

## GENERAL MUSIC SCOPE AND SEQUENCE AY 24-25

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

STRAND	STANDARDS/SKILLS (National Core Arts 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 <b>rhythmic and melodic ideas</b> and explain connection to <b>specific purpose and context.</b></p> <p>b. Generate <b>musical ideas and phrases</b> within <b>specific tonalities and meters.</b></p>	<p><b>MU:Cr1.1.6</b></p> <p>a. Generate <b>rhythmic and melodic ideas</b> over given <b>harmonic accompaniments</b> within <b>AB and ABA forms</b>, and identify connection to <b>purpose and context.</b></p>		
	<p><b>Anchor Standard 2</b> <i>Organize and develop artistic ideas and work.</i></p> <p><b>Enduring Understanding 2.1</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. Demonstrate <b>selected and developed musical ideas</b> for <b>arrangements or compositions</b> to express <b>intent</b>, and explain connection to <b>purpose and context.</b></p> <p>b. Use <b>standard notation</b> and or recording technology to <b>combine, sequence, and document musical ideas.</b></p>	<p><b>MU:Cr2.1.6</b></p> <p>a. <b>Organize and or demonstrate developed musical ideas</b> for <b>arrangements or compositions</b> that express <b>intent and variety</b>, such as <b>beginning, middle, and end</b> in <b>AB or ABA form.</b></p> <p>b. Use <b>standard notation</b> and or recording technology to <b>combine, sequence, and document musical ideas.</b> document musical ideas.</p>		
	<p><b>Anchor Standard 3</b> <i>Refine and complete artistic work.</i></p>	<p><b>MU:Cr3.1.5</b></p>	<p><b>MU:Cr3.1.6</b></p>		

	<p><b>Enduring Understanding 3.1</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Essential Question:</b> How do musicians improve the quality of their creative work?</p> <p><b>Enduring Understanding 3.2</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Essential Questions:</b> How does sharing creative musical ideas demonstrate expressive intent? What personal purpose does sharing creative musical ideas serve?</p>	<p>a. <b>Evaluate, refine, and document</b> revisions to music, applying <b>teacher-provided and collaboratively developed criteria and feedback</b>, and describe the <b>rationale for changes</b>.</p> <p><b>MU:Cr3.2.5</b></p> <p>a. <b>Present the final version of created music</b> to others that demonstrates <b>craftsmanship</b>, and explain <b>connection to expressive intent</b>.</p>	<p>a. <b>Evaluate, refine, and document</b> revisions to music, applying <b>criteria and feedback</b> such as <b>elements of music</b>, and explain the <b>rationale for changes</b>.</p> <p><b>MU:Cr3.2.6</b></p> <p>a. <b>Present the final version of their documented composition or arrangement</b>, using <b>craftsmanship and originality</b> to demonstrate <b>effective beginning, middle, and ending</b>, and <b>convey expressive intent</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 Understanding 4.1</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.</p> <p><b>Essential Question:</b> How do performers select repertoire?</p> <p><b>Enduring Understanding 4.2</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?</p>	<p><b>MU:Pr4.1.5</b></p> <p>a. <b>Demonstrate and explain</b> how the <b>music that they selected to perform</b> from teacher- or student-provided options is influenced by <b>personal interest, knowledge, purpose, context, and their own and others' technical skill</b>.</p> <p><b>MU:Pr4.2.5</b></p> <p>a. <b>Demonstrate knowledge</b> of the <b>elements of music</b> such as <b>rhythm, pitch, form, and harmony</b> in music selected for performance.</p>	<p><b>MU:Pr4.1.6</b></p> <p>a. <b>Apply established criteria</b> for selecting music to <b>perform</b> (from teacher- or student-provided options) for <b>specific purposes and context</b>, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6</b></p> <p>a. <b>Explain and demonstrate</b> the <b>structure and the elements of music</b> used in music selected for performance.</p> <p><b>MU:Pr4.3.6</b></p> <p>a. <b>Demonstrate a selected piece of music</b></p>		

		<p><b>MU:Pr4.3.5</b>  a. <b>Demonstrate and identify the context and how intent</b> is conveyed through <b>interpretive decisions</b> such as <b>dynamics and tempo</b>.</p>	<p>that shows <b>their interpretations</b> of the <b>elements of music and expressive qualities</b> such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b> that convey <b>intent and are appropriate to the context</b>.</p>		
	<p><b>Anchor Standard 5</b>  <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><b>Enduring Understanding 5.1</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>  When is a performance judged ready to present?  How do musicians improve the quality of their performance?</p>	<p><b>MU:Pr5.1.5</b></p> <p>a. <b>Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</b></p> <p>b. <b>Identify and apply appropriate rehearsal strategies and show readiness to present.</b></p> <p>c. <b>Respond appropriately</b> to aural and visual cues.</p>	<p><b>MU:Pr5.1.6</b></p> <p>a. <b>Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</b></p> <p>b. <b>Identify and apply appropriate rehearsal strategies and show readiness to present.</b></p> <p>c. <b>Respond appropriately</b> to aural and visual cues.</p>		
	<p><b>Anchor Standard 6</b>  <i>Convey meaning through the presentation of artistic work.</i></p> <p><b>Enduring Understanding 6.1</b>  Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p> <p><b>Essential Questions:</b></p>	<p><b>MU:Pr6.1.5</b></p> <p>a. <b>Perform music with expression, technical accuracy, and interpretation.</b></p> <p>b. Perform appropriately for the audience, venue, context, and genre, demonstrating</p>	<p><b>MU:Pr6.1.6</b></p> <p>a. <b>Perform music with stylistic expression, technical accuracy, and interpretation.</b></p> <p>b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating</p>		

