المدرسة الأمريكية الدولية
American International School

MIDDLE SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

BAND SCOPE AND SEQUENCE
AY 26-27

STRANDS	STANDARDS/SKILLS (National Core Arts Enduring Understandings)	GRADE 5	GRADE 6	GRADE 7	GRADE 8
CREATING	**Anchor Standard 1:** ***Generate and conceptualize artistic ideas and work.*** **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. **Essential Question:** How do musicians generate creative ideas?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Cr1.1.5** Generate rhythmic, melodic, and timbral ideas based on music explored in rehearsal. Unit 2: Rhythmic Composition Unit 4: Small Ensembles	**MU:Cr1.1.8** Generate rhythmic, melodic, and timbral ideas based on characteristics of music studied in rehearsal. Unit 2: Rhythmic Composition Unit 4: Small Ensembles
	Anchor Standard 2: ***Organize and develop artistic ideas and work.*** **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent. **Essential Question:** How do musicians make creative decisions?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Cr2.1.5** Select and develop musical ideas into patterns and preserve them through standard notation or recording. Units 2 and 4	**MU:Cr2.1.8** Select and develop musical ideas into contrasting phrases and preserve drafts through standard notation or recording. Units 2 and 4
	Anchor Standard 3: ***Refine and complete artistic work.*** **Enduring Understandings:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication. **Essential Questions:** How do musicians improve the quality of their creative work? When is creative work ready to share?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Cr3.1.5 / MU:Cr3.2.5** Evaluate, refine, and share created musical patterns using teacher-provided criteria. Units 2 and 4	**MU:Cr3.1.8 / MU:Cr3.2.8** Evaluate, refine, and share created patterns using collaboratively selected musical criteria. Units 2 and 4

PERFORMING/ PRESENTING/ PRODUCING	**Anchor Standard 4:** ***Select, analyze and interpret artistic work for presentation.*** **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. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. **Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Pr4.E.5 (Supporting)** Select and analyze varied repertoire using music literacy, ensemble balance, musical form, context, and the technical readiness of the group. Units 2 and 4	**MU:Pr4.E.5 (Supporting)** Select and analyze increasingly complex repertoire using music literacy, ensemble roles, musical form, context, and technical readiness. Units 2 and 4

PERFORMING/ PRESENTING/ PRODUCING	**Anchor Standard 5:** ***Develop and refine artistic techniques and work for presentation.*** **Enduring Understanding:** 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. **Essential Questions:** How do musicians improve the quality of their performance? When is musical work ready to present?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Pr5.1.E.5 (Priority)** Use teacher feedback, practice records, and rehearsal strategies to address technical challenges and refine individual and ensemble performance. Unit 1 Units 2-4 and Semester 2 revisit	**MU:Pr5.1.E.5 (Priority)** Use reflection, teacher feedback, scales, and focused practice strategies to address technical challenges and refine ensemble performance. Unit 1 Units 2-4
	Anchor Standard 6: ***Convey meaning through the presentation of artistic work.*** **Enduring Understanding:** The effectiveness of a performance is based on criteria that vary across time, place and cultures. **Essential Questions:** How does a musician convey artistry in a public performance?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Pr6.1.E.5 (Priority)** Demonstrate technical accuracy, expressive intent, ensemble awareness, and appropriate concert etiquette in prepared performances. Unit 2 Unit 3: Performance Skills and Etiquette	**MU:Pr6.1.E.5 (Priority)** Perform with technical accuracy, expressive intent, ensemble awareness, and concert etiquette in prepared repertoire. Unit 2 Unit 3: Preparing for the Show

RESPONDING	**Anchor Standard 7:** ***Perceive and analyze artistic work.*** **Enduring Understandings:** Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music. **Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Re7.E.5.1 (Supporting)** Select suitable repertoire and explain choices using musical characteristics, context, purpose, and the needs of the small ensemble. Unit 4: Small Ensembles and Research	**MU:Re7.E.5.1 (Supporting)** Select appropriate small-ensemble repertoire and explain choices using musical characteristics, context, purpose, and group needs. Unit 4: Small Ensembles and Book 3
	Anchor Standard 8: ***Interpret meaning of artistic work.*** **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. **Essential Questions:** How do we discern musical creators' and performers' expressive intent?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Re8.1.E.5 (Priority)** Identify interpretations of expressive intent and meaning, referring to the elements of music and the performance context. Unit 4	**MU:Re8.1.E.5 (Priority)** Identify and support interpretations of expressive intent and meaning using musical terminology, elements of music, and context. Unit 4
	Anchor Standard 9: ***Apply criteria to evaluate artistic work.*** **Enduring Understanding:** The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. **Essential Questions:** How do we judge the quality of musical work(s) and performance(s)?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Re9.1.E.5 (Priority)** Evaluate performances and justify opinions using musical terminology, analysis, experience, and context. Unit 1 Unit 2 Unit 3	**MU:Re9.1.E.5 (Priority)** Evaluate concert and class performances and justify judgments using analysis, experience, context, and musical evidence. Units 1-2 Unit 3

CONNECTING	**Anchor Standard 10:** ***Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.*** **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. **Essential Questions:** How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration? What inspires and informs the creative work of musicians?	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**Separate MS Music course** See the Grade 5-6 Music Scope and Sequence.	**MU:Cn10.1.5 (Supporting)** Relate band history and musical experiences to personal accomplishments and new goals. Unit 1 **MU:Cn10.1.E.5 (Priority)** Connect practice, concert preparation, performance, and reflection. Unit 3	**MU:Cn10.1.5 (Supporting)** Relate progress, practice, and musical experiences to personal accomplishments and new goals. Unit 1 **MU:Cn10.1.E.5 (Priority)** Connect preparation, performance, and reflection to an effective musical goal. Unit 3