

Charles Pettee's programs connect with the new NC Essential Standards (2012-13)

Educators and presenters are invited to consider these program connections before and/or after a visit from the artist.

1) **"Catch the Bluegrass Bug"** (*Interactive assembly performance for **grades K-2***):

*K.ML.1.3 Execute simple rhythms using body, instruments, or voice.

*K.ML.1.4 Recognize how music changes (such as dynamics and tempo).

*K.ML.1.5 Illustrate a steady beat.

*K.MR.1.2 Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music.

*K.MR.1.3 Recognize that music is performed in a variety of settings and for a variety of purposes.

*1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice.

*1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.

*1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.

*2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice.

*2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.

*2.MR.1.4 Differentiate various instruments based on how their sounds are produced.

*2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.

Social Studies Connection:

*2.C.2.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

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(The following connections apply to all of Pettee's offerings. Obviously, the connections are stronger and deeper over the course of a 3-5 day residency, but these connections apply to the song and story choices in the interactive assembly programs as well).

2) **"Hear the Sound: Bluegrass Stomp"** (*Interactive assembly performance, **grades 3-5**; Also Mr Pettee's residency program for grades 3-5: "Yankee Doodle meets Bill Monroe: 300 Years of Southern String Music -- From the 1600s-1900s"*)

- * 3.ML.1.2 Execute the performance of major scale tones using the voice.
- * 3.MR.1.4 Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures
- * 3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.
- * 4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources. (Residency only)
- * 4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- * 4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina. (And other southern states, in the case of performances in SC, VA, GA, TN, etc.)
- * 5.ML.3.2 Create compositions and arrangements within specified guidelines. (Residency only)
- * 5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.

Social Studies Connections:

- *3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.
- *4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.
- *5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

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3) **"Beethoven to Blues to Bluegrass: Southern Music Mix-Up from the 1700s to the 1900s"** *(Interactive assembly performance for **grades 6-12**)*

* (See Standards for **"Bluegrass Stomp"** for complete picture of program connections)

* 6.ML.1.3 Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music.

* 6.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.

* 7.CR.1.3 Understand the functions music serves, roles of musicians, and conditions under which music is typically performed.

* 8.CR.1.1 Understand the role of music in North Carolina and the United States in relation to history and geography.

* 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.

* B.CR.1.5 Compare the various roles that musicians can and do perform and the conditions under which music is performed.

* I.CR.1.5 Classify specific musical works in terms of the particular culture and time period in which they were produced.

* P.CR.1.1 Understand the role of music in United States history as a means of interpreting past eras within an historical context.

Social Studies Connections:

* 7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

* 8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. slavery, the decline of the American Indian populations).