

## BAND/VOCAL SCOPE AND SEQUENCE AY 24-25

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

STRAND	STANDARDS/SKILLS (New York State Enduring Understandings)	5th	6th	7th	8th
CREATING	<p><b>Anchor Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i></p> <p><b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><b>Essential Question:</b> How do musicians generate creative ideas?</p>			<p><b>MU:Cr1.1.5</b></p> <p>a. Generate melodic, rhythmic, and timbral ideas.</p>	<p><b>MU:Cr1.1.8</b></p> <p>a. Generate melodic, rhythmic, and timbral ideas based on characteristics of music or text(s) studied in rehearsal.</p>
	<p><b>Anchor Standard 2:</b> <i>Organize and develop artistic ideas and work</i></p> <p><b>Enduring Understanding</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question:</b> How do musicians make creative decisions?</p>			<p><b>MU:Cr2.1.5</b></p> <p>a. Select from and develop previously <b>generated</b> musical ideas to create musical patterns.</p> <p>b. Preserve drafts of creative work through <b>standard notation</b> and/or <b>recording technology</b>.</p>	<p><b>MU:Cr2.1.8</b></p> <p>a. Select from and develop previously <b>generated</b> musical ideas to create contrasting phrases.</p> <p>b. Preserve drafts of creative work through <b>standard notation</b> and/or <b>recording technology</b>.</p>
	<p><b>Anchor Standard 3:</b> <i>Refine and complete artistic work</i></p> <p><b>Enduring Understandings:</b> Musicians evaluate and refine their work through openness to</p>			<p><b>MU:Cr3.1.5</b></p> <p>a. Evaluate and <b>refine</b> created patterns based on <b>teacher-provided criteria</b>.</p>	<p><b>MU:Cr3.1.8</b></p> <p>a. Evaluate and <b>refine</b> created musical patterns that <b>demonstrate</b> particular content of music</p>

	<p>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><b>Essential Question:</b> How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>			<p><b>MU:Cr3.2.5</b></p> <p>a. <b>Share</b> created patterns, individually or as an <b>ensemble</b>.</p>	<p>studied in rehearsal, based on <b>collaboratively selected criteria</b>.</p> <p><b>MU:Cr3.2.8</b></p> <p>a. <b>Share</b> created patterns that <b>demonstrate melodic</b> and <b>rhythmic</b> content of music studied in rehearsal, individually or as an <b>ensemble</b>.</p>
<p><b>PERFORMING/PRESENTING/ PRODUCING</b></p>	<p><b>Anchor Standard 4:</b> <i>Select, Analyze and interpret artistic work for presentation.</i></p> <p><b>Enduring Understandings:</b> 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><b>Essential Questions:</b> How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p>			<p><b>MU:Pr4.1.5</b></p> <p>a. Select varied <b>repertoire</b> to study (from teacher- or student-provided options) based on interest, <b>music literacy</b>, an <b>understanding of the music, context</b>, and the <b>technical skill</b> of the individual or <b>ensemble</b></p> <p><b>MU:Pr4.2.5</b></p> <p>a. Compare <b>phrases</b>, using an indication of similar and different portions in a piece of music to discover <b>simple forms</b> and inform performance.</p>	<p><b>MU:Pr4.1.8</b></p> <p>a. Select varied <b>repertoire</b> to study (from teacher- or student-provided options) based on <b>music literacy, an understanding of formal design</b> in the music, <b>context</b>, and the <b>technical skill</b> of the individual and <b>ensemble</b>.</p> <p><b>MU:Pr4.2.8</b></p> <p>a. Use <b>standard notation</b> and aural skills to identify how elements of music are used in varied <b>styles, forms</b>, and performance contexts.</p>

