

South Carolina Visual and Performing Arts

# **Choral Music: Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**

Adopted 2017

## Creating

### 1 I can arrange and compose music.

1. I can notate simple rhythmic patterns using a defined selection of note values. [CM.CR.NL.1](#)
  1. I can recognize long and short sounds and identify simple rhythms from notation. [CM.CR.NL.1.1](#)
  2. I can write music rhythms or sounds, using symbols. [CM.CR.NL.1.2](#)
  3. I can identify same and different rhythm patterns. [CM.CR.NL.1.3](#)
1. I can notate simple melodic patterns using a defined selection of pitches. [CM.CR.NM.1](#)
  1. I can create and recognize high and low sounds to represent some pitches. [CM.CR.NM.1.1](#)
  2. I can write high and low notes on a music staff to represent pitches. [CM.CR.NM.1.2](#)
  3. I can identify same and different melodic patterns. [CM.CR.NM.1.3](#)
1. I can notate musical ideas using musical symbols to represent pitch and rhythm. [CM.CR.NH.1](#)
  1. I can sing a variety of pitches and rhythms and label a music staff with clef and metric symbols. [CM.CR.NH.1.1](#)
  2. I can write note and rest values on a music staff. [CM.CR.NH.1.2](#)
  3. I can write beats and rhythms within measures. [CM.CR.NH.1.3](#)
1. I can arrange a short song for my voice [CM.CR.IL.1](#)
  1. I can create a simple tune (monophonic melody) without accompaniment, within specified guidelines. [CM.CR.IL.1.1](#)
  2. I can create a melody using rhythms that are appropriate for the time signature. [CM.CR.IL.1.2](#)
  3. I can develop a melody using pitches that are appropriate for the tonality. [CM.CR.1.IL.3](#)
1. I can arrange a short song for two voices, using harmony. [CM.CR.IM.1](#)
  1. I can develop a simple tune with accompanying parts (homophonic work). [CM.CR.IM.1.1](#)
  2. I can develop an original arrangement of a traditional canon or round. [CM.CR.IM.1.2](#)
  3. I can develop my song using I, IV, and V chord progressions. [CM.CR.IM.1.3](#)
1. I can arrange a short song for an ensemble, demonstrating an understanding of voicing and texture. [CM.CR.IH.1](#)
  1. I can combine different voices to create various tone colors in my arrangement. [CM.CR.IH.1.1](#)

2. I can experiment with changes in tone color, creating variety and contrast through a combination of different voices. [CM.CR.IH.1.2](#)
3. I can experiment with non-chord tones and chord progressions. [CM.CR.IH.1.3](#)
1. I can describe how I use melody, rhythm, and harmony to compose or arrange a work for a specific purpose. [CM.CR.AL.1](#)
  1. I can arrange melodic themes for specific purposes, using arrangement and composition-al techniques. [CM.CR.AL.1.1](#)
  2. I can use composition-al techniques to compose works in a given musical form. [CM.CR.AL.1.2](#)
  3. I can compose short compositions in major and minor keys. [CM.CR.AL.1.3](#)
1. I can collaborate with others to compose or arrange a musical work for a specific purpose. [CM.CR.AM.1](#)
  1. I can sing in ensembles, working with others to develop ideas as we compose or arrange a composition. [CM.CR.AM.1.1](#)
  2. I can work with others to analyze arrangements and original compositions for improvements. [CM.CR.AM.1.2](#)
  3. I can compose an original composition in Four-Part Chorale Style. [CM.CR.AM.1.3](#)
1. I can compose short, original musical ideas and works using all the elements of music for a specific purpose. [CM.CR.AH.1](#)
  1. I can create musical ideas and works using chord progressions and modulations. [CR.AH.1.1](#)
  2. I can use characteristic forms of music to create a choral composition for a specific purpose. [CM.CR.AH.1.2](#)
  3. I can compose a choral composition with a variety of expressive devices. [CM.CR.1.AH.3](#)

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## 2 I can improvise music.

