

KRE8ivU MULTIMEDIA ACADEMY / EDUCATOR RESOURCE

Creative learning. Clear educational connections.

North Carolina K-12 Standards & Competency Alignment Guide

Music production • Filmmaking • Digital media • Responsible AI

A practical guide for school administrators, curriculum leaders, teachers, and community education partners.

2026-27 edition | Includes the 2027-28 ELA transition

At KRE8ivU, we turn creative interests into projects we can plan, produce, revise, and share. A soundtrack, short film, or digital story gives learners a meaningful way to practice academic knowledge and demonstrate how they think, communicate, and work together.

What this guide gives your school	Where to look
A current explanation of North Carolina’s standards and durable skills	Page 2
Classroom activities matched to selected standards and student evidence	Pages 3-6
The upcoming ELA transition and digital/AI learning connections	Pages 7-8
Portrait of a Graduate alignment and a practical assessment approach	Pages 9-10
Official sources and a next step for planning with KRE8ivU	Page 11

Prepared September 6, 2026. This guide replaces the legacy KRE8ivU Core Competency Matchup. It is an instructional planning crosswalk, not an NCDPI endorsement, a complete curriculum, or a guarantee that participation demonstrates mastery. Grade-band examples are proposed adaptations of our program areas; the school and KRE8ivU select age-appropriate lessons together.

01 / THE FRAMEWORK

What North Carolina calls it now

Use academic standards and durable skills together. They answer different questions: what knowledge learners develop, and how learners apply it.

Framework	How to use it with KRE8ivU
NC Standard Course of Study (NCSCOS)	Identify the subject, grade or proficiency level, and objective. Match the actual lesson and assessment to the full objective.
2024 Arts Education standards	Use the updated Music and Visual Arts objectives below. Initial implementation began in 2025-26; full implementation is 2026-27 and beyond. [1-3]
Digital Learning Standards for Students	North Carolina adopted ISTE student standards, implemented in 2020-21. Use these across subjects; educator digital competencies are a separate framework. [4]
Portrait of a Graduate	Make seven durable skills observable during production and reflection. These complement academic standards. [5]
English Language Arts	2017 standards remain in use through 2026-27. The adopted 2026 standards begin in 2027-28; see page 7. [6-8]

Read the crosswalk accurately

Selected connection: Each row names an objective and paraphrases its focus. The activity and evidence are KRE8ivU planning examples, not quotations from the state. A matching code is a starting point: assess all parts of the objective before claiming mastery.

Grade bands: K-2, 3-5, 6-8, and 9-12 organize the guide. A Grade 5 objective does not automatically apply to Grades 3 or 4. For K-6 schools, use pages 3-4 plus the explicitly labeled Grade 6 rows on page 5.

Arts code changes: Do not carry the old ML/MR/CR or V/CX codes forward unchanged. In the 2024 arts standards, CR means Create; RE means Respond. Always name the arts discipline because the same code can occur in Music and Visual Arts. High school arts placement is proficiency-based, not simply age-based. [1-3]

Source key: [1] Arts resources and implementation; [2] Music SCOS; [3] Visual Arts SCOS; [4] Digital Learning; [5] Portrait; [6-8] ELA. Full linked references appear on page 11.

02 / GRADES K-2

Start with sound, images, and voice

Proposed elementary adaptations use short tasks, shared equipment, adult-supported recording, and choices learners can explain. Digital publishing is teacher-managed.

Selected NC objective / focus	KRE8ivU classroom application	Evidence to collect
Music K.CR.2.1 Create soundscapes. [2]	Build a sound story with voices, classroom objects, and instruments. Record a beginning, middle, and ending.	Recording; learner identifies a sound and explains its purpose.
Music 2.CR.1.2 Notate an original 8-12 beat idea. [2]	Invent a short rhythm, draw symbols for its beats, then record or perform it.	Original symbol score and matching performance.
Music 2.CR.2.1 Add sounds to a reading or story. [2]	Choose and time vocal or instrumental sounds for a shared story.	Annotated story and sound cues; recorded performance.
Visual Arts K.CR.1.1 Explore materials imaginatively. [3]	Create original characters or scenery and photograph them for a class story.	Artwork, process photos, and a child's explanation.
Visual Arts 2.CR.1.2 Express community or imagined ideas. [3]	Draw and photograph a three-scene story about a place or community learners choose.	Original images and narrated sequence.
ELA SL.2.5 Record stories or poems; use visuals to clarify. [7]	Record a short story and pair it with learner-created drawings.	Audio recording, visuals, and explanation of how the images help.