RESPONDING	<p><b>Anchor Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i></p> <p><b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Essential Questions</b> How do musicians improve the quality of their performance? When is musical work ready to present?</p>			<p><b>MU:Pr5.1.5</b></p> <p>a. Use teacher-provided <b>feedback</b> and strategies to refine individual and <b>ensemble</b> performances.</p> <p>b. Respond appropriately to <b>specific aural and visual cues</b> (such as <b>phrasing, expression, dynamics, and fermatas</b>).</p>	<p><b>MU:Pr5.1.8</b></p> <p>a. Use teacher and student <b>feedback</b> to develop <b>strategies that address technical challenges</b> to refine performances.</p> <p>b. Respond appropriately to <b>specific aural and visual cues</b> (such as <b>phrasing, expression, and articulations</b>).</p>
	<p><b>Anchor Standard 6:</b> <i>Convey meaning through the presentation of artistic work</i></p> <p><b>Enduring Understanding:</b> The effectiveness of a performance is based on criteria that vary across time, place and cultures.</p> <p><b>Essential Questions:</b> How does a musician convey artistry in a public performance</p>			<p><b>MU:Pr6.1.5</b></p> <p>a. <b>Demonstrate</b> attention to <b>technical accuracy</b> in prepared and <b>improvised performances</b>.</p>	<p><b>MU:Pr6.1.8</b></p> <p>a. <b>Demonstrate</b> attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and <b>improvised performances</b>.</p>
	<p><b>Anchor Standard 7:</b> <i>Perceive and analyze artistic work.</i></p> <p><b>Enduring Understandings:</b> 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><b>MU:Re7.1.5</b></p> <p>a. Identify reasons for selecting music (from teacher- or student-provided options), based on characteristics found in the <b>music, context, and purpose</b> or <b>context</b>.</p> <p><b>MU:Re7.2.5</b> a. Identify how <b>knowledge of context</b></p>	<p><b>MU:Re7.1.8</b></p> <p>a. <b>Explain</b> reasons for selecting music (from teacher- or student-provided options) by citing characteristics found in the <b>music</b> and connections to <b>interest, purpose, and context</b>.</p> <p><b>MU:Re7.2.8</b> a. <b>Describe</b> how <b>understanding of</b></p>

	<p><b>Essential Questions:</b> How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>			and the use of repetition, similarities, and contrasts inform the response to music.	<b>context</b> and how the <b>elements of music</b> are manipulated informs the response to music.
	<p><b>Anchor Standard 8:</b> <i>Interpret meaning of artistic work</i></p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Questions:</b> How do we discern musical creators' and performers' expressive intent?</p>			<p><b>MU:Re8.1.5</b></p> <p>a. Identify <b>interpretations of the expressive intent</b> and meaning of musical works, referring to elements of <b>music, context</b>, and (when appropriate) the <b>setting</b> of the text.</p>	<p><b>MU:Re8.1.8</b></p> <p>a. Identify and <b>support interpretations</b> of the <b>expressive intent</b> and meaning of musical works, referring to elements of <b>music, context</b>, and (when appropriate) the <b>setting</b> of the text.</p>
	<p><b>Anchor Standard 9:</b> <i>Apply Criteria to evaluate artistic work</i></p> <p><b>Enduring Understanding:</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Questions:</b> How do we judge the quality of musical work(s) and performance(s)</p>			<p><b>MU:Re9.1.5</b></p> <p>a. Identify and describe the effect of <b>interest, experience, analysis, and context</b> on the evaluation of music.</p>	<p><b>MU:Re9.1.8</b></p> <p>a. <b>Explain</b> the influence of <b>experience, analysis, and context</b> on interest in and evaluation of music.</p>
<b>CONNECTING</b>	<p><b>Anchor Standard 10:</b> <i>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</i></p> <p><b>Enduring Understanding:</b> The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw</p>			<p><b>MU:Cn10.1.5</b></p> <p>a. <b>Improvise musical motifs</b> to accompany or portray events, a story, or to illustrate an abstract idea.</p> <p>b. Relate musical experiences to personal</p>	<p><b>MU:Cn10.1.8</b></p> <p>a. <b>Describe effective strategies</b> 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</p>

	<p>upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.</p> <p><b>Essential Questions:</b> 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>accomplishments in order to create new goals.</p>	<p>knowledge of unfamiliar music.</p> <p>c. With teacher <b>guidance</b>, identify the <b>musical qualities</b> that give a piece expressive music (such as <b>soundtracks, social settings, or songs</b>) and its effect on the perspectives and beliefs of the listener.</p>
	<p><b>Anchor Standard 11:</b> <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><b>Enduring Understanding:</b> Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p> <p><b>Essential Questions:</b> 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><b>MU:Cn11.1.5</b></p> <p>a. Perform and listen to music from various times and <b>cultures</b> and describe how that music reflects those times and <b>cultures</b>.</p> <p>b. Identify ways in which music is used to represent and reflect group identity.</p>	<p><b>MU:Cn11.1.8</b></p> <p>a. Identify the <b>cultural, social, and political</b> uses for music.</p> <p>b. <b>Explore</b> the skills and knowledge needed to <b>pursue</b> 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>c. <b>Explore</b> career opportunities in the field of music.</p>

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