

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Arts Education Essential Standards Crosswalk: MUSIC
A Document to Assist With the Transition From the
2005 *Standard Course of Study* to the 2010 *Essential Standards*

I. Arts Education Essential Standards Overview:

- The *North Carolina Arts Education Essential Standards* provide a comprehensive framework for each of the arts disciplines (dance, music, theatre arts, and visual arts) in the public schools.
- The *Arts Education Essential Standards* for Dance, Music, Theatre Arts, and Visual Arts are organized by strands such that each grade level and high school proficiency level includes Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs). These components are specific and vary for each arts discipline.
- Content and skills that are not limited to particular materials or methodology, but that can be delivered through multiple approaches and materials, are described through the Essential Standards and Clarifying Objectives for each area.
- Sample Assessment Prototypes provide additional clarification of the Clarifying Objectives and illustrate ways that these objectives *might* be assessed in the classroom.
- Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

II. Intent:

The intent of the *Arts Education Essential Standards*, along with the *National Standards for Arts Education*, is for each student to gain a comprehensive understanding of one or more of the arts throughout the K-12 program. Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing and/or completing a concentration in studies to prepare them for further education and/or a career in the arts. Students should know and be able to do the following by the time they have completed secondary school:

- **Communicate at a basic level in the four arts disciplines:** dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- **Communicate proficiently in at least one art form,** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- **Develop and present basic analyses of works of art** from structural, historical, and cultural perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- **Recognize and appreciate exemplary works of art** from a variety of cultures and historical periods, and have a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- **Relate various arts concepts, skills, and processes within and across disciplines,** which includes understanding the arts in relation to other subject areas and making connections in a variety of settings, in and outside of school.

III. Strands: The *Arts Education Essential Standards* are organized by strands, which provide common threads of understanding that cut across all grade levels for each arts education discipline. The 2010 Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs) are organized by strands as follows:

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS
Creation and Performance	Musical Literacy	Communication	Visual Literacy
Dance Movement Skills	Musical Response	Analysis	Contextual Relevancy
Responding	Contextual Relevancy	Aesthetics	Critical Response
Connecting		Culture	

IV. Arts Education Essential Standards Overview:

The chart that follows illustrates the Essential Standards identified for each arts education discipline. These standards are organized within strands and aligned with between two to five clarifying objectives per standard. Assessment Prototypes are aligned with each Clarifying Objective to provide *samples* for how the objectives might be implemented and assessed in the classroom.

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS
Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.	Use movement, voice, and writing to communicate ideas and feelings.	Use the language of visual arts to communicate effectively.
Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	Interpret the sound and symbol systems of music.	Use performance to communicate ideas and feelings.	Apply creative and critical thinking skills to artistic expression.
Understand how to use movement skills in dance.	Create music using a variety of sound and notational sources.	Analyze literary texts and performances.	Create art using a variety of tools, media, and processes safely and appropriately.
Use a variety of thinking skills to analyze and evaluate dance.	Understand the interacting elements to respond to music and music performances.	Understand how to design technical theatre components such as costumes, sets, props, makeup, lighting, and sound.	Understand the global, historical, societal, and cultural contexts of the visual arts.
Understand cultural, historical, and interdisciplinary connections with dance.	Understand global, interdisciplinary, and 21st century connections with music.	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	Understand the interdisciplinary connections and life applications of the visual arts.
		Understand the traditions, roles, and unique conventions of theatre	Use critical analysis to generate responses to a variety of prompts.

		as an art form.	
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V. Alignment of Competency Goals of the *Standard Course of Study (2005)* with the new *Essential Standards (2010)*:

The chart that follows illustrates the alignment of the 2005 Competency Goals with the new Essential Standards.

