

1. Alignment with NC Standard Course of Study objectives

Charles Pettee's *Hear the Sound* programs align with numerous objectives under the categories of "Music" and "Social Studies" for grades 1-8. (The following quoted passages are from *Connections for School Success* from the Wake county Public School System website information for parents):

For grades, 3-5 *music* studies, the program adds to the "cumulative and sequential" learning from previous grade levels by encouraging the development of "listening, analyzing and evaluating skills", "understanding of music in relation to history, culture and other content areas," and, "showing respect for the efforts of others". It furthers the 3-5 goals which state that "The learner will: Sing alone and with others a varied repertoire of music.... Listen to, analyze, and describe music... Evaluate music and music performance... Understand relationships between music, the other arts, and content areas outside the arts ... Understand music in relation to history and culture."

Re: 3-5 *Social Studies*, Pettee's program aligns in a number of ways with many of the unique goals for each grade, (quoted passages are again from *Connections*):

Grade 3: "Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community..." (Pettee's discussion of Sir John Newton, forerunner of the movement to abolish slavery in England, fits this objective squarely). "Goal 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities." (Newton, specifically, but also Pettee's discussion of the Underground Railroad in the US, and also his descriptions of how different people created new sounds with existing instruments all apply here.)

Grade 4 Social Studies: "North Carolina Geography and History ... Goal 1: [Geography of NC and its people]" is an obvious alignment. "Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina." The program aligns precisely with this goal vis a vis NC music. "Goal 3: The learner will trace the history of colonization in NC and evaluate its significance for diverse people's ideas." And "Goal 5: The learner will examine the impact of various cultural groups on NC," including, "traditional art, music and craft forms in NC." (Pettee referred to Grade 4 curricula when formulating the program, the connections are obvious.)

Grade 5 Social Studies: "United States History, Canada, Mexico, and Central America... Goal 3: The learner will examine the roles various ethnic groups have played in the development of the US and its neighboring countries." Pettee's program aligns with this goal in the way it furthers examination of "how changes in the movement of people, goods, and ideas have affected ways of living in the US." The creation of blues sounds, and the development of "popular" music, as explained by Pettee, furthers this goal, as well as showing "examples of cultural interaction within and among the regions of the US... [how] differences and similarities among people

have produced diverse American cultures ... describe art, music, and craft forms in the US and compare...” Pettee contrasts the sound of flamenco style guitar with Southern blues style guitar, among other things, in the program. “Goal 4: the learner will trace key developments in US history and describe their impact...” Pettee compares the movements to abolish slavery in both England and the US in the program, and he discusses the music of both the American Revolution and the Civil War.