	<p>How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical work? How do context and the manner in which musical work is presented influence audience response?</p>	<p>performance decorum.  c. Respond appropriately to aural and visual cues.</p>	<p>performance decorum.  c. Respond appropriately to aural and visual cues.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>RESPONDING</b></p>	<p><b>Anchor Standard 7</b> <i>Perceive and analyze artistic work.</i></p> <p><b>Enduring Understanding 7.1</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p><b>Essential Question:</b> How do individuals choose music to experience?</p> <p><b>Enduring Understanding 7.2</b> 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>Essential Question:</b> How does understanding the structure and context of music inform a response?</p>	<p><b>MU:Re7.1.5</b> <b>a. Demonstrate and explain</b> how <b>selected music</b> (from teacher- or student-provided options) <b>connects to and is influenced by specific interests, experiences, purposes, or contexts.</b></p> <p><b>MU:Re7.2.5</b> <b>a. Demonstrate and explain</b> how <b>responses to music</b> are informed by the <b>use of the elements of music</b> and by <b>context</b> (such as <b>cultural and historical</b>).</p>	<p><b>MU:Re7.1.6</b> <b>a. Select and explain</b> how <b>containing musical works</b> (from teacher- or student-provided options) <b>connect to and are influenced by specific interests, experiences, purposes, or contexts.</b></p> <p><b>MU:Re7.2.6</b> <b>a. Describe</b> how the <b>elements of music and expressive qualities</b> relate to the <b>structure of pieces.</b> <b>b. Identify and compare</b> the <b>context of music</b> from a variety of <b>genres, cultures, and historical periods.</b></p>		
	<p><b>Anchor Standard 8</b> <i>Interpret meaning in artistic work.</i></p> <p><b>Enduring Understanding 8.1</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?</p>	<p><b>MU:Re8.1.5</b> <b>a. Demonstrate and explain</b> how the <b>expressive qualities</b> such as <b>dynamics, tempo, timbre, and articulation</b> are used in <b>performers' interpretations</b> to reflect <b>expressive intent.</b></p>	<p><b>MU:Re8.1.6</b> <b>a. Describe a personal interpretation</b> of how <b>creators and performers</b> apply the <b>elements of music and expressive qualities</b> within <b>genres and cultural and historical contexts</b> to convey expressive intent</p>		

CONNECTING

	<p><b>Anchor Standard 9</b> <i>Apply criteria to evaluate artistic work.</i></p> <p><b>Enduring Understanding 9.1</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question:</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. Apply <b>established criteria to evaluate musical works and performances, explaining appropriateness</b> to the context.</p>	<p><b>MU:Re9.1.6</b></p> <p>a. Apply <b>established criteria to evaluate musical works and performances, citing evidence and explaining appropriateness</b> to the context.</p>		
	<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 10.1</b> The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human experience. Musicians draw 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? What inspires and informs the creative work of musicians?</p>	<p><b>MU:Cn10.1.5</b></p> <p>a. Create <b>musical ostinati and order sounds</b> to portray a story, a poem, or to illustrate an abstract idea.</p> <p>b. <b>Describe places, times, and reasons</b> for making and listening to music.</p>	<p><b>MU:Cn10.1.6</b></p> <p>a. Create <b>musical ostinati and order sounds</b> to portray a story, a poem, or to illustrate an abstract idea.</p> <p>b. <b>Relate music to personal accomplishments and experiences.</b></p> <p>c. <b>Express and/or share a musical idea or emotion</b> by using technological resources.</p> <p>d. <b>Identify how sound is produced on a variety of instruments and other sound sources.</b></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 11.1</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?          How does music help preserve personal and cultural insights and values?</p>	<p><b>MU:Cn11.1.5</b></p> <p>a. <b>Perform</b> folk music from a <b>variety of cultures and time periods</b> and <b>identify the music’s role and meaning in its culture of origin.</b></p> <p>b. <b>Document and preserve musical ideas or insights</b> related to <b>musical styles and repertoire</b>, using <b>standard notation</b>, as appropriate to the <b>musical tradition.</b></p>	<p><b>MU:Cn11.1.6</b></p> <p>a. <b>Perform</b> folk music from a <b>variety of cultures</b>, including <b>songs in foreign languages</b>, and <b>describe the music’s role and meaning in its culture of origin.</b></p> <p>b. <b>Use technological resources to preserve and relate musical styles and repertoire</b> as appropriate to the <b>musical tradition</b></p>		
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