2. I can imitate simple rhythm patterns within a given meter. [CM.CR.NL.2](#)
  1. I can imitate rhythm using a neutral syllable (shhh, ba, etc.) [CM.CR.NL.2.1](#)
  2. I can imitate rhythm using a ta-ka-di-mi or a counting system. [CM.CR.NL.2.2](#)
2. I can imitate simple tonal patterns within a given tonality. [CM.CR.NM.2](#)
  1. I can produce one-phrase responses using two to three pitches on a neutral syllable (such as loo or la). [CM.CR.NM.2.1](#)
  2. I can echo simple tonal patterns using solfege. [CM.CR.NM.2.2](#)
2. I can imitate simple melodic phrases given simple chord changes. [CM.CR.NH.2](#)
  1. I can imitate simple melodic phrases given simple chord progressions. [CM.CR.NH.2.1](#)
  2. I can embellish a given melodic phrase that corresponds with a simple chord progression. [CM.CR.NH.2.2](#)
2. I can improvise simple rhythmic patterns within a given meter. [CM.CR.IL.2](#)
  1. I can improvise my own simple rhythmic pattern using a neutral syllable. [CM.CR.IL.2.1](#)
  2. I can improvise my own simple rhythm patterns using ta-ka-di-mi or a counting system. [CM.CR.IL.2.2](#)
2. I can improvise simple tonal patterns within a given tonality. [CM.CR.IM.2](#)
  1. I can improvise my own simple tonal patterns on a neutral syllable. [CM.CR.IM.2.1](#)
  2. I can improvise my own simple tonal patterns using solfege. [CM.CR.IM.2.2](#)
2. I can improvise simple melodic phrases. [CM.CR.IH.2](#)
  1. I can identify chord changes to improvise a short melody. [CM.CR.IH.2.1](#)
  2. I can improvise simple melodic phrases that correspond with chord progressions in an unfamiliar song. [CM.CR.IH.2.2](#)
2. I can perform a brief improvisation given a chord progression and meter. [CM.CR.AL.2](#)
  1. I can improvise a short passage using only a chord progression. [CM.CR.AL.2.1](#)
  2. I can improvise a short passage in an established meter. [CM.CR.AL.2.2](#)
2. I can perform an improvisation given a motive, chord progression and meter. [CM.CR.AM.2](#)
  1. I can perform an improvisation on a given motive. [CM.CR.AM.2.1](#)
  2. I can improvise an extended passage using only a chord progression. [CM.CR.AM.2.2](#)
2. I can perform an extended improvisation with freedom and expression featuring motivic development within a given tonality, meter, and style. [CM.CR.AH.2](#)

1. I can improvise an extended unaccompanied solo within a given tonality, meter, and style. [CM.CR.AH.2.1](#)
  2. I can improvise freely within a given tonality, meter, and style, responding to aural cues from other members of an ensemble. [CM.CR.AH.2.2](#)
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## Performing

### 3 I can produce a well-developed tone quality.

3. I can produce a steady, free tone on a comfortable pitch. **CM.P.NL.3**
  1. I can sing some simple patterns alone and with others. **CM.P.NL.3.1**
  2. I can demonstrate correct singing posture. **CM.P.NL.3.2**
3. I can produce a steady, free tone within a limited range. **CM.P.NM.3**
  1. I can identify and sing in my head and chest voices **CM.P.NM.3.1**
  2. I can sing songs based on the pentatonic scale. **CM.P.NM.3.2**
3. I can produce a steady, free tone while singing in tune. **CM.P.NH.3**
  1. I can blend my voice with others singing in tune in my head voice. **CM.P.NH.3.1**
  2. I can sing in tune with breath support. **CM.P.NH.3.2**
3. I can produce a centered tone in a comfortable tessitura. **CM.P.IL.3**
  1. I can sing with a resonant, centered, and free tone in harmony. **CM.P.IL.3.1**
  2. can sing in tune my assigned part with clear tone quality, using breath control and correct posture. **CM.P.IL.3.2**
3. I can produce a centered tone in some tessituras specific to my vocal range. **CM.P.IM.3**
  1. I can sing my assigned part in tune with appropriate tone quality, resonance and vocal timbre. **CM.P.IM.3.1**
  2. I can sing with a centered tone and a steady tempo. **CM.P.IM.3.2**
3. I can produce a centered tone in most tessituras specific to my vocal range. **CM.P.IH.3**
  1. I can sing 2-3 part songs with centered tone quality, in tune, while demonstrating dynamic changes. **CM.P.IM.3.1**
  2. I can sing 2-3 part songs with centered tone quality, in tune, while demonstrating articulation changes. **CM.P.IH.3.2**
3. I can produce a well-developed tone in all tessituras specific to my vocal range. **CM.P.AL.3**
  1. I can sing with a well-developed tone, some 3-4 part songs, demonstrating balance and intonation, by adjusting my voice to conductor's cues. **CM.PAL.3.1**
  2. I can sing with a well-developed tone, incorporating all musical symbols, tempo and expressive indications. **CM.P.AL.3.2**
3. I can consistently produce a well-developed, vibrant tone across the entire range of my voice. **CM.P.AM.3**
  1. I can sing alone and within a 3-4 part ensemble, singing with well-developed tone quality while maintaining balance and intonation. **CM.PAM.3.1**
  2. I can sing with well-developed tone quality and increased vocal technique. **CM.P.AM.3.2**
3. can adjust tone color/timbre in response to stylistic demands and the musical needs of an ensemble. **CM.P.AH.3**

1. I can manipulate the tone quality of my voice to reflect the stylistic demands of a piece of music. [CM.P.AH.3.1](#)
2. can sing in a variety of languages with well-developed tone quality, making needed adjustments in vocal technique. [CM.P.AH.3.2](#)

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#### 4 I can perform with technical accuracy and expression.

4. I can speak, chant, sing, and move to demonstrate awareness of beat. **CM.P.NL.4**
  1. I can speak, chant to the beat. **CM.P.NL.4.1**
  2. I can sing and move to the beat. **CM.P.NL.4.2**
4. I can speak, chant, sing and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction. **CM.P.NM.4**
  1. I can demonstrate different tempo markings when singing and moving to the beat. **CM.P.NM.4.1**
  2. I can demonstrate dynamic levels when singing and moving to the beat. **CM.P.NM.4.2**
4. I can sing expressively, alone or in groups, matching dynamic levels and responding to the cues of a conductor. **CM.P.NH.4**
  1. I can demonstrate dynamic levels in response to a conductor. **CM.P.NH.4.1**
  2. I can respond to a conductor's gradual dynamic cues when singing. **CM.P.NH.4.2**
4. I can sing expressively with appropriate dynamics and phrasing. **CM.P.IL.4**
  1. I can sing, observing a variety of dynamic markings in songs. **CM.P.IL.4.1**
  2. I can sing, observing phrasing suggestions and markings in music. **CM.P.IL.4.2**
4. I can sing expressively with appropriate dynamics, phrasing, and interpretation. **CM.P.IM.4**
  1. I can interpret a conductor's dynamic and phrasing cues when singing. **CM.P.IM.4.1**
  2. I can sing, observing phrasing markings and breathing appropriately alone and in groups. **CM.P.IM.4.2**
4. I can sing while interpreting my conductor's cues in order to perform with expression and technical accuracy. **CM.P.IH.4**
  1. I can interpret a conductor's gesture with rhythmic and melodic precision. **CM.P.IH.4.1**
  2. I can interpret a conductor's dynamic, articulation, and phrasing cues. **CM.P.IH.4.2**
4. I can sing with increased fluency and expression a varied repertoire/genre of choral music. **CM.P.AL.4**
  1. I can sing with rhythmic and melodic precision music from diverse genres. **CM.P.AL.4.1**
  2. I can sing observing dynamics, articulation, and phrasing, in the style of the music. **CM.P.AL.4.2**
4. I can sing with increased fluency and expression in small and large ensembles a varied repertoire/genre of choral music. **CM.P.AM.4**
  1. I can interpret a conductor's gesture in a varied repertoire of music. **CM.P.AM.4.1**

2. I can interpret a conductor's gestures appropriate to the genre. [CM.P.AM.4.2](#)
4. I can sing with increased fluency and expression from memory varied repertoire/genres of choral music. [CM.P.AH.4](#)
  1. I can enhance the expressive quality of my performance through singing from memory. [CM.P.AH.4.1](#)
  2. I can sing a cappella vocal selections from memory. [CM.P.AH.4.2](#)

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## 5 I can perform using music notation.

5. I can identify music notation symbols representing simple familiar tonal and rhythm patterns and tunes. **CM.P.NL.5**
  1. I can use non-traditional notation to identify pitches in a clef. **CM.P.NL.5.1**
  2. I can identify note values. **CM.P.NL.5.2**
  3. I can identify simple familiar rhythm patterns with corresponding notation. **CM.P.NL.5.3**
  4. I can identify simple familiar tonal patterns with corresponding notation. **CM.P.NL.5.4**
5. I can read and perform tonal and rhythmic patterns using music notation. **CM.P.NM.5**
  1. I can sing tonal patterns using a sight-reading system. **CM.P.NM.5.1**
  2. I can identify basic time signatures. **CM.P.NM.5.2**
  3. I can sing using eighth, quarter, half and whole notes and rests. **CM.P.NM.5.3**
  4. I can sing a variety of tempos in music. **CM.P.NM.5.4**
5. I can read and perform simple unfamiliar and familiar songs using music notation. **CM.P.NH.5**
  1. I can perform simple unfamiliar rhythm patterns using music notation. **CM.P.NH.5.1**
  2. I can perform simple unfamiliar tonal patterns using music notation. **CM.P.NH.5.2**
  3. I can sing in unison and simple 2-part music. **CM.PNH.5.3**
  4. I can sing simple patterns in multiple tonalities. **CM.P.NH.5.4**
5. I can identify music notation, symbols representing an expanded set of tonal, rhythmic, technical, and expressive ideas. **CM.P.IL.5**
  1. I can identify sharps, flats, naturals, and simple key signatures. **CM.P.IL.5.1**
  2. I can sight-read stepwise tonic (do, re, mi, fa, so) patterns and simple meter based (2/4, 3/4, 4/4) rhythmic patterns. **CM.P.IL.5.2**
  3. I can identify advanced note values and time signatures that represent syncopation and smaller beat subdivisions in my music. **CM.P.IL.5.3**
  4. I can identify expressive markings in my music. **CM.P.IL.5.4**
5. I can perform at sight simple unfamiliar musical works. **CM.P.IM.5**
  1. I can perform at sight simple unfamiliar musical works with accurate pitches. **CM.P.IM.5.1**
  2. I can sight read using reading systems such as ta-ka-di-mi, Gordon, count singing, and neutral syllables to unfamiliar melodies with tonic triad skips. **CM.P.IM.5.2**
  3. I can apply basic tempo markings in my music. **CM.P.IM.5.3**

