

Data Report of DRAFT 2 Music Education Standards

**Data Review Committee (DRC): DRAFT 2 Data Review Report
April 2024
Office of Academic Standards | Music Education K-12**

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Introduction

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards review, revision, and implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards.

All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI will facilitate the standards review phase using the following steps, as appropriate:

- A. Collect and review feedback through various methods from stakeholders, including but not limited to educators, administrators, parents, community members, students, institutions of higher education, business/industry, education agencies in other states and/or national organizations for the specific content area.
- B. Analyze contemporary and current research on standards in the content area being reviewed.
- C. Establish and convene a data review committee.
- D. Facilitate the committee's review of data and research, State or federal legislative requirements, surveys and other stakeholder feedback.
- E. Evaluate the data review committee's findings and share recommendations for standards revision with the State Board of Education.

The Data Review Committee (DRC) serves to support the review and analysis of the feedback collected. The DRC analyzes all data points for trends, themes, and ultimately recommendations for revision. DRC members use the data reporting template to organize data and corresponding recommendations. DRC members include educational leaders and community members from across the state's regions, with varying perspectives and experiences regarding the current Standard Course of Study. Their review of the data and recommendations helps drive the review and revision phases.

Reading this Report

This report is set up based on the methods and approaches utilized to gather feedback from stakeholders across North Carolina. The report analyzes quantitative data compiled from surveys released to individual public school units and the general public.

The first section, methodology, will provide DRC members with an overview of how data was gathered, from who, and when. It will also provide an explanation of how the data was analyzed and prepared for review. The actual data, and initial analysis, are found in the second section. DRC members will use this information and then determine initial conclusions and

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recommendations. The information in these sections was prepared ahead of time through collaboration of the Office of Academic Standards and the Office of Learning Recovery. The final two sections (Conclusions and Recommendations) are completed by the DRC team members based on trends identified in the findings and research provided.

Scope of Work

The DRC followed the prescribed steps outlined in the NC Standard Course of Study Procedures Manual. In the review phase, the DRC reviewed the extensive data collected through surveys, focus groups, and interviews. The data also included research on other states' standards in Arts Education, national standards and frameworks, and scholarly research in the field of Arts Education. This round, the DRC reviewed the survey data provided by both PSU and All Stakeholder groups. In proficiency level groups, the DRC worked with the NCDPI K-12 Arts Education Team to compile their recommendations for the Standards Writing Team. This may include the standards the data reflects as "keep with no changes," "remove," or "modify or expand."

Methodology for Data Collection

Per the NC Standard Course of Study Manual, the draft 2 review included conducting one large scale survey for feedback.

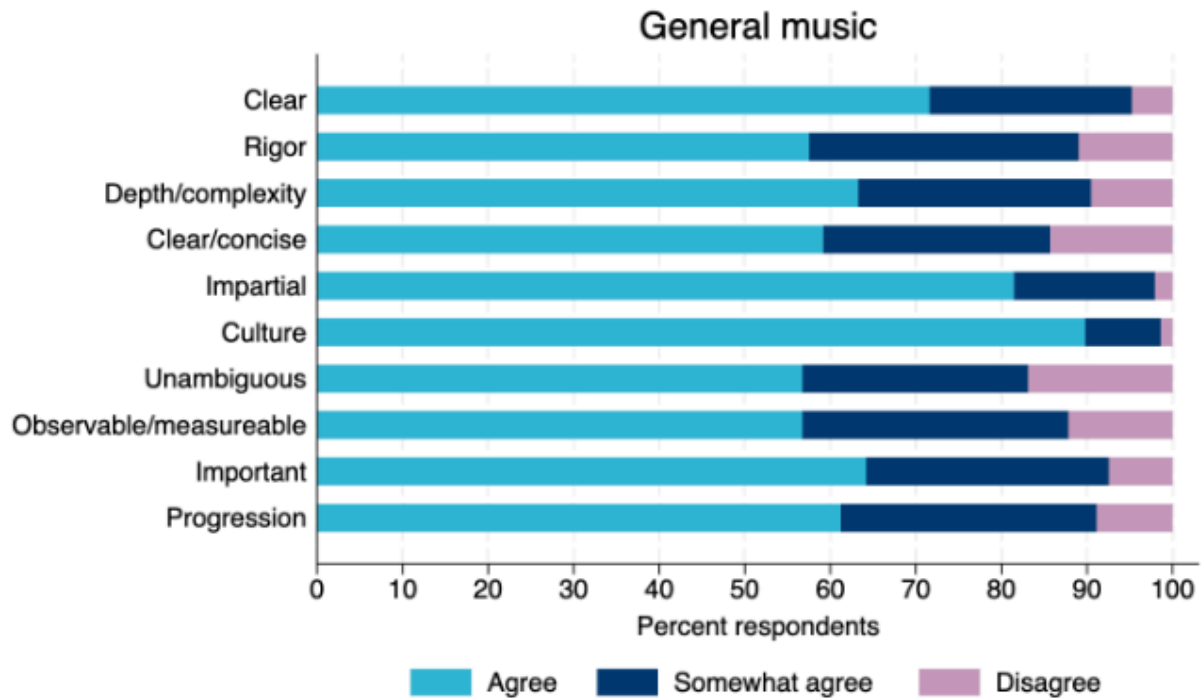
A single All-Stakeholder overview survey was released on February 27, 2024 and closed on March 31, 2024. A total of 1019 responses were collected representing all eight State Board regions, 91 LEAs, and 23 Charter Schools. The survey was publicized through listservs, posted on the NCDPI website, multiple email notifications and reminders, at in person meetings and professional developments, and through NCDPI social media.

