

GENERAL MUSIC SCOPE AND SEQUENCE AY 24-25

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

STRAND	STANDARDS/SKILLS (New York State Enduring Understandings)	PreK	KG1	KG2
CREATING	<p>Anchor Standard 1 <i>Generate and conceptualize artistic ideas and work.</i></p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>	<p>MU:Cr1.1.PK</p> <p>a. With substantial guidance, explore and experience a variety of music.</p>	<p>MU:Cr1.1.K</p> <p>a. With guidance, explore and experience music concepts such as beat and melodic contour.</p>	<p>MU:Cr1.1.K</p> <p>a. With guidance, explore and experience music concepts such as beat and melodic contour.</p> <p>b. With guidance, generate musical ideas such as movements or motifs.</p>
	<p>Anchor Standard 2 <i>Organize and develop artistic ideas and work.</i></p> <p>Enduring Understanding 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>	<p>MU:Cr2.1.PK</p> <p>a. With substantial guidance, explore, select, and keep track of favorite musical ideas such as movements, vocalizations, or instrumental accompaniments.</p>	<p>MU:Cr2.1.K</p> <p>a. With guidance, demonstrate and select favorite musical ideas.</p>	<p>MU:Cr2.1.K</p> <p>a. With guidance, demonstrate and select favorite musical ideas.</p> <p>b. With guidance, organize musical ideas using iconic notation and/or recording technology.</p>
	<p>Anchor Standard 3 <i>Refine and complete artistic work.</i></p> <p>Enduring Understanding 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question:</p>	<p>MU:Cr3.1.PK</p> <p>a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining musical ideas.</p>	<p>MU:Cr3.1.K</p> <p>a. With guidance, apply personal, peer, and teacher feedback in refining musical ideas.</p>	<p>MU:Cr3.1.K</p> <p>a. With guidance, apply personal, peer, and teacher feedback in refining musical ideas.</p> <p>MU:Cr3.2.K</p>

PERFORMING

	<p>How do musicians improve the quality of their creative work?</p> <p>Enduring Understanding 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Questions: How does sharing creative musical ideas demonstrate expressