GENERAL MUSIC SCOPE AND SEQUENCE
AY 26-27

CLUSTER	GRADE 1	GRADE 2	GRADE 3	GRADE 4
CREATING				
GENERATE MUSICAL IDEAS	*No standard listed* ***Supporting learning*** *• Explore musical patterns through singing, movement, clapping, cup rhythms, and instruments.*	**MU:Cr1.1.2a** *Invent rhythm and melody patterns for an intended purpose.* ***Supporting learning*** *• Generate musical ideas through rhythm, melody, timbre, tempo, vibration, and texture explorations.*	**MU:Cr1.1.3** *Invent rhythms and melodies for a purpose, within specified tonality and meter.* ***Supporting learning*** *• Create personal rhythmic compositions.* *• Generate rhythmic and pitch ideas for a short piece in ABA form.*	*No standard listed* ***Supporting learning*** *• Develop rhythmic, melodic, and harmonic ideas during group composition and arranging tasks.*
ORGANIZE AND DEVELOP IDEAS	*No standard listed* ***Supporting learning*** *• Organize sounds and patterns to communicate stories, emotions, and ideas.*	**MU:Cr2.1.2a** *Explain personal choices of musical patterns that convey intended expression.* ***Supporting learning*** *• Select and organize text into an environmental chant.* *• Compose a group jingle and a short personal soundtrack using instruments, body percussion, and lyrics.*	**MU:Cr2.1.3** *Choose expressive musical ideas; record and organize them through notation or technology.* ***Supporting learning*** *• Organize elements of music into animal-habitat and film soundscapes.* *• Compose a short ABA piece using rhythm and pitch.*	**MU:Cr2.1.4** *Organize an expressive arrangement or composition; document its musical ideas.* ***Supporting learning*** *• Organize ideas for group compositions.* *• Combine rhythmic, harmonic, and melodic material into an arrangement for two to three instruments.*

ELEMENTARY

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REFINE AND SHARE MUSIC	**MU:Cr3.2.1** *With some guidance, share finished musical ideas expressing a purpose.* ***Supporting learning*** *• Present learning through oral sharing, instrumental and vocal performance, and a short portfolio.* *• Connect final musical choices to culture, nature, emotion, stories, and history.*	*No standard listed* ***Supporting learning*** *• Rehearse, present, and reflect on chants, jingles, soundtracks, and group performances.*	**MU:Cr3.1.3** *Revise and document music using teacher criteria and feedback.* **MU:Cr3.2.3** *Share completed music and describe its intended expression.* ***Supporting learning*** *• Use communication and rehearsal strategies to refine group compositions.* *• Present final rhythmic works, soundscapes, and ABA compositions.*	**MU:Cr3.1.4** *Revise and document music using shared criteria and feedback.* **MU:Cr3.2.4** *Share completed music and explain its intended expression.* ***Supporting learning*** *• Refine work using rehearsal strategies and group feedback.* *• Present completed rhythmic, melodic, harmonic, and arranged work.*
PERFORMING/PRESENTING/PRODUCING				
SELECT ANALYZE AND INTERPRET	*No standard listed* ***Supporting learning*** *• Explore performance choices through dynamics, tempo, expression, steady rhythm, and instrumental timbre.*	**MU:Pr4.2.2a** *Show understanding of tonality and meter in performance repertoire.* **MU:Pr4.3.2a** *Show how tempo and dynamics communicate musical intention.* ***Supporting learning*** *• Apply rhythm, repetition, melody, harmony, dynamics, expression, and form in performance.* *• Explain how expressive choices communicate an environmental or global-unity message.*	**MU:Pr4.1.3** *Explain repertoire choices through interests, knowledge, purpose, and context.* **MU:Pr4.2.3** *Apply musical elements, read notation, and consider performance context.* **MU:Pr4.3.3** *Identify how context, tempo, and dynamics communicate intention.* ***Supporting learning*** *• Select and analyze rhythmic, pentatonic, soundscape, folk-song, xylophone, and ukulele material.* *• Interpret music through dynamics, tempo, timbre, form, and expression.*	**MU:Pr4.1.4** *Explain repertoire choices, considering interests, knowledge, purpose, context, and technical ability.* **MU:Pr4.2.4** *Apply rhythm, pitch, form, notation, and cultural context in performance.* **MU:Pr4.3.4** *Identify how interpretive decisions communicate intention within a context.* ***Supporting learning*** *• Analyze notation, syncopation, treble-clef pitch, sharps/flats, triads, and major/minor chords.* *• Make interpretive choices for percussion, xylophone, ukulele, anthem, and ensemble repertoire.*

ELEMENTARY

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REHEARSE AND REFINE	*No standard listed* ***Supporting learning*** *• Build steady beat, singing voice, percussion technique, melodic playing, and expressive control.*	*No standard listed* ***Supporting learning*** *• Collaborate respectfully; rehearse chants, group presentations, original compositions, and vocal repertoire.*	**MU:Pr5.1.3** *Use criteria, feedback, rehearsal strategies, and cues to prepare performances.* ***Supporting learning*** *• Apply rehearsal strategies and feedback to soundscapes, percussion, xylophone, ukulele, singing, and ABA compositions.*	**MU:Pr5.1.4** *Use shared criteria, feedback, rehearsal strategies, and cues to improve expression and accuracy.* ***Supporting learning*** *• Refine syncopated rhythm, xylophone, percussion, ukulele, anthem, pitch-reading, and triad skills.* *• Use effective rehearsal strategies to improve accuracy and ensemble readiness.*
PRESENT MUSIC	*No standard listed* ***Supporting learning*** *• Perform songs and instrumental work to communicate culture, nature, emotion, story, and change over time.*	**MU:Pr6.1.2a** *Perform expressively and accurately for an intended purpose.* ***Supporting learning*** *• Present an orchestra-family project confidently.* *• Perform an original soundtrack and 'We Are the World' with accurate pitch, rhythm, expression, and collaboration.*	**MU:Pr6.1.3** *Perform accurately and expressively, observing audience expectations and cues.* ***Supporting learning*** *• Perform selected music with expression and technical accuracy on xylophone and ukulele.* *• Share compositions and repertoire for a clear purpose and audience.*	**MU:Pr6.1.4** *Perform accurately and expressively, observing audience expectations and cues.* ***Supporting learning*** *• Perform rhythmic, xylophone, percussion, ukulele, anthem, triad, and arranged work accurately and expressively.*