Make participation accessible

We can use picture-based planning, oral responses, partner rehearsal, tactile sound sources, and rotating roles. An adult can operate the recorder while the learner makes the creative decisions. Assess the targeted learning rather than typing speed or access to a personal device.

Administrator look-for

Learners make original choices, take turns, connect sound or images to meaning, and describe what they created. A completed recording alone is not evidence of every listed standard.

03 / GRADES 3-5

Plan, produce, explain, and revise

Learners move from isolated creative choices to planned projects with an audience, original material, and visible revision.

Selected NC objective / focus	KRE8ivU classroom application	Evidence to collect
Music 3.CR.1.2 Notate 4-8 measures of original ideas. [2]	Create rhythmic and melodic phrases; show the plan using iconic or standard notation.	Score, recorded phrases, and a measure-by-measure explanation.
Music 5.CR.1.2 Notate or record ideas for several voices or instruments. [2]	Layer original musical parts in a short production.	Multitrack project and individual parts; learner explains musical choices.
Music 5.CR.2.2 Credit adapted music correctly. [2]	Create a source-and-credit sheet for a soundtrack.	Asset list, permissions or license information, and final credits.
Visual Arts 3.CR.1.1 Generate ideas and plan artwork. [3]	Sketch alternative storyboard frames, choose a sequence, and produce original images.	Planning sketches, storyboard, and final sequence.
Visual Arts 5.CR.2.2 Credit adapted visual art. [3]	Build titles or a poster with original and permitted visual assets.	Asset credits linked to the finished design.
ELA SL.3.5 / SL.5.5 Grade 3: expressive recorded reading. Grade 5: multimedia supporting ideas. [7]	Grade 3: narrate a story with pacing practice. Grade 5: make an explainer with relevant visuals.	Reading takes and feedback, or a presentation with a rationale for media choices.

Optional science integration: Grade 4

Science PS.4.3.1: use a light source and mirror to investigate reflection at different angles. Connect the investigation to a filmed lighting setup. Collect a prediction, diagram, observations, and evidence-based explanation. Merely using a camera or light does not establish science alignment. [9]

For each row, use the named grade's complete objective. These examples are not a claim that every KRE8ivU program includes all elementary standards.

04 / GRADES 6-8

Build a production process

Middle school learners can take responsibility for planning, original production, critique, and ethical use of sources. Grade 6 is identified separately for K-6 partnerships.

Selected NC objective / focus	KRE8ivU classroom application	Evidence to collect
Grade 6 Music 6.CR.1.2 Compose 4-8 measures. [2]	Produce original rhythmic and melodic material through notation or recording.	Project file or score; student explains rhythm, pitch, and structure.
Grade 6 Music 6.RE.2.2 Evaluate using criteria. [2]	Compare two mixes using agreed criteria, then revise one.	Rubric, critique, and before/after recordings.
Grade 6 Visual Arts 6.CR.1.2 Communicate through original imagery. [3]	Plan and film a sequence expressing a personal idea or feeling.	Storyboard, original frames, and creative rationale.
Grade 6 ELA W.6.6 Use credible sources and attribution. [7]	Research a podcast topic and document sources before writing narration.	Source evaluation, notes, bibliography, and attributed script.
Grade 6 ELA SL.6.5 Use media to clarify. [7]	Present a researched story with purposeful graphics, sound, and images.	Presentation and explanation of each media choice.
Grade 8 Music 8.CR.1.2 Compose using simple musical forms. [2]	Build an original piece with a recognizable form and record it.	Arrangement map and final recording.
Grade 8 Visual Arts 8.RE.2.2 Critique with given and self-created criteria. [3]	Review a rough cut, develop criteria, and explain revisions.	Peer critique, self-criteria, and revision log.

A practical Grade 6 mini-unit

Create a 60-90 second digital story with an original 4-8 measure soundtrack. Gather sources for factual claims, plan the visuals, record the music, edit a draft, and revise after critique. Assess music composition, source use, and visual communication separately. These are proposed project parameters, not state-required durations.

05 / GRADES 9-12

Connect craft to audience and purpose

High school projects can include documentaries, podcasts, original music, and creative briefs. Select arts proficiency levels with the school; Beginning and Accomplished are not synonyms for Grade 9 and Grade 12.