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Data Results

- Overview of findings
- Pull charts and data from Qualtrics

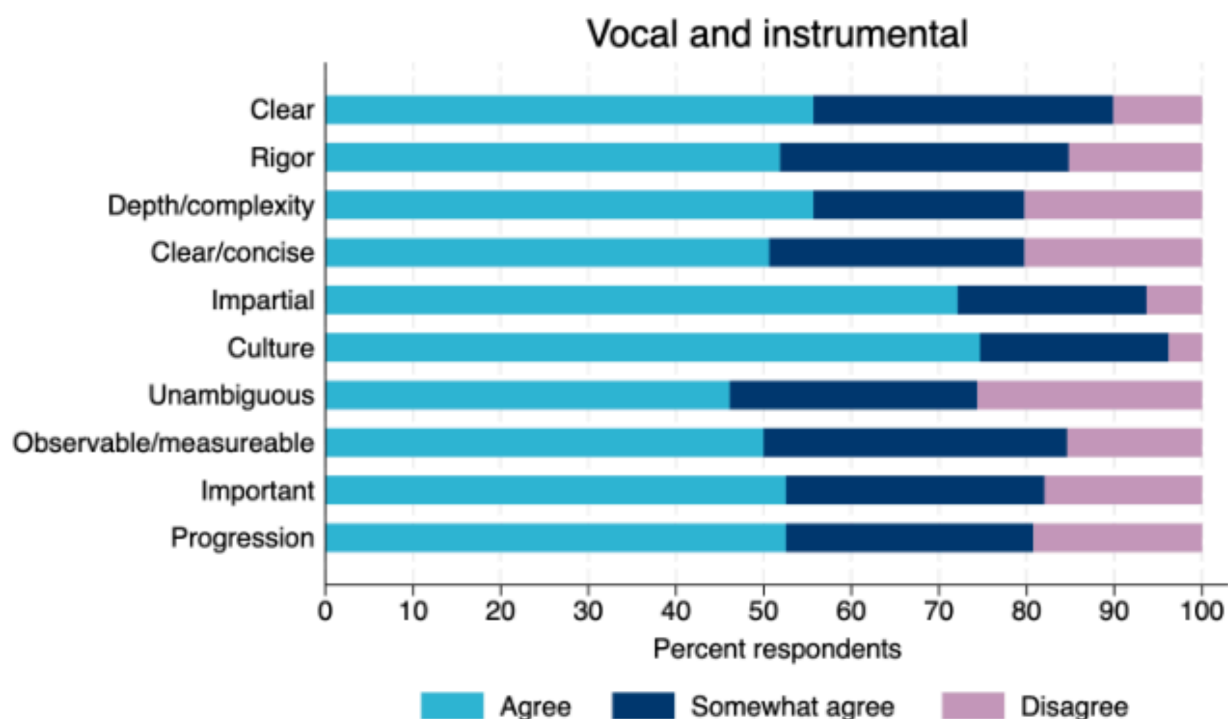
Quantitative Findings by Question via Survey