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RESPONDING				
SELECT AND ANALYZE MUSIC	*No standard listed* ***Supporting learning*** *• Notice patterns, dynamics, tempo, melody, timbre, expression, and cultural connections in songs and stories.*	**MU:Re7.1.2a** *Explain how interests and experiences shape musical choices.* **MU:Re7.2.2a** *Show how musical concepts serve an intended purpose.* ***Supporting learning*** *• Describe musical elements in past and present songs.* *• Analyze instrument families, vibration, sound choices, identity, and emotional messages.*	**MU:Re7.1.3** *Identify connections between musical choices, interests, experiences, and purpose.* **MU:Re7.2.3** *Identify how musical elements and context shape responses.* ***Supporting learning*** *• Select and discuss music using personal, cultural, and historical context.* *• Analyze form, rhythm, melody, timbre, tempo, and technology.*	**MU:Re7.1.4** *Describe how interests, experiences, purposes, and contexts shape musical choices.* **MU:Re7.2.4** *Describe how musical elements and context shape responses.* ***Supporting learning*** *• Analyze the Kuwait National Anthem and other repertoire.* *• Use grade-appropriate vocabulary to discuss melody, notation, sharps/flats, major/minor harmony, and context.*
INTERPRET MEANING	**MU:Re8.1.1** *With some guidance, identify dynamics and tempo conveying intention.* ***Supporting learning*** *• Interpret stories and expressive meaning through dynamics, tempo, melody, timbre, instrument families, and performance choices.*	*No standard listed* ***Supporting learning*** *• Explain how dynamics, timbre, texture, structure, and expression communicate environmental, personal, and cultural ideas.*	**MU:Re8.1.3** *Identify expressive choices conveying a performer's intention.* ***Supporting learning*** *• Interpret how timbre, dynamics, rhythm, tempo, soundscape, film sound, form, and performance choices convey emotion and intent.*	**MU:Re8.1.4** *Describe dynamics, tempo, and timbre conveying a performer's intention.* ***Supporting learning*** *• Interpret expressive qualities in rhythmic performance.* *• Analyze and discuss how musical elements and performers' choices communicate intent.*

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EVALUATE MUSIC	*No standard listed* ***Supporting learning*** *• Share oral responses and portfolio evidence about songs, instruments, stories, and expressive choices.*	*No standard listed* ***Supporting learning*** *• Use self-assessment, teacher observation, peer reflection, and oral reflection to evaluate work.*	**MU:Re9.1.3** *Judge music and performances against criteria, identifying suitability for the context.* ***Supporting learning*** *• Evaluate soundscapes, instrumental technique, and compositions using task criteria and feedback.*	**MU:Re9.1.4** *Judge music and performances against criteria, describing suitability for the context.* ***Supporting learning*** *• Evaluate music using grade-appropriate terminology.* *• Apply criteria to a final arrangement that combines rhythm, melody, and harmony.*
CONNECTING				
RELATE MUSIC AND EXPERIENCE	*No standard listed* ***Supporting learning*** *• Connect music to family, countries, weather, animals, emotion, stories, and the changing role of instruments.*	**MU:Cn10.1.2** *Create expressive soundscapes and movements; identify when, where, and why people make or hear music.* ***Supporting learning*** *• Create music about environmental issues and instrument families.* *• Connect music to unity and cultural exchange through the Silk Road context.*	**MU:Cn10.1.3** *Create expressive soundscapes, perform cultural dances, and describe music-making and listening contexts.* ***Supporting learning*** *• Connect chants, soundscapes, film sound, animals, habitats, emotion, technology, and cultural history to musical creation.*	**MU:Cn10.1.4** *Create expressive motifs or ostinati, perform cultural dances, and describe music-making and listening contexts.* ***Supporting learning*** *• Connect rhythmic and percussion performance choices to personal knowledge and experience.*
MUSIC AND CULTURAL CONTEXT	**MU:Cn11.1.1** *Sing or play folk music and discuss its cultural origins.* ***Supporting learning*** *• Explore family songs, countries, folk music, nature, orchestra stories, cultural significance, and how instruments change over time.*	**MU:Cn11.1.2** *Sing or play folk music and discuss its cultural origins.* ***Supporting learning*** *• Compare music from the past and present and explain links to personal and cultural history.* *• Explore inclusive ways people experience music through vibration.*	**MU:Cn11.1.3** *Identify folk music's cultural origins and preserve musical ideas through suitable notation.* ***Supporting learning*** *• Explain how music and listening technology reflect personal and cultural history.* *• Use folk songs, habitats, soundscapes, and film sound to explore context.*	**MU:Cn11.1.4** *Identify folk music's cultural meaning and preserve musical ideas through suitable notation.* ***Supporting learning*** *• Use arranging and composition to connect musical ideas with cultural and musical contexts.*