Selected NC objective / focus	KRE8ivU classroom application	Evidence to collect
General Music B.CR.1.2 Compose with appropriate notation. [2]	Compose original rhythmic and melodic material and document it with notation suitable to the level.	Score plus recording; musical explanation.
General Music AC.CR.1.2 Layer an original, structured work. [2]	Create a layered soundtrack expressing an idea or experience within a planned form.	Arrangement, stems, and artistic statement.
Visual Arts B.CR.1.2 Plan a personally meaningful artwork. [3]	Develop a visual concept, storyboard, and original short film around a meaningful theme.	Concept, planning studies, and completed visual work.
Visual Arts B.RE.2.2 Critique using multiple sources of criteria. [3]	Use teacher, self, and peer criteria to review and revise a production.	Critique records and documented changes.
ELA SL.9-10.5 / SL.11-12.5 Use digital media strategically. [7]	Pitch or present a documentary with media that strengthens the reasoning and evidence.	Presentation, source notes, and explanation of design choices.

Career development and work-based learning

Our production process can support career exploration through creative briefs, assigned roles, production schedules, client-style feedback, and portfolios. A school-selected community project can connect production to an authentic audience. [10]

For formal CTE or work-based learning recognition, coordinate with the school’s Career Development Coordinator and CTE team. They determine the course, required supervision, documentation, and credit rules. An industry-style project does not automatically constitute a school-based enterprise, internship, credential, or course credit.

06 / PLAN FOR 2027-28

The ELA transition matters

The 2017 ELA codes on pages 3-6 apply through 2026-27. The adopted 2026 ELA standards start in 2027-28 and use a different structure, including Communication & Writing (CW). [6-8]

2026 ELA objective Effective 2027-28	KRE8ivU planning connection	Assessment evidence
2.CW.6.4 Digital and multimodal products.	Combine a recorded story with original drawings after supported planning and revision.	Final product linked to the learner's planning and explanation.
3.CW.5.4 Identify source titles and authors.	Create a source list for an informational audio story.	Source list that matches the script's information.
3.CW.6.4 Publish or present in multiple modes.	Produce a short narrated slideshow for a selected audience.	Slideshow and narrated explanation.
6.CW.5.3 Assess source relevance and credibility.	Compare possible sources for a documentary claim.	Source comparison with reasons for selection.
6.CW.6.3 / 6.CW.6.4 Revise; produce using digital modes.	Revise a podcast script and recording with peer and adult feedback.	Drafts, feedback, final audio, and change log.
9-10.CW.6.4 / 11-12.CW.6.4 Strategic digital presentation.	Present a researched multimedia argument to a defined audience.	Presentation and rationale showing how media supports understanding.

For Summer 2027 planning

Agree with the partner school whether the camp reinforces 2026-27 learning or prepares students for 2027-28. Label the ELA version on the lesson plan. Do not treat this table as a one-for-one conversion of the old standards; the full new objectives and NCDPI crosswalk should guide the final lesson design.

All rows on this page are paraphrases of selected objectives from the adopted 2026 ELA SCOS [8]. They are future implementation references as of this guide's preparation date.

07 / DIGITAL MEDIA & RESPONSIBLE AI

Make the thinking visible

North Carolina’s K-12 Digital Learning Standards use the ISTE student framework. The connections below name standard areas rather than claiming every indicator within an area is met. [4]

Digital Learning area	KRE8ivU application	Evidence
Empowered Learner	Set a production goal and use feedback to improve it.	Goal, draft, feedback, and reflection.
Digital Citizen	Credit assets, protect personal information, and discuss consent before sharing.	Credits, permission checks, and publishing decision.
Knowledge Constructor	Check sources before using a claim in narration or an AI-assisted draft.	Source notes and corrections.
Innovative Designer	Prototype a storyboard or sound concept and test it against a brief.	Alternatives, test feedback, revised design.
Computational Thinker	When explicitly taught, break an editing task into steps and test a repeatable workflow.	Workflow diagram, test, and correction.
Creative Communicator	Choose sound, image, or text to suit an audience.	Finished media and design rationale.
Global Collaborator	When included, exchange perspectives with a partner group using digital tools.	Exchange record and explanation of how it changed the work.

AI is a tool within the learning task

We can compare an AI-generated idea with reliable sources, explain errors or bias, revise the output, and disclose how assistance was used. Keep original planning, source checks, and student explanations in the assessment. A generated product alone does not demonstrate a learner’s composition, research, or reasoning. [11]

For younger learners, use teacher-mediated examples and offline comparisons. Direct student access depends on school-approved tools, age requirements, accessibility, and local policy. Avoid placing personal student information into public tools. AI-related guidance and standards are evolving; confirm current school requirements before delivery.