Item	Question	% agree	% somewhat agree	% disagree	total participation
GM1	The standards are clear statements of what the student should be able to do or understand.	72	24	5	148
GM2	The standards are written at an academic level of rigor appropriate for the grade level.	58	32	11	146
GM3	The standards demonstrate appropriate depth and complexity.	63	27	10	147
GM4	The standards are written clearly and concisely for a variety of audiences (parents, teachers, community members, students, etc.).	59	27	14	147
GM5	The standards are impartial and free of discrimination on the basis of gender, ethnicity, and/or disability.	82	16	2	146
GM6	The standards are free of language that might be culturally insensitive.	90	9	1	147
GM7	The standards are free of ambiguity and confusion.	57	26	17	148

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GM8	The standards are observable and measurable.	57	31	12	148
GM9	The standards cover the important content and knowledge of the content area.	64	28	7	148
GM10	The standards progress appropriately across grades and/or courses.	61	30	9	147



Item	Question	% agree	% somewhat agree	% disagree	total participation
VIM1	The standards are clear statements of what the student should be able to do or understand.	56	34	10	79
VIM2	The standards are written at an academic level of rigor appropriate for the grade level.	52	33	15	79
VIM3	The standards demonstrate appropriate depth and complexity.	56	24	20	79
VIM4	The standards are written clearly and concisely for a variety of audiences (parents, teachers, community members, students, etc.).	51	29	20	79
VIM5	The standards are impartial and free of discrimination on the basis of gender, ethnicity, and/or disability.	72	22	6	79
VIM6	The standards are free of language that might be	75	22	4	79

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	culturally insensitive.				
VIM7	The standards are free of ambiguity and confusion.	46	28	26	78
VIM8	The standards are observable and measurable.	50	35	15	78
VIM9	The standards cover the important content and knowledge of the content area.	53	29	18	78
VIM10	The standards progress appropriately across grades and/or courses.	53	28	19	78

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Conclusions (to be completed by DRC)

Feedback Overview

General Music

- The survey results show 148 respondents for the quantitative data, as well as 48 comments for the qualitative data. The DRC reviewed both the quantitative and qualitative data. When a singleton comment was contradicted by the rest of the data - or in some cases, the objectives themselves - the DRC did not recommend a change.
- Some respondents praised the specificity of the objectives and other respondents asked for more specificity. There must be a balance. State standards must be specific enough for educators and stakeholders to understand them, as well as broad enough to match all instructional contexts. No revisions regarding specificity recommended by the DRC except where noted otherwise.

VIM:

- The VIM survey results showed 79 respondents for the quantitative data, as well as 27 comments for the qualitative data. Overall, the feedback indicates varying levels of agreement with the clarity, rigor, depth, and cultural sensitivity of the music education standards. Quantitative feedback indicates that greater than 20% disagree with the VIM survey questions 3, 4 and 7, drawing specific attention to areas such as ambiguity, measurability, importance of content, and progression across grades.
- The comments express concerns about the high school music standards focusing too much on theoretical concepts rather than practical performance skills needed for aspiring professional musicians. There is a desire for more emphasis on actual music performance and opportunities to apply musical skills, rather than just theoretical understanding, demonstrating a need for greater professional understanding of the instructional time in conjunction with curriculum goals that can be addressed through professional development. Additionally, the comments highlight the importance of ensuring that the standards are flexible enough to accommodate schools with limited resources and not overly restrictive in their scope, which may hinder the development of students aiming to become professional musicians. This indicates an unclear focus on the instructional end goal for our students (professional musicians, creating artists, supportive audiences and active lifelong consumers of music). The suggestion is to separate standards related to theory-based activities from those focused on during performing ensembles to better address the different aspects of music education.

Positive Feedback

General Music

- Overall the quantitative data shows support of the current draft standards for general music. The percentage of respondents who marked “agree” with the survey statements ranged from 57%-90%. When these are combined with those who marked “somewhat agree,” that data increases to 83%- 99%.
- Seven respondents praised the specificity of the objectives, with only two respondents stating the objectives are too broad and three respondents requesting more specificity.

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VIM:

- Respondents appreciated the addition of a novice level in the music education standards. This addition is seen as beneficial for accommodating new high school students who may lack middle school music experience, as well as supporting musicians who have had this foundational training.
- Several respondents praised the fact that the revised standards include more choice on HOW educators may choose to teach the standards in ways that best fit the needs of their specific student populations.
- Respondents feel the standards are more age appropriate and include specific vocabulary for each grade level.

