

VOCAL SCOPE AND SEQUENCE AY 24-25

I – Introduced
P – Practiced
M – Mastered
A – Applied

Artistic Process	STANDARDS/SKILLS (New York State Music Enduring Understandings)	9 th	10 th	11 th	12 th
CREATING	<p>Anchor Standard 1: <i>Generate and conceptualize artistic ideas and work.</i></p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>	<p>MU:Cr1.1.E.8 a. Generate melodic, rhythmic, and timbral ideas, based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>MU:Cr1.1.E.HSI a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases.</p>	<p>MU:Cr1.1.E.HSI a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.</p>	<p>MU:Cr1.1.E.HSI a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.</p>
	<p>Anchor Standard 2: <i>Organize and develop artistic ideas and work</i></p> <p>Enduring Understanding Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>	<p>MU:Cr2.1.E.8 a. Select from and develop previously generated ideas into musical patterns that demonstrate particular content of music or texts studied in rehearsal.</p> <p>b. Preserve drafts of creative work through standard notation and/or recording technology.</p>	<p>MU:Cr2.1.E.HSI a. Select from and develop previous ideas <i>to create contrasting phrases</i>.</p> <p>b. Preserve drafts of creative work through standard notation and recording technology.</p>	<p>MU:Cr2.1.E.HSII a. Select from and develop previous ideas <i>to create complete passages of music</i>.</p> <p>b. Preserve drafts of creative work through standard notation and recording technology.</p>	<p>MU:Cr2.1.E.HSII a. Select from and develop previous ideas <i>to create complete passages of music</i>.</p> <p>b. Preserve drafts of creative work through standard notation and recording technology.</p>
	<p>Anchor Standard 3: <i>Refine and complete artistic work</i></p> <p>Enduring Understandings:</p>	<p>MU:Cr3.1.E.8 a. Share created patterns that demonstrate</p>	<p>MU:Cr3.1.E.HSI a. Share created contrasting phrases,</p>	<p>MU:Cr3.1.E.HSII a. Share created musical passages,</p>	<p>MU:Cr3.E.HSII a. Share created musical passages,</p>

PERFORMING/PRESENTING/ PRODUCING	<p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>particular melodic and rhythmic content of music or texts studied in rehearsal, individually or as an ensemble.</p>	<p>individually or as an ensemble.</p>	<p>individually or as an ensemble.</p>	<p>individually or as an ensemble.</p>
	<p>Anchor Standard 4: <i>Select, Analyze and interpret artistic work for presentation.</i></p> <p>Enduring Understandings: Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance</p> <p>Essential Questions: How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p>	<p>MU:Pr4.1.E.8</p> <p>a. Select varied repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<p>MU:Pr4.1.E.HSI</p> <p>a. Select varied repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<p>MU:Pr4.1.E.HSII</p> <p>a. Explain the criteria used to select varied repertoire to study (from teacher- or student-provided options) based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p>	<p>MU:Pr4.1.E.HSII</p> <p>a. Explain the criteria used to select varied repertoire to study (from teacher- or student-provided options) based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p>
	<p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation</i></p> <p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness</p>	<p>MU:Pr5.1.E.8</p> <p>a. Use teacher and student feedback to develop strategies that address technical challenges to refine performances.</p>	<p>MU:Pr5.1.E.HSI</p> <p>a. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances.</p> <p>b. Identify the need for aural and visual cues.</p>	<p>MU:Pr5.1.E.HSII</p> <p>a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p>	<p>MU:Pr5.1.E.HSII</p> <p>a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p>

