

Novice Vocal and Instrumental Music

CONNECT - Explore and relate artistic ideas and works to past, present, and future societies and cultures. CN

1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups. N.CN.1

- 1 Explain how music expresses and reflects the values of civilizations around the world. N.CN.1.1
- 2 Explain how concepts from other content areas can inspire the development of musical ideas. N.CN.1.2
- 3 Name potential physical and psychological health issues that affect musicians. N.CN.1.3

2 Explore advancements in the field of music. N.CN.2

- 1 Identify musical skills, characteristics, and behaviors that contribute to post-secondary education and career readiness. N.CN.2.1
- 2 Compare how various innovative tools and ideas have been used in a variety of musical works. N.CN.2.2

CREATE - Create and adapt new artistic ideas and work individually or collaboratively. CR

1 Create original musical ideas and works, independently and collaboratively. N.CR.1

- 1 Improvise short rhythmic phrases. N.CR.1.1
- 2 Compose simple original rhythmic ideas using an appropriate standard notation system. N.CR.1.2

2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively. N.CR.2

- 1 Arrange a simple musical variation on a given musical phrase. N.CR.2.1
 - 2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create original, transcribed, and arranged music. N.CR.2.2
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PRESENT - Present, perform, produce, and develop artistic ideas and works. PR

1 Perform musical works from a variety of styles, cultures, and genres. N.PR.1

- 1 Identify strategies to improve personal musical technique based on feedback. N.PR.1.1
 - 2 Reproduce appropriate musical technique with support. N.PR.1.2
 - 3 Sing or play audiated rhythms and pitches accurately. N.PR.1.3
 - 4 Sight-read musical patterns. N.PR.1.4
 - 5 Sing or play simple scales, syncopated rhythms, whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth note and rests in 2/4, 3/4, and 4/4 meters in unison or two-part repertoire. N.PR.1.5
 - 6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in novice repertoire. N.PR.1.6
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2 Develop musical presentations. N.PR.2

- 1 List the processes that are a part of programming a musical performance. N.PR.2.1
 - 2 Define active listening and etiquette appropriate in both formal and informal performances. N.PR.2.2
 - 3 Identify the elements of design, production, and equipment as it pertains to developing a music performance. N.PR.2.3
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RESPOND - Analyze and evaluate how the arts communicate. RE

1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary. N.RE.1

- 1 Identify form and dynamics in aural and written works of music. N.RE.1.1
 - 2 Identify the artistic choices made by peers and others. N.RE.1.2
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2 Evaluate musical works using content-specific vocabulary. N.RE.2

- 1 Compare personal responses to a variety of music. N.RE.2.1
- 2 Evaluate musical performances, compositions, and technique using specific criteria. N.RE.2.2