, interdisciplinary, and 21st century connections with music.	
➤ AC.CN.1.1 Analyze the development of music throughout historical time periods.	P.CR.1.1 Understand the role of music in United States history as a means of interpreting past eras within an historical context.	
➤ AC.CN.1.2 Evaluate how skills honed in music strengthen work in other academic or professional domains.	P.CR.1.2 Understand the relationships between music and concepts from other areas.	
➤ AC.CN.1.3 Choose music to elicit a sensory, emotional, personal, or intellectual response.	P.CR.1.2 Understand the relationships between music and concepts from other areas.	

AC.CN.2 Explore advancements in the field of music.	New	
➤ AC.CN.2.1 Describe how the creative process and the process of making music connect to college, career, and post-secondary skills.	New	
➤ AC.CN.2.2 Analyze how technological developments and innovations impact the field of music.	P.CR.1.3 Explain how advances in music technology influence traditional music careers and produce new opportunities.	

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
AC.CR.1 Create original musical ideas and works, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ AC.CR.1.1 Improvise musical ideas over a changing harmonic accompaniment.	P.ML.3.1 Produce short rhythmic and melodic improvisations on given pentatonic melodies and melodies in major and minor keys.	
➤ AC.CR.1.2 Compose an original work that uses multiple layers or tone colors to express a mood, emotion, idea, or experience in a formalized structure.	P.ML.2.3 Use standard symbols for pitch, rhythm, dynamics, and tempo to notate personal musical ideas and the musical ideas of others.	
AC.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.	ML.3 Create music using a variety of sound and notational sources.	
➤ AC.CR.2.1 Arrange personal musical ideas into an existing piece of music that communicate the musical elements of expression, such as tension and release, unity and variety, and balance.	P.ML.3.2 Create arrangements of pieces for voices or instruments.	
➤ AC.CR.2.2 Compare how parody, adaptation, and artificial intelligence relate to copyright and fair use of music.	P.CR.1.3 Explain how advances in music technology influence traditional music careers and produce	

	new opportunities.	
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PRESENT PR - Present, perform, produce, and develop artistic ideas and works.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
AC.PR.1 Perform music from a variety of styles, cultures, and genres.	ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. ML.2 Interpret the sound and symbol systems of music.	
➤ AC.PR.1.1 Apply personally-developed criteria to refine musical technique, presentations, compositions, or ideas.	New	
➤ AC.PR.1.2 Read standard notation to perform or produce music in a variety of clefs and tonalities with hemiolas and syncopation in simple, compound, mixed, and asymmetrical meters.	P.ML.2.1 Interpret whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in simple duple, simple triple, simple compound, triple compound, and mixed meters. P.ML.2.2 Interpret standard notation symbols for pitch in appropriate clefs using extended staves and some non-traditional notations.	
➤ AC.PR.1.3 Perform or produce music from a variety of global musical styles.	P.ML.1.1 Use characteristic tone and consistent pitch while performing music. P.ML.1.2 Use technical and interpretive skills to sing or play personally challenging literature that requires attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys. P.ML.1.3 Illustrate well-developed ensemble skills by performing an appropriate part in an ensemble.	
➤ AC.PR.1.4 Demonstrate the meaning of symbols and terminology for a continua of tempos and dynamics and a variety of articulations, phrasing, and forms with appropriate technique when performing or	New	

producing music.		
AC.PR.2 Develop musical presentations.	New	
➤ AC.PR.2.1 Develop musical presentations, compositions, or ideas based on a distinct purpose or context, as well as personal interest and abilities.	New	
➤ AC.PR.2.2 Discuss how audience and performer etiquette impact the experience of a performance within a variety of contexts.	New	

RESPOND RE - Analyze and evaluate how the arts communicate.		
2024 Standards/Objectives	2010 Standards/Objectives	Notes
AC.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ AC.RE.1.1 Analyze symbols and terminology for a continua of tempos and dynamics, a variety of articulations and phrasing, in a variety of forms in aural and written musical works.	P.MR.1.2 Analyze aural examples of music using correct music terminology, in terms of how compositional devices and techniques are used to structure compositions.	
➤ AC.RE.1.2 Compare interpretations of the artistic intent of composers, producers, creators, or performers based on historical information or context.	New	
➤ AC.RE.1.3 Analyze the qualities and characteristics of a variety of instruments and voices, including diverse traditional, contemporary, and world music.	New	
AC.RE.2 Evaluate and critique musical works using content-specific vocabulary.	MR.1 Understand the interacting elements to respond to music and music performances.	
➤ AC.RE.2.1 Describe the impact of	New	

commercial marketing on personal preferences for musical works.		
➤ AC.RE.2.2 Evaluate musical performances, compositions, and ideas using personally-developed criteria, including how music is used to evoke feelings and emotions.	P.MR.1.3 Critique musical performances and compositions, generating suggestions for improvement.	