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## North Carolina General Music Standards Grades 9–12

STANDARD	DEFINITION	STUDENT EDITION PAGE NUMBER
<b>Competency Goal 1:</b> <i>The learner will sing, alone and with others, a varied repertoire of music.</i>		
1.01	Sing with increased vocal proficiency.	18, 64, 100, 107, 126, 139, 147, 148, 149, 152, 157, 184, 200, 208, 213, 236, 257, 271, 282, 297, 298, 313, 314, 356, 357, 371, 384, 474, 486
1.02	Sing selected instrumental parts.	18, 107, 139, 148, 149, 152, 157, 371
1.03	Sing a varied repertoire of music.	13, 132, 133, 134, 139, 184, 208, 236, 239, 257, 356, 357, 371, 384, 474, 486
1.04	Show respect for the singing efforts of others.	64, 126, 129, 130, 132, 133, 134, 139, 297, 298, 356, 357, 371, 384, 486
<b>Competency Goal 2:</b> <i>The learner will play on instruments, alone and with others, a varied repertoire of music.</i>		
2.01	Recognize and demonstrate appropriate instrumental technique.	61, 62, 79, 189, 255, 257, 282, 401
2.02	Play instrumental music representing diverse styles, genres, and cultures.	33, 35, 40, 41, 53, 54, 93, 112, 139, 140, 148, 149, 151, 152, 189, 211, 216, 255, 257, 260, 282, 297, 298, 323, 364, 371, 372, 377, 387, 388, 390, 401, 414, 420, 424, 450, 451, 452, 456, 484, 485, 505, 519, 520
2.03	Show respect for the instrumental playing efforts of others.	33, 35, 139, 189, 255, 257, 260, 297, 298, 371, 112, 372, 450, 451, 505, 519, 520
<b>Competency Goal 3:</b> <i>The learner will improvise melodies, variations, and accompaniments.</i>		
3.01	Improvise simple melodic and rhythmic patterns and accompaniments in a variety of styles.	53, 84, 86, 93, 108, 112, 147, 148, 216, 451, 486, 519, 520
3.02	Improvise variations on a simple melody.	200, 216
3.03	Show respect for the improvisational efforts of others.	84, 86, 108, 112, 451
<b>Competency Goal 4:</b> <i>The learner will compose and arrange music within specified guidelines.</i>		
4.01	Compose and arrange music incorporating appropriate voicings and ranges.	64, 155, 225, 377, 424, 505
4.02	Plan logical steps and organize resources necessary to create compositions in varied styles.	147, 151, 236, 225, 246, 313, 347, 364, 377, 401, 424, 442, 452, 504, 505
4.03	Synthesize the study and characteristics of several styles/genres of music to create original compositions.	147, 313, 347, 377, 401, 442, 476, 504, 505
4.04	Use a variety of sound, notational, and technological sources to compose and arrange music.	84, 86, 108, 112, 147, 151, 155, 246, 303, 313, 377, 442, 450, 452, 500, 502, 504, 505
4.05	Show respect for the composing and arranging	64, 84, 86, 155, 377, 442, 450, 452, 504,

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	efforts of others.	505
<b>Competency Goal 5:</b> <i>The learner will read and notate music.</i>		
5.01	Sight-read simple musical examples.	9, 79, 91, 129, 132, 133, 134, 139, 149, 176, 177, 184, 188, 191, 208, 209, 213, 216, 227, 260, 271, 272, 273, 282, 323, 334, 335, 353, 354, 355, 356, 357, 363, 368, 371, 372, 384, 388, 390, 420, 424, 425, 471, 472, 520
5.02	Identify and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.	79, 80, 81, 93, 108, 132, 133, 134, 140, 151, 152, 176, 184, 356, 357, 363, 368, 371, 372, 418, 419, 420, 424, 425, 427, 428, 476, 520
5.03	Show respect for the reading and notating efforts of others.	140, 129, 132, 133, 134, 363
<b>Competency Goal 6:</b> <i>The learner will listen to, analyze, and describe music.</i>		
6.01	Identify musical forms representing various historical periods and cultures.	8, 15, 16, 17, 18, 19, 31, 35, 44, 56, 57, 59, 62, 88, 91, 99, 100, 101, 103, 105, 107, 110, 113, 122, 123, 136, 137, 140, 157, 160, 161, 176, 178, 185, 198, 200, 202, 203, 206, 211, 232, 235, 239, 246, 248, 251, 252, 255, 257, 258, 259, 260, 262, 281, 282, 284, 286, 289, 298, 303, 304, 307, 308, 323, 325, 326, 328, 334, 335, 345, 349, 350, 371, 384, 386, 387, 390, 391, 392, 396, 398, 401, 402, 403, 411, 412, 414, 415, 419, 424, 427, 430, 433, 449, 454, 456, 457, 472, 484, 485, 494, 495, 496, 497, 500, 502, 518, 521, 526
6.02	Demonstrate a basic knowledge of the technical vocabulary of music.	15, 16, 18, 27, 28, 54, 59, 62, 80, 81, 88, 115, 121, 122, 123, 126, 129, 130, 131, 132, 133, 134, 137, 139, 140, 148, 149, 150, 151, 152, 155, 157, 160, 161, 163, 167, 174, 176, 178, 185, 188, 191, 193, 198, 200, 202, 203, 206, 210, 211, 213, 214, 216, 221, 231, 241, 251, 252, 255, 257, 258, 260, 267, 271, 276, 282, 284, 286, 289, 291, 294, 302, 303, 307, 308, 317, 323, 325, 331, 334, 335, 339, 350, 356, 357, 359, 368, 371, 372, 374, 384, 387, 390, 391, 392, 396, 398, 401, 402, 403, 407, 411, 412, 415, 418, 419, 420, 424, 425, 427, 428, 430, 431, 435, 440, 441, 442, 447, 448, 449, 450, 455, 456, 459, 472, 476, 479, 487, 488, 489, 496, 497, 505, 506, 508, 511, 518, 526
6.03	Discuss a variety of compositional techniques.	18, 44, 127, 131, 141, 149, 153, 160, 161, 174, 188, 190, 191, 216, 217, 231, 232, 235, 236, 246, 251, 255, 257, 258, 276,