Areas of Concern

General Music

- There is substantial data indicating concerns about how to teach several of the objectives, such as CN.2.2, PR.2.2, and CR.2.2. There are limited instructional materials on these standards, and respondents appear concerned about curriculum, access to technology, and how to implement the new standards. Substantial support documents and professional development from NCDPI are warranted.
- Some of the data indicate concerns that the K-5 general music standards are too hard in general and that the vocabulary demands are not developmentally appropriate.

VIM:

The comments provided offer critical feedback and suggestions on various aspects of the proposed music education standards:

- **Terminology and Expectations:** Concerns about using terms like "replicate" instead of "demonstrate" in objectives. Critique of compositional expectations being too advanced for novice or developing students.
- **Diversity in Classroom Contexts:** Advocacy for separate standards for vocal and instrumental music due to differing classroom structures. Specific concerns from orchestra teachers about advanced concepts like 6/8 time signature and syncopation for novice students.
- **Copyright and Curriculum Support:** Caution regarding the legality and practicality of music creation standards in relation to copyright laws. Request for clearer curriculum support, especially around North Carolina-specific music styles.
- **Grade Levels and Abilities:** Concerns about the number of ability levels and honors classes, which could affect student participation and progression. Suggestion for including objectives related to auditions, essential for students pursuing music beyond high school.
- **Specificity and Clarity:** Desire for clearer definitions and specifics, especially around objectives like sight reading proficiency. Critique of certain standards being more suited for general music rather than specific disciplines like choir.
- **Health-related Standards:** Questions and concerns about standards addressing physical and psychological health issues affecting musicians, urging caution due to educators' lack of expertise in these areas.

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Overall, these comments highlight the desire for clearer, more practical, and context-appropriate music education standards that consider the diverse classroom settings and capabilities of students, while also ensuring alignment with legal and health-related considerations.

Comprehensive curriculum documentation for the VIM course of study should encompass essential components such as a crosswalk, unpacking document, drill-down document, and proficiency outcomes correlation document. These materials serve to elucidate the learning continuum for students transitioning into the VIM program beyond the secondary grade level.

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Recommendations (to be completed by DRC)

Recommendations based on Feedback

General Music

Specific recommendations are as follows:

- PR.2.1 - What is meant by “production elements?” Is this appropriate to teach in the younger grades? DRC Recommendation: Can the language be more specific and teacher friendly for the PR.2.1 standards?
- CR.1.2 - Concerns that composing 4-8 measures in parts isn't developmentally appropriate for grades 4 and 5. DRC Recommendation: Revisit the appropriateness of the rigor of this objective for grades 4 and 5. Would a different word choice make this objective seem more plausible?
- CR.2.2 - Concerns that this isn't developmentally appropriate to teach about copyright, fair use, public domain, open source, and creative commons. DRC Recommendation: It is imperative that supporting documents from DPI support implementation of this objective. Most educators in the field are not teaching these concepts, and the data indicate concerns about why and how copyright concepts are taught.
- Too many vocabulary terms across K-5. One suggestion was to have students move to music and perform music to demonstrate an understanding of musical concepts (such as various tempi) without speaking or writing the vocabulary words at the level of specificity in the current draft of the standards. DRC Recommendation: Revisit the appropriateness of the rigor for PR.1.4 and RE.1.1. Do K-5 students need to master all of these vocabulary terms during their elementary general music instruction?
- Concerns that some of the objectives focus on Western music. DRC Recommendation: In contrast to the qualitative data, the quantitative data indicate 90% of respondents found the standards to be culturally sensitive and 82% of respondents deemed the standards free of discrimination. No change recommended by the DRC.
- Concerns about access to technology to meet the technology-based standards. DRC Recommendation: Although “technology” was only mentioned once, there were mentions of differing abilities among student groups (socioeconomic). Supporting documents should offer examples of how to meet these standards with varying levels of access to technology.
- K.PR.1.4 and K.RE.1.1 - Concerns about the word “soft.” DRC Recommendation: Consider changing “soft” to “quiet” so it isn't confused with the definition of “soft” as it relates to tactile stimuli (such as “her hair is soft,” “the kitten is soft,” etc.). Quiet has a clear meaning.
- CN.2.1 - Is this necessary in grades K-2? DRC Recommendation: Revisit the language for K.CN.2.1, 1.CN.2.1, and 2.CN.2.1. How are these different? Teachers may need supporting documents with examples of how to teach these objectives.
- Desire for more specificity in the progression of pitch reading and performing. DRC Recommendation: No revision recommended. The General Music Skills Table will be made available after the standards are adopted. It outlines a clear progression.
- Concerns in a large jump of content from Grade 2 into Grade 3. DRC Recommendation: Revisit the skills progression to determine appropriateness. Do the objectives need to add major, minor, step, skip, leap, and 3/4 all in third grade?
- Concerns about the lack of inclusion of world music and other cultures. DRC