MUSIC Standard Course of Study (2005)	MUSIC Essential Standards (2010)
	<i>*Note on Essential Standards Numbering/Strands: Musical Literacy (ML), Musical Response (MR), Contextual Relevancy (CR)</i>
COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)	ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.
COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)	ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.
COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)	ML.3: Create music using a variety of sound and notational sources.
COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)	ML.3: Create music using a variety of sound and notational sources.
COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)	ML.2: Interpret the sound and symbol systems of music.
COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)	MR.1: Understand the interacting elements to respond to music and music performances.
COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)	MR.1: Understand the interacting elements to respond to music and music performances.
COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)	CR.1: Understand global, interdisciplinary, and 21st century connections with music.
COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)	CR.1: Understand global, interdisciplinary, and 21st century connections with music.

VI. Alignment of the new *Essential Standards (2010)* with *Competency Goals of the Standard Course of Study (2005)*:

The chart that follows illustrates the alignment of the new Essential Standards with the 2005 Competency Goals.

Essential Standards (2010)	Standard Course of Study (2005)
<p><i>*Note on Essential Standards Numbering/Strands: Musical Literacy (ML), Musical Response (MR), Contextual Relevancy (CR)</i></p>	
<p>Strand: Musical Literacy – Essential Standard 1:</p> <p>ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.</p>	<p>COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)</p> <p>COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)</p>
<p>Strand: Musical Literacy – Essential Standard 2:</p> <p>ML.2: Interpret the sound and symbol systems of music.</p>	<p>COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)</p>
<p>Strand: Musical Literacy – Essential Standard 3:</p> <p>ML.3: Create music using a variety of sound and notational sources.</p>	<p>COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)</p> <p>COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)</p>
<p>Strand: Musical Response – Essential Standard 1:</p> <p>MR.1: Understand the interacting elements to respond to music and music performances.</p>	<p>COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)</p> <p>COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)</p>
<p>Strand: Contextual Relevancy – Essential Standard 1:</p> <p>CR.1: Understand global, interdisciplinary, and 21st century connections with music.</p>	<p>COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)</p>

	COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)
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VII. Alignment of the new *Essential Standards* (2010) with existing National Standards:

The *Arts Education Essential Standards* incorporate the *National Standards for Arts Education*, which were developed by the Consortium of National Arts Education Associations in 1994, as part of the standards movement defining what every young American should know and be able to do in the arts. Research in each of the arts disciplines, other state standards, and international resources, were used in the development of these standards.

Alignment with National Standards for Music	
<i>*Note: This chart illustrates the primary alignments with the national content standards; additional alignments with content standards and performance indicators occur across the Essential Standards, Clarifying Objectives, and Assessment Prototypes.</i>	
NC Essential Standards (2010)	National Standards for Music Education (1994)
ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.	(1) Singing, alone and with others, a varied repertoire of music (2) Performing on instruments, alone and with others, a varied repertoire of music
ML.2: Interpret the sound and symbol systems of music.	(5) Reading and notating music
ML.3: Create music using a variety of sound and notational sources.	(3) Improvising melodies, variations, and accompaniments (4) Composing and arranging music within specified guidelines
MR.1: Understand the interacting elements to respond to music and music performances.	(6) Listening to, analyzing, and describing music (7) Evaluating music and music performances

CR.1: Understand global, interdisciplinary, and 21st century connections with music.	(8) Understanding relationships between music, the other arts, and disciplines outside the arts (9) Understanding music in relation to history and culture
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VIII. 21st Century Skills: The *Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://www.21stcenturyskills.org>). Components of the Framework are infused throughout the Essential Standards, Clarifying Objectives, and Assessment Prototypes of new Essential Standards. The table that follows illustrates ONE sample alignment with each component of the Framework.