4. I can apply expressive markings in my music. [CM.P.IM.5.4](#)
  5. I can use a system to fluently sight-read moderately complex melodies in treble and bass clefs. [CM.P.IH.5](#)
    1. I can perform at sight moderately complex unfamiliar musical works with accurate pitches. [CM.P.IH.5.1](#)
    2. I can notate intermediate note values and time signatures. [CM.P.IH.5.2](#)
    3. I can apply intermediate tempo markings in my music. [CM.P.IH.5.3](#)
    4. I can apply advanced expressive markings in my music. [CM.P.IH.5.4](#)
  5. I can perform at sight complex unfamiliar musical works with accuracy. [CM.P.AL.5](#)
    1. I can perform at sight complex unfamiliar musical works with accurate pitches [CM.P.AL.5.1](#)
    2. I can sight read using multiple reading systems (ta-ka-di-mi and Gordon, count singing, neutral syllables) in my music. [CM.P.AL.5.2](#)
    3. I can identify the use of advanced tempo markings in my music. [CM.P.AL.5.3](#)
    4. I can identify technical, expressive, and formal markings in my music. [CM.P.AL.5.4](#)
  5. I can perform at sight complex unfamiliar musical works with accuracy and appropriate expression/interpretation. [CM.P.AM.5](#)
    1. I can perform at sight complex unfamiliar musical works with correction articulation. [CM.P.AM.5.1](#)
    2. I can identify advanced note values and time signatures that represent smaller beat subdivisions in my music. [CM.P.AM.5.2](#)
    3. I can analyze the use of advanced tempo markings in my music. [CM.P.AM.5.3](#)
    4. I can analyze the technical, expressive, and formal markings in my music. [CM.P.AM.5.4](#)
  5. I can perform at sight complex unfamiliar musical works with accuracy, appropriate expression/interpretation and fluency. [CM.P.AH.5](#)
    1. I can perform at sight complex unfamiliar works with fluency. [CM.P.AH.5.1](#)
    2. I can notate advanced values and time signatures that represent syncopation and smaller beat subdivisions in my music. [CM.P.AH.5.2](#)
    3. I can justify the use of advanced tempo markings in my music. [CM.P.AH.5.3](#)
    4. I can justify the technical, expressive, and formal markings in my music. [CM.P.AH.5.4](#)
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## Responding

### 6 I can analyze music.

6. I can identify the elements of music, instrument families, and voice types. **CM.R.NL.6**
  1. I can identify rhythm, dynamics, pitch, harmony, tone color, texture, and form. **CM.R.NL.6.1**
  2. I can identify instrument families in the symphony orchestra. **CM.R.NL.6.2**
  3. I can identify different voice types. **CM.R.NL.6.3**
6. I can identify and apply basic music symbols and terminology. **CM.R.NM.6**
  1. I can identify basic music symbols and terms in written music. **CM.R.NM.6.1**
  2. I can apply my knowledge of musical symbols and terminology to a performance. **CM.R.NM.6.2**
  3. I can identify characteristics of a performance that I like/dislike. **CM.R.NM.6.3**
6. I can identify patterns in music, recognize basic musical forms, and identify criteria of a musical performance. **CM.R.NH.6**
  1. I can recognize patterns in the music that I hear. **CM.R.NH.6.1**
  2. I can identify common forms such as call and response, verse and refrain, ABA. **CM.R.NH.6.2**
  3. I can identify criteria for a music performance. **CM.R.NH.6.3**
6. I can describe how the elements of music are used to communicate ideas and evoke emotional responses in myself and others. **CM.R.IL.6**
  1. I can explain how music elements are used to communicate ideas. **CM.R.IL.6.1**
  2. I can describe how the elements of music affect the mood of a song. **CM.R.IL.6.2**
  3. I can use the elements of music to describe my emotional response to a music performance. **CM.R.IL.6.3**
6. I can identify and explain how the elements of music are used in a variety of genres to determine my personal preferences. **CM.R.IM.6**
  1. I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of music. **CM.R.IM.6.1**
  2. I can describe common elements found in various genres of music. **CM.R.IM.6.2**
  3. I can use the elements of music to describe why I like particular genres. **CM.R.IM.6.3**
6. I can evaluate a performance and offer constructive suggestions for improvement using provided criteria. **CM.R.IH.6**
  1. I can identify advanced musical symbols, key signatures, and complex meter. **CM.R.IH.6.1**
  2. I can explain why advanced musical symbols, key signatures, and complex meter are used in music. **CM.R.IH.6.2**