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Recommendation: Re-examine what is included in CN.1 across K-5. The kindergarten objective appears to be the only objective that specifically focuses on music of the world, although world music may be implied in Grade 1 in terms of “culture,” “traditions,” and “celebrations.” Grade 2 is specific to the U.S.A.; Grade 3 is the local community; Grade 4 is North Carolina; and Grade 5 is the U.S.A. again.

- Which of these standards addresses identifying rhythms that are heard, such as seeing four written rhythms and identifying which rhythm the performer played, or taking dictation by writing the rhythm that is heard when someone else performs it? DRC Recommendation: If these skills are embedded in the current objectives, NCDPI’s supporting documents may unpack these as examples. If these skills are not embedded in the current objectives, consider a revision.
- Concerns about the progression of PR.1.3 across grades 2-5. DRC Recommendation: Consider ostinatos in second grade, rounds in third grade, partner songs in fourth grade, and two-part harmony in fifth grade. This better aligns with curricular resources (such as *Making Music*) which were designed by experts in the field.
- 5.PR.1.2 - Why doesn’t this include 6/8 when 6/8 is in the fourth grade standard of 4.PR.1.2? DRC Recommendation: Reexamine grade level progression.
- 1.CR.2.1 - Consider adding “or” so it reads “with appropriate traditional and/or non-traditional sound sources.” DRC Recommendation: Consider adding “or” as suggested.
- K.PR.1.4 - Is the intention for kindergartners to apply both the symbols and the terminology for these concepts? Or could this objective be revised to “and/or”? DRC Recommendation: Consider adding “or” as suggested.
- K.RE.1.3 - The use of the word “the” implies correct or incorrect answers. DRC Recommendation: Consider deleting the word “the.”

VIM:

The comments collectively express concerns and criticisms regarding proposed music education standards. Key points highlighted include:

- **Cultural Sensitivity:** Emphasizing the importance of representing cultures without stereotypes.
- **Flexibility in Music Selection:** Encouraging choice of music that is engaging and fosters exploration and growth.
- **Disconnect with Classroom Realities:** Criticism of standards not reflecting actual classroom practices, especially in band, choir, and orchestra settings.
- **Lack of Singing/Playing Emphasis:** Concern that standards inadequately address core aspects like ensemble playing and performing.
- **Professional Development Needs:** Request for support in understanding new standards and concepts, like cultural appropriation and copyright.
- **Desire for Detailed Unpacking:** Advocacy for clearer, actionable breakdowns of standards and objectives to aid implementation.
- **Differentiation between Vocal and Instrumental Music:** Request for separate standards catering to specific needs of vocal versus instrumental ensembles.
- **Concerns about Structure and Grade Levels:** Confusion over grade level expectations and appropriateness of standards across different age groups.
- **Critique of Standard Detail and Relevance:** Criticism that standards lack specificity

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and may dilute music education quality.

- **Focus on Music Literacy:** Advocacy for greater emphasis on reading and interpreting music over other aspects like composition.

Overall, the comments reflect a desire for more nuanced, practical, and culturally sensitive music education standards that align closely with the realities of music classrooms and better support music educators in delivering quality instruction.

The Standard Course of Study needs to show how the VIM standards align to the seven courses offered. This information should be released at the same time as the new standards and should be included either within the standards themselves or as an appendix.

There is a need to clarify how many minutes of instruction are required to teach the Standard Course of Study at the middle school level. Although the Arts Education Graduation Requirement can be satisfied at the middle school level, a minimum number of instructional minutes must be specified by NCDPI.

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Appendices

Appendix A:

[Survey Questions](#)

[Survey Raw Data](#)