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6.04	Show respect while listening to and analyzing music.	44, 59, 62, 80, 81, 88, 91, 99, 100, 101, 103, 105, 107, 110, 113, 121, 122, 123, 125, 147, 148, 150, 152, 153, 154, 157, 160, 161, 198, 200, 202, 203, 206, 210, 211, 213, 216, 217, 218, 219, 231, 232, 235, 236, 239, 246, 248, 251, 252, 255, 257, 258, 259, 276, 277, 279, 284, 286, 289, 294, 302, 303, 304, 307, 308, 323, 325, 326, 328, 345, 347, 349, 350, 352, 356, 368, 371, 374, 386, 387, 396, 398, 401, 402, 403, 411, 412, 414, 415, 419, 421, 424, 425, 427, 449, 450, 452, 472, 500, 502, 516, 518, 523, 526
<b>Competency Goal 7:</b> <i>The learner will evaluate music and music performances.</i>		
7.01	Apply specific criteria for making informed, critical evaluations of music.	13, 15, 16, 17, 18, 39, 40, 56, 67, 69, 70, 71, 115, 125, 136, 137, 141, 147, 148, 149, 150, 152, 153, 154, 160, 161, 165, 167, 176, 180, 184, 185, 206, 210, 211, 216, 217, 218, 219, 235, 236, 239, 240, 246, 248, 271, 276, 277, 279, 282, 284, 286, 289, 294, 298, 300, 302, 331, 332, 334, 335, 337, 347, 349, 350, 356, 357, 366, 374, 396, 419, 421, 454, 456, 457, 463, 465, 468, 500, 502, 504, 505, 506, 508, 509, 515, 516, 523, 525, 526, 527
7.02	Evaluate musical compositions by comparing them to similar or exemplary models.	13, 16, 17, 18, 31, 39, 40, 67, 125, 136, 152, 153, 154, 161, 174, 176, 206, 216, 217, 219, 227, 228, 229, 232, 235, 276, 277, 282, 298, 302, 307, 337, 368, 386, 396, 411, 431, 454, 457, 463, 483, 502, 509, 515, 516, 523, 526
7.03	Evaluate musical ideas and information to make informed decisions as a consumer of music.	10, 13, 15, 16, 17, 18, 33, 35, 39, 40, 67, 69, 70, 71, 115, 125, 136, 137, 138, 141, 147, 148, 149, 150, 152, 153, 154, 160, 161, 165, 174, 176, 178, 180, 184, 185, 206, 210, 211, 216, 217, 218, 219, 227, 228, 229, 235, 236, 239, 240, 276, 277, 279, 281, 282, 284, 289, 294, 298, 302, 303, 304, 307, 308, 312, 315, 323, 325, 326, 328, 331, 332, 334, 335, 337, 345, 347, 352, 357, 364, 366, 374, 396, 411, 412, 414, 415, 419, 421, 430, 431, 433, 450, 454, 456, 457, 463, 465, 468, 500,

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		502, 506, 508, 509, 515, 516, 523
7.04	Apply rules of standard English in written evaluations of music.	21, 67, 69, 71, 73, 95, 117, 174, 240, 515, 516
7.05	Show respect for the musical efforts and opinions of others.	27, 67, 69, 70, 71, 115, 139, 140, 160, 161, 163, 164, 165, 206, 210, 211, 271, 294, 298, 302, 500, 501, 502, 507, 508, 509
<p><b>Competency Goal 8:</b> <i>The learner will understand relationships between music, the other arts, and content areas outside the arts.</i></p>		
8.01	Apply rules of standard written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.	5, 19, 27, 47, 56, 117, 167, 193, 221, 267, 366, 377, 379, 431, 439, 444, 459, 511, 527
8.02	Identify and explain ways in which the concepts and skills of other content areas outside the arts are related to those of music.	17, 47, 117, 193, 241, 317, 359, 366, 377, 379, 431, 435, 439, 444, 459, 489, 511
8.03	Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.	267, 364, 379, 407, 431, 511, 527
8.04	Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	16, 17, 18, 64, 147, 149, 151, 152, 377, 442
<p><b>Competency Goal 9:</b> <i>The learner will understand music in relation to history and culture.</i></p>		
9.01	Identify representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods.	5, 8, 15, 16, 44, 103, 215, 217, 218, 248, 286, 303, 307, 323, 445, 449, 450, 454, 457, 487, 488, 518, 521, 525, 526
9.02	Examine situations to determine conflict and resolution in relation to music in history and cultures.	104, 105, 141, 143, 291, 303, 307, 312, 315, 317, 322, 323, 339, 347, 349, 357, 433, 463, 464, 474, 476, 477, 478, 479, 489
9.03	Recognize and identify ways that music reflects history.	47, 95, 169, 193, 276, 322, 323, 327, 359, 407, 445, 455, 457, 459, 463, 464, 468, 472, 474, 476, 477, 478, 479, 327, 489, 525
9.04	Examine the role of music/musicians in at least two different cultures and/or time periods.	15, 47, 56, 57, 276, 317, 322, 323, 431, 444, 445, 453, 454, 455, 457, 489, 520, 521, 524
9.05	Show respect for music from various cultures and time periods.	44, 322, 323, 455, 457, 463, 464, 468, 488, 525, 526