21st Century Skills Framework	
ES Alignment	Core Subjects (as identified in the federal Elementary and Secondary Education Act and adopted by the Partnership for 21 st Century Skills in the <i>Framework for 21st Century Skills</i>).
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>A.CR.1.5: Compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.</p>	<ul style="list-style-type: none"> ● English, Reading, or Language Arts ● World languages ● Arts ● Mathematics ● Economics ● Science ● Geography ● History ● Government and Civics <p><i>Note: Connections with core subjects are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.</i></p>
ES Alignment	21st Century Themes
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p>	<p>Global Awareness</p> <p><i>Note: Connections with global awareness are interwoven throughout the Arts Education Essential Standard. This chart illustrates just one</i></p>

<p>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.</p>	<p><i>sample alignment for music.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>P.CR.1.3: Explain how advances in music technology influence traditional music careers and produce new opportunities.</p>	<p>Financial, Economic, Business & Entrepreneurial Literacy</p> <p><i>Note: Connections with financial, economic, business and entrepreneurial literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>I.CR.1.1: Use music to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).</p>	<p>Civic Literacy</p> <p><i>Note: Connections with civic literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>P.CR.1.4: Explain the causes of potential health and wellness issues for musicians.</p>	<p>Health Literacy</p> <p><i>Note: Connections with health literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>2.CR.1.2: Understand the relationships between music and concepts from other areas.</p>	<p>Environmental Literacy</p> <p><i>Note: Connections with environmental literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music. Many COs could be used to explore, communicate about, or make use of environmental resources through the creation of music.</i></p>

ES Alignment	21st Century Skills
<p>Strand: Musical Literacy</p> <p>Essential Standard ML3: Create music using a variety of sound and notational sources.</p> <p>A.ML.3.2: Create original music using imagination and technical skill in applying the principles of composition.</p>	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem-Solving ● Communication and Collaboration <p><i>Note: Connections with learning and innovation skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>8.CR.1.3: Understand laws regarding the proper access, use, and protection of music.</p>	<p>Information, Media, and Technology Skills</p> <ul style="list-style-type: none"> ● Information Literacy ● Media Literacy ● ICT (Information, Communications, & Technology) Literacy <p><i>Note: Connections with information, media, and technology skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CR1: Understand global, interdisciplinary, and 21st century connections with music.</p> <p>P.CR.1.5: Compare the roles of creators, performers, and others involved in the production and presentation of the various arts, in order to make informed decisions regarding participation and involvement in the arts.</p>	<p>Life and Career Skills</p> <ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility <p><i>Note: Connections with life and career skills are interwoven</i></p>

throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for music.

IX. Verbs: The new *Arts Education Essential Standards* (2010) use Revised Bloom’s Taxonomy (RBT) verbs that are consistent across disciplines and which assist the teacher and learner with understanding the specific standards-based outcomes identified for each of the Essential Standards and Clarifying Objectives. The chart that follows shows the categories and processes of the Cognitive Process Dimension of Revised Bloom’s Taxonomy. These are the verbs used in the Essential Standards.

The Cognitive Process Dimension Categories: Revised Bloom’s Taxonomy					
Remember – retrieve relevant knowledge from long-term memory	Understand – Construct meaning from instructional messages, including oral, written, and graphic communication	Apply – Carry out or use a procedure in a given situation	Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Evaluate – Make judgments based on criteria and standards	Create – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Recognize <ul style="list-style-type: none"> Identify Recall <ul style="list-style-type: none"> Retrieve 	Interpret <ul style="list-style-type: none"> Clarify Paraphrase Represent Translate Exemplify <ul style="list-style-type: none"> Illustrate Instantiate Classify <ul style="list-style-type: none"> Categorize Subsume Summarize <ul style="list-style-type: none"> Abstract Generalize Infer <ul style="list-style-type: none"> Conclude Extrapolate Interpolate Predict Compare <ul style="list-style-type: none"> Contrast Map Match Explain	Execute <ul style="list-style-type: none"> Carry Out Implement <ul style="list-style-type: none"> Use 	Differentiate <ul style="list-style-type: none"> Discriminate Distinguish Focus Select Organize <ul style="list-style-type: none"> Find coherence Integrate Outline Parse Structure Attribute <ul style="list-style-type: none"> Deconstruct 	Check <ul style="list-style-type: none"> Coordinate Detect Monitor Test Critique <ul style="list-style-type: none"> Judge 	Generate <ul style="list-style-type: none"> Hypothesize Plan <ul style="list-style-type: none"> Design Produce <ul style="list-style-type: none"> Construct