3. I can use the elements of music to offer suggestions for improvement. [CM.R.IH.6.3](#)
6. I can analyze a composition or performance and offer constructive suggestions for improvement using provided criteria. [CM.R.AL.6](#)
  1. I can identify forms used in varying cultures and historical periods. [CM.R.AL.6.1](#)
  2. I can describe stylistic qualities of music from different cultures and time periods. [CM.R.AL.6.2](#)
  3. I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance. [CM.R.AL.6.3](#)
6. I can analyze and critique compositions and performances from a variety of genres, cultures and time periods using personally developed criteria. [CM.R.AM.6](#)
  1. I can describe characteristics of a variety of musical forms. [CM.R.AM.6.1](#)
  2. I can identify key signature changes and modulations in relation to form. [CM.R.AM.6.2](#)
  3. I can describe stylistic qualities of music from different historical periods and how it applies to my instrument. [CM.R.AM.6.3](#)
6. I can justify my criteria for evaluating music works and performances based on personal and collaborative research. [CM.R.AH.6](#)
  1. I can justify my interpretation of a musical work based on the elements of music. [CM.R.AH.6.1](#)
  2. I can justify the performance decisions in a variety of musical works. [CM.R.AH.6.2](#)
  3. I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research. [CM.R.AH.6.3](#)

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## 7 I can evaluate music.

7. I can show my personal interest in musical performances of others. **CM.R.NL.7**
  1. I can recognize some elements of music, such as loud/soft, fast/slow. **CM.R.NL.7.1**
  2. I can discuss my preference for a piece of music. **CM.P.NL.7.2**
7. I can describe my personal interest in music performances using music terminology. **CM.R.NM.7**
  1. I can define basic music terminology using my own words. **CM.R.NM.7.1**
  2. I can identify characteristics of a performance that I like/dislike. **CM.P.NM.7.2**
7. I can list some criteria to describe my interest in music performances using music terminology. **CM.R.NH.7**
  1. I can describe some of the elements of music. **CM.R.NH.7.1**
  2. I can identify some criteria for music performance. **CM.P.NH.7.2**
7. I can describe the quality of music performances using provided criteria. **CM.R.IL.7**
  1. I can define all the elements of music. **CM.R.IL.7.1**
  2. I can describe the characteristics of a quality performance using musical terms. **CM.P.IL.7.2**
7. I can describe my evaluation of a performance to others. **CM.R.IM.7**
  1. I can identify specific criteria I use when I critique others' performances. **CM.R.IM.7.1**
  2. I can use the elements of music to evaluate a composition. **CM.P.IM.7.2**
7. I can describe the quality of my performances and my compositions. **CM.IH.7**
  1. I can compare my performance to the performance of others. **CM.R.IH.7.1**
  2. I can use the elements of music to evaluate my performance or the performance of others. **CM.P.IH.7.2**
7. I can analyze performances and compositions, offering suggestions for improvement using provided criteria. **CM.R.AL.7**
  1. I can communicate feedback for personal performances and compositions. **CM.R.AL.7.1**
  2. I can present my evaluation of a formal or informal performance. **CM.P.AL.7.2**
7. I can analyze and critique compositions and performances using personally-developed criteria. **CM.R.AM.7**
  1. I can analyze personal compositions and provide criteria for improvement. **CM.R.AM.7.1**
  2. I can analyze performances and provide criteria for improvement. **CM.P.AM.7.2**
7. I can justify my criteria for evaluating musical works and performances based on personal and collaborative research. **CM.R.AH.7**
  1. I can explain criteria used for evaluation. **CM.R.AH.7.1**

2. I can justify artistic decisions used in compositions and performances. [CM.P.AH.7.2](#)
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## Connecting