08 / PORTRAIT OF A GRADUATE

Seven durable skills in the studio

These seven North Carolina competencies complement subject learning. The production behaviors and evidence below are KRE8ivU examples; use the state’s grade-band rubrics when designing a school assessment. [5]

NC durable skill	What we practice	What an educator can observe
Adaptability	Adjust the plan when a recording, edit, or idea does not work.	Learner compares options and explains a productive change.
Collaboration	Rotate roles and make shared decisions during production.	Role log and evidence that each learner contributed.
Communication	Pitch an idea, listen to feedback, and explain creative choices.	Clear explanation suited to an audience; responsive listening.
Critical Thinking	Check a claim, compare sources, or diagnose a production problem.	Evidence-based choice with a reasoned explanation.
Empathy	Consider how a story represents another person or community.	Learner seeks perspective and adjusts the portrayal thoughtfully.
Learner’s Mindset	Set a stretch goal, practice, and reflect on improvement.	Multiple attempts and specific reflection on what changed.
Personal Responsibility	Follow through on a role, care for equipment, and credit sources.	Completed responsibilities and an honest account of assistance.

Observe individual learning within group work

We can combine the shared film or track with individual planning notes, a brief conference, or an audio reflection. This makes contributions visible without confusing one learner’s performance with the group’s finished product.

Use growth language

Describe observable actions: “used peer feedback to revise the opening” or “explained why a source was credible.” Avoid claiming that a single project proves broad personal transformation or a change in school performance.

09 / ASSESSMENT & PARTNERSHIP

Turn alignment into a teachable plan

Begin with a small number of objectives, design a task that elicits the required learning, and decide what evidence will show it. Expand the alignment only when the lesson and evidence support it.

Planning decision	What the school and KRE8ivU agree
Grade and setting	Grade(s), arts proficiency where relevant, schedule, group size, and learning supports.
Learning targets	Subject, exact code, standards version, and the parts of the objective being assessed.
Creative task	Audience, constraints, original work required, equipment, and collaboration roles.
Evidence	Planning, drafts, project files, source credits, final work, and individual reflection.
Access and sharing	Alternative ways to contribute; captioning or transcripts; permissions and school-approved publishing.

A sample KRE8ivU project rubric

Planning tool only; this is not an official NCDPI scoring scale. Apply each descriptor to the specific selected objective, with appropriate accommodations.

Dimension	Developing	Demonstrating	Extending
Creative / academic target	Some required elements appear.	Required elements are accurate and explained.	Choices are purposeful and transferred to a new challenge.
Process and revision	Limited evidence of testing or revision.	Uses feedback and documents a meaningful revision.	Compares alternatives and justifies improvements.
Evidence and responsibility	Sources or contributions need clarification.	Credits sources and explains own contribution.	Evaluates limitations and documents decisions clearly.

Build a program around your learners

Share your grade band, learning goals, and dates. We'll help select a project and assessment evidence.

Plan a program with KRE8ivU → [KRE8ivU.com/contact-us/](https://kre8ivu.com/contact-us/)
Lexington, North Carolina | (336) 962-5738

10 / SOURCE DIRECTORY

Official references & update notes

Standards codes were checked against the linked NCDPI resources and state-linked standards documents. Descriptions are condensed paraphrases; consult the complete objective for instruction and assessment.

[1] Arts standards resources + implementation timeline

Open official source | Supporting resource

[2] 2024 Music SCOS (General Music used here)

Open official source

[3] 2024 Visual Arts SCOS

Open official source

[4] NCDPI Digital Teaching & Learning Standards

Open official source

[5] NCDPI Portrait of a Graduate and grade-band resources

Open official source

[6] ELA standards and implementation dates

Open official source

[7] 2017 ELA SCOS (through 2026-27)

Open official source

[8] 2026 ELA SCOS (begins 2027-28)

Open official source

[9] 2023 Science standards, Grades 3-5

Open official source

[10] NCDPI Career Development and Work-based Learning

Open official source

[11] NCDPI responsible AI guidance and living guidebook

Open official source | Supporting resource

Scope and maintenance

Reviewed September 6, 2026. Recheck before each school-year proposal, particularly ELA implementation and AI guidance. This guide selects relevant connections; it does not cover every standard, establish KRE8ivU delivery at every grade, or replace local curriculum planning. Mathematics and other subjects can be added when a specific lesson and current objective have been verified.

Program basis: the supplied KRE8ivU Core Competency Matchup and KRE8ivU’s music, filmmaking, camps, and youth AI program descriptions. Elementary and assessment examples are proposed instructional adaptations, not audited historical outcomes.

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