GENERAL MUSIC SCOPE AND SEQUENCE
AY 26-27

STRAND	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?	**MU:Cr1.1.5** Generate rhythmic and melodic ideas and explain their connection to a specific purpose and context.	**MU:Cr1.1.6** Generate rhythmic and melodic ideas over given harmonic accompaniments within AB and ABA forms, identifying purpose and context.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.
	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?	**MU:Cr2.1.5** Develop musical ideas for arrangements or compositions, express intent, and document ideas using notation or recording technology.	**MU:Cr2.1.6** Organize developed musical ideas into clear forms such as AB or ABA and document the work using notation or recording technology.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.

STRAND	STANDARDS/SKILLS (National Core Arts Enduring Understandings)	Grade 5	Grade 6	Grade 7	Grade 8
PERFORMING/ PRESENTING/ PRODUCING	**Anchor Standard 3** ***Refine and complete artistic work.*** **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, criteria, and feedback. Presentation culminates the creative process. **Essential Questions:** How do musicians improve the quality of their creative work? How does sharing musical ideas communicate expressive intent?	**MU:Cr3.1.5 / MU:Cr3.2.5** Evaluate and revise created music using teacher-provided and collaborative criteria, then present a final version that demonstrates craftsmanship.	**MU:Cr3.1.6 / MU:Cr3.2.6** Refine music using criteria and feedback, explain revisions, and present a documented final version with effective form and expressive intent.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.
	Anchor Standard 4 ***Select, analyze, and interpret artistic work for presentation.*** **Enduring Understanding:** Performers' interests, knowledge, technical skill, and understanding of musical structure and context influence repertoire and interpretation. **Essential Questions:** How do performers select repertoire? How does understanding structure and context inform performance?	**MU:Pr4.1.5 / MU:Pr4.2.5 / MU:Pr4.3.5** Explain repertoire choices; demonstrate understanding of rhythm, pitch, form, and harmony; and convey intent through dynamics and tempo.	**MU:Pr4.1.6 / MU:Pr4.2.6 / MU:Pr4.3.6** Apply criteria when selecting music, explain its structure and elements, and interpret expressive qualities appropriate to context.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.

STRAND	STANDARDS/SKILLS (National Core Arts Enduring Understandings)	Grade 5	Grade 6	Grade 7	Grade 8
	Anchor Standard 5 ***Develop and refine artistic techniques and work for presentation.*** **Enduring Understanding:** Musicians analyze, evaluate, and refine performance over time through persistence, feedback, and appropriate criteria. **Essential Questions:** When is a performance ready to present? How do musicians improve performance quality?	**MU:Pr5.1.5** Apply criteria and feedback to evaluate accuracy and expression, use appropriate rehearsal strategies, and respond to aural and visual cues.	**MU:Pr5.1.6** Discuss and apply criteria and feedback, refine accuracy and expression, use effective rehearsal strategies, and respond to cues.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.
	Anchor Standard 6 ***Convey meaning through the presentation of artistic work.*** **Enduring Understanding:** Musicians judge expression and technique using criteria shaped by time, place, culture, audience, venue, context, genre, and style. **Essential Questions:** How are expressive intent and technical accuracy demonstrated? How do context and presentation influence audience response?	**MU:Pr6.1.5** Perform with expression, technical accuracy, interpretation, appropriate decorum, and responsiveness to aural and visual cues.	**MU:Pr6.1.6** Perform with stylistic expression, technical accuracy, interpretation, appropriate decorum, and responsiveness to cues.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.

STRAND	STANDARDS/SKILLS (National Core Arts Enduring Understandings)	Grade 5	Grade 6	Grade 7	Grade 8
RESPONDING	**Anchor Standard 7** ***Perceive and analyze artistic work.*** **Enduring Understanding:** Musical choices and responses are influenced by interests, experiences, purposes, context, and analysis of musical elements. **Essential Questions:** How do individuals choose music to experience? How do structure and context inform a response?	**MU:Re7.1.5 / MU:Re7.2.5** Explain how selected music connects to interests, experiences, purposes, or contexts and how responses are informed by musical elements and context.	**MU:Re7.1.6 / MU:Re7.2.6** Select and explain musical connections; describe relationships among elements, expressive qualities, structure, genre, culture, and history.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.
	Anchor Standard 8 ***Interpret meaning in artistic work.*** **Enduring Understanding:** Creators and performers use musical elements, structures, and expressive qualities to provide clues to expressive intent. **Essential Question:** How do we discern creators' and performers' expressive intent?	**MU:Re8.1.5** Explain how dynamics, tempo, timbre, and articulation reflect expressive intent in performers' interpretations.	**MU:Re8.1.6** Describe a personal interpretation of how musical elements and expressive qualities convey intent within genres and cultural or historical contexts.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.

STRAND	STANDARDS/SKILLS (National Core Arts Enduring Understandings)	Grade 5	Grade 6	Grade 7	Grade 8
CONNECTING	**Anchor Standard 9** ***Apply criteria to evaluate artistic work.*** **Enduring Understanding:** Evaluation of musical work and performance is informed by analysis, interpretation, and established criteria. **Essential Question:** How do we judge the quality of musical work and performance?	**MU:Re9.1.5** Apply established criteria to evaluate musical works and performances and explain appropriateness to context.	**MU:Re9.1.6** Apply established criteria, cite evidence, and explain why musical works and performances are appropriate to context.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.
	Anchor Standard 10 ***Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.*** **Enduring Understanding:** Music allows people to express and reflect on ideas, values, and experiences while drawing on interdisciplinary knowledge and universal themes. **Essential Questions:** How does music deepen understanding and promote creative collaboration? What inspires and informs musicians' creative work?	**MU:Cn10.1.5** Create musical ostinati or ordered sounds to portray a story, poem, or abstract idea; describe places, times, and reasons for making and hearing music.	**MU:Cn10.1.6** Create music to portray ideas; relate music to personal experiences; share ideas using technology; and explain sound production on varied instruments.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.

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	Anchor Standard 11 ***Investigate how artistic work is influenced by societal, cultural, and historical context and how artistic ideas shape cultures.*** **Enduring Understanding:** Creating, performing, and analyzing music deepens knowledge of ideas and cultures and helps preserve musical insights and values. **Essential Questions:** How does music help us understand different times, places, and cultures? How does music preserve personal and cultural insights and values?	**MU:Cn11.1.5** Perform folk music from varied cultures and time periods, identify its role and meaning, and preserve musical ideas using notation appropriate to the tradition.	**MU:Cn11.1.6** Perform culturally varied repertoire, including music in other languages where appropriate, and use technology to preserve and relate musical styles.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.	**Separate MS Band course** See the Grade 7-8 Band Scope and Sequence.