	<ul style="list-style-type: none"> Construct (models) 				
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The following is a middle grades example of Clarifying Objectives across several Strands using RBT verbs:

Essential Standards (2010) – Grade 6

- 6.ML.1.3: Recognize** expressive elements (such as dynamics, timbre, blending, and phrasing) of music.
- 6.ML.2.2: Interpret**, through instrument and/or voice, standard notation symbols for pitch.
- 6.ML.3.2: Construct** arrangements of simple pieces for voices or instruments other than those for which the pieces were written.
- 6.MR.1.2: Analyze** aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology.
- 6.CR.1.3: Understand** potential health and wellness issues for musicians.

X. Objectives: The *Essential Standards* (2010) focus on learning objectives rather than activities. The activities associated with the objectives become Assessment Prototypes (APs). The following is a middle grades example of an Essential Standard (ML1), with a Clarifying Objective (6.ML.1.2) and Assessment Prototype (AP) which illustrates *one way* that the objective might be implemented and assessed in the classroom.

Essential Standards (2010) – Grade 6

Strand: Musical Literacy

Essential Standard ML1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

6.ML.1.2: Recognize the fundamental techniques necessary to sing and play an instrument.

AP: Students compile a list of fundamental techniques required to sing/play an instrument using the following criteria: posture, hand or playing position, breath control, fingerings, bow or stick control, as well as more specific wind, string, or vocal techniques.

Evaluate the list based on the identified criteria.

XI. Concepts and Skills: The Essential Standards (2010) have a focus on concepts and skills in relationship to those concepts. The following is a middle grades example of this focus on concepts and the related skills.

Essential Standards (2010) – Grade 6

Essential Standard C2: Use performance to communicate ideas and feelings.

6.ML.2.2: Interpret, through instrument and/or voice, standard notation symbols for pitch.

XII. Assessment Prototypes: The *Standard Course of Study* (2005) does not include assessment exemplars with the standards. Assessment examples and tools are available in teacher handbooks (support documents) for each arts discipline. The new *Essential Standards* (2010) include Assessment Prototypes (APs) aligned with each Clarifying Objective (CO). The APs provide a sample of *one way* in which the CO might be implemented. The following table illustrates **sample** APs for each grade span (elementary, middle grades, and high school).

Essential Standards (2010)

Strand: Musical Literacy

Essential Standard ML1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

2nd Grade Music

2.ML.1.1: Apply problem solving strategies to improve musical technique when singing and playing instruments.

AP: Students select methods for solving musical problems (e.g., improving posture to produce a more well-supported vocal sound; holding mallets correctly when playing barred instruments or wood blocks; patting a drum lightly or with more force to change the dynamic level, etc.).

Evaluate by asking students to use peer assessment and assist one another with making adjustments to

Strand: Musical Literacy

Essential Standard ML3: Create music using a variety of sound and notational sources.

6th Grade Music

6.ML.3.1: Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.

AP: Using a variety of rhythm patterns and non-traditional sounds (e.g., body percussion, stand taps, instrument knocks), students improvise an 8-measure phrase.

Evaluate students' successful creation and performance of the phrase.

Strand: Musical Response

Essential Standard MR1: Understand the interacting elements to respond to music and music performances.

Advanced High School Music

A.MR.1.1: Execute the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, to elicit expressive singing or playing.

AP: In peer conducting sessions or by watching a video of a rehearsal or performance, students evaluate their peers to determine effectiveness of conducting cues and gestures.

Evaluate students' successful use of conducting gestures to elicit corresponding responses from their peers.

technique.

XIII. History and Culture: The *Essential Standards* (2010) have common clarifying objectives (K-12) relating to History and Culture that are aligned with Social Studies content.