### **8 I can examine music from a variety of stylistic and historical periods and cultures.**

8. I can recognize musical selections from some cultures and time periods. [CM.C.NL.8](#)
  1. I can recognize that all cultures perform music. [CM.C.NL.8.1](#)
8. I can identify musical selections from a specific culture and a historical time period. [CM.C.NM.8](#)
  1. I can recognize similar elements of music in a specific culture. [CM.C.NM.8.1](#)
8. I can identify musical selections from multiple cultures and/or historical time periods. [CM.C.NH.8](#)
  1. I can identify similar elements of music in different cultures. [CM.P.NH.8.1](#)
8. I can examine relationships among musical selections from multiple cultures and/or historical time periods. [CM.C.IL.8](#)
  1. I can examine music from multiple cultures and time periods. [CM.C.IL.8.1](#)
8. I can research the role of music within a specific culture or historical time period and present what I discovered. [CM.C.IM.8](#)
  1. I can research a specific culture/time period and perform a song from that culture/time period. [CM.C.IM.8.1](#)
8. I can modify a musical work using characteristics from a culture or time period. [CM.C.IH.8](#)
  1. I can change a musical work using the elements of music from a culture or time period. [CM.C.IH.8.1](#)
8. I can examine contemporary musical works to determine the influence of historical and cultural traditions. [CM.C.AL.8](#)
  1. I can explain specific cultural and historical traditions and infuse these ideas into my music. [CM.C.AL.8.1](#)
8. I can analyze a diverse repertoire of music from a cultural or historical time period. [CM.C.AM.8](#)
  1. I can select musical elements in contemporary music that reflect cultural and historical influences. [CM.C.AM.8.1](#)
8. I can examine and perform music based on historical and cultural contributions. [CM.C.AH.8](#)
  1. I can use historical and cultural contributions to justify my musical choices. [CM.C.AH.8.1](#)

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## 9 I can relate music to other arts disciplines, content areas and career path choices.

9. I can explore choral music concepts among arts disciplines other content areas and related careers. **CM.C.NL.9**
  1. I can identify the relationship between music and another subject in my school. **CM.C.NL.9.1**
  2. I can identify and discuss examples of musicians in my community. **CM.C.NL.9.2**
9. I can recognize choral music concepts among arts disciplines, other content areas, and related careers. **CM.C.NM.9**
  1. I can demonstrate a relationship between music and another subject in my school. **CM.C.NM.9.1**
  2. I can identify life skills necessary for a music career. **CM.C.NM.9.2**
9. I can apply choral music concepts to arts disciplines, other content areas, and related careers. **CM.C.NH.9**
  1. I can demonstrate and describe the relationship between music and a concept from another subject in my school. **CM.C.NH.9.1**
  2. I can identify specific careers in music. **CM.C.NH.9.2**
9. I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music. **CM.C.IL.9**
  1. I can apply music concepts to other arts disciplines and content areas. **CM.C.IL.9.1**
  2. I can demonstrate and describe the skills needed for careers in music. **CM.C.IL.9.2**
9. I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music. **CM.C.IM.9**
  1. I can examine the relationship between music and specific content from another arts discipline and content area. **CM.C.IM.9.1**
  2. I can examine the educational requirements needed for a variety of careers in music. **CM.C.IM.9.2**
9. I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers. **CM.C.IH.9**
  1. I can apply concepts from other arts disciplines and content areas to my music. **CM.C.IH.9.1**
  2. I can research skills needed for various music careers. **CM.C.IH.9.2**
9. I can apply concepts among arts disciplines and other content areas to choral music and analyze how my interests and skills will prepare me for a career. **CM.C.AL.9**
  1. I can explain ideas from other arts disciplines and content areas through music. **CM.C.AL.9.1**
  2. I can describe traditional and emerging careers in music. **CM.C.AL.9.2**

9. I can explain how economic conditions, cultural values and location influence music and the need for music related careers. **CM.C.AM.9**
  1. I can explain how my artistic choices are influenced by cultural and social values. **CM.C.AM.9.1**
  2. I can pursue opportunities that will lead me to a career in music. **CM.C.AM.9.2**
9. I can research societal political and cultural issues as they relate to other arts and content areas and apply to my role as a musician. **CM.C.AH.9**
  1. I can analyze complex ideas that influence my artistic perspective and creative work. **CM.C.AH.9.1**
  2. I can research my personal career choices in the arts. **CM.C.AH.9.2**