	<p>to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Questions How do musicians improve the quality of their performance? When is musical work ready to present?</p>	<p>b. Respond appropriately to specific aural and visual cues (such as phrasing, expression, and articulations).</p>		<p>b. Initiate aural and visual cues.</p>	<p>b. Initiate aural and visual cues.</p>
	<p>Anchor Standard 6: <i>Convey meaning through the presentation of artistic work</i></p> <p>Enduring Understanding: The effectiveness of a performance is based on criteria that vary across time, place and cultures.</p> <p>Essential Questions: How does a musician convey artistry in a public performance</p>	<p>MU:Pr6.1.E.8</p> <p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances.</p>	<p>MU:Pr6.1.E.HSI</p> <p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire.</p>	<p>MU:Pr6.1.E.HSII</p> <p>a. Demonstrate mastery of the technical demands and an understanding of the expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p>	<p>MU:Pr6.1.E.HSII</p> <p>a. Demonstrate mastery of the technical demands and an understanding of the expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p>
RESPONDING	<p>Anchor Standard 7: <i>Perceive and analyze artistic work.</i></p> <p>Enduring Understandings: Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>	<p>MU:Re7.E.8</p> <p>a. Explain reasons for selecting music (from teacher- or student- provided options) by citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>MU:Re7.E.HSI</p> <p>a. Apply criteria for selecting music (from teacher- or student- provided options) for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>MU:Re7.1.E.HSII</p> <p>a. Apply criteria for selecting music (from teacher- or student- provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.</p>	<p>MU:Re7.1.E.HSII</p> <p>a. Apply criteria for selecting music (from teacher- or student- provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.</p>

CONNECTING	<p>Anchor Standard 8: <i>Interpret meaning of artistic work</i></p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Questions: How do we discern musical creators' and performers' expressive intent?</p>	<p>MU:Re8.1.E.8</p> <p>a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p>	<p>MU:Re8.1.E.HSI</p> <p>a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p>	<p>MU:Re8.1.E.HSII</p> <p>a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and research.</p>	<p>MU:Re8.1.E.HSII</p> <p>a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and research.</p>
	<p>Anchor Standard 9: <i>Apply Criteria to evaluate artistic work</i></p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Questions: How do we judge the quality of musical work(s) and performance(s)</p>	<p>MU:Re9.1.E.8</p> <p>a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.</p>	<p>MU:Re9.1.E.HSI</p> <p>a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>	<p>MU:Re9.1.E.HSII</p> <p>a. Evaluate works and performances, based on research, as well as on personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>	<p>MU:Re9.1.E.HSII</p> <p>a. Evaluate works and performances, based on research, as well as on personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>
	<p>Anchor Standard 10: <i>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</i></p> <p>Enduring Understanding: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.</p> <p>Essential Questions:</p>	<p>MU.Cn10.1.E.8</p> <p>a. Describe effective strategies for reaching a musical goal that is of importance to you.</p> <p>b. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.</p>	<p>MU.Cn10.1.E.HSI</p> <p>a. Reflect on past and current musical interests, people, and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore.</p>	<p>MU.Cn10.1.E.HSII</p> <p>a. Identify and implement ways to use music to serve others, and describe the effect of the experience.</p>	<p>MU.Cn10.1.E.HSII</p> <p>a. Identify and implement ways to use music to serve others, and describe the effect of the experience.</p>

	<p>How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?</p> <p>What inspires and informs the creative work of musicians?</p>				
	<p>Anchor Standard 11: <i>Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</i></p> <p>Enduring Understanding: Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p> <p>Essential Questions: How does music help us understand the lives of people of different times, places, and cultures?</p> <p>How does music help preserve personal and cultural insights and values?</p>	<p>MU:Cn11.1.E.8</p> <p>a. Identify the cultural, social, and political uses for music.</p> <p>b. Explore the skills and knowledge necessary to pursue a musical role in the community. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or society.</p>	<p>MU:Cn11.1.E.HSI</p> <p>a. Describe the role of music in significant social and historical events.</p> <p>b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work.</p>	<p>MU:Cn11.1.E.HSII</p> <p>a. Appraise the effect of a musician or a group of musicians on a society, and identify the contributing factors to their ability to have that effect.</p> <p>b. Investigate and explain a specific music vocation and its role in society.</p>	<p>MU:Cn11.1.E.HSII</p> <p>a. Appraise the effect of a musician or a group of musicians on a society, and identify the contributing factors to their ability to have that effect.</p> <p>b. Investigate and explain a specific music vocation and its role in society.</p>