Essential Standards (2010)			
Arts Education Common Clarifying Objectives relating to History and Culture (aligned with Social Studies content)			
Kindergarten	1st Grade	2nd Grade	
Use (dance, music, theatre arts, visual arts) to illustrate how people express themselves differently.	Recognize how (dance, music, theatre arts, visual arts) are used in customs and traditions of various cultures.	Exemplify (dances, music, theatrical works, visual arts works) representing the heritage, customs, and traditions of various cultures.	
3rd Grade	4th Grade	5th Grade	
Exemplify how (dance, music, theatre arts, visual arts) are used by various groups for artistic expression within the local community.	Understand how (dance, music, theatre arts, visual arts) has affected, and is reflected in, the culture, traditions, and history of North Carolina.	Understand how (dance, music, theatre arts, visual arts) has affected, and are reflected in, the culture, traditions, and history of the United States.	
6th Grade	7th Grade	8th Grade	
Understand (dance, music, theatre arts, visual arts) 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).	Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.	Understand the role of (dance, music, theatre arts, visual arts) in North Carolina and the United States in relation to history and geography.	
HIGH SCHOOL			
Beginning	Intermediate	Proficient	Advanced
Use (dance, music, theatre arts, visual arts) to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. <i>(AP may include examples of concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.)</i>	Use (dance, music, theatre arts, visual arts) to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	Understand the role of (dance, music, theatre arts, visual arts) in United States history as a means of interpreting past eras within an historical context.	Interpret (dance, music, theatre arts, visual arts) from personal, cultural, and historical contexts.

XIV. Organization: The *Essential Standards* (2010) communicate what students should know and be able to do as a result of instruction at each grade level (K-8) or proficiency level: beginning, intermediate, proficient, and advanced (9-12). Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding the arts, experiences and learning must occur in a sequential manner.

Standard Course of Study (2005)	Essential Standards (2010)
Organized grade-by-grade (K-8) and course-by-course (9-12).	Organized grade-by-grade (K-8) and by proficiency level (9-12).

Example of High School Proficiency Levels (Beginning through Advanced):

Strand: Musical Literacy Essential Standard ML3: Create music using a variety of sound and notational sources.			
Beginning <i>(No or limited K-8 education)</i>	Intermediate <i>(for students who have had a complete K-8 progression or who have achieved Beginning level standards)</i>	Proficient	Advanced
B.ML.3.1: Produce short, rhythmic improvisations using a variety of traditional and non-traditional sound sources.	I.ML.3.1: Use improvisation to create simple melodies over given chord progressions.	P.ML.3.1: Produce short, rhythmic and melodic improvisations on given pentatonic melodies and melodies in major and minor keys.	A.ML.3.1: Use improvisation to create original melodies over given chord progressions, each in a consistent style, meter, and tonality.
AP: Students create rhythmic variations to a simple melody by altering the meter, sub-dividing, syncopating, or extending the rhythmic values. Evaluate students' successful performance of rhythmic improvisations.	AP: Students create an original melody over a progression using tonic and dominant chords in a major key. Evaluate students' successful performance of the original melody over the given chord progression.	AP: Students select a folk song, familiar children's song, or theme from a piece of music they are studying. Using this "theme", students create variations that utilize different rhythms, meters and melodic patterns. Evaluate students' successful performance of the rhythmic and/or melodic variations of the song or theme.	AP: Students use improvisation to create an original blues melody over a 12-bar blues harmonic progression. Evaluate students' successful creation and performance of the blues melody in adherence to the blues progression.

XIV. High School Sequence: The sequence of objectives at the high school level in the *Standard Course of Study* (2005) was limited to levels I-IV and one or two additional courses to encompass special topics, general, or all other electives. The sequence of objectives at the high school level in the *Essential Standards* (2010) is organized by proficiency level, rather than by course, so the standards may be implemented in a variety of course settings. The Beginning Standards are for students without K-8 or with limited K-8 education; Intermediate standards are for those students who have received a complete K-8 progression. The standards continue through the Proficient and Advanced levels. Students may pursue coursework from beginning through advanced levels of learning in multiple courses within each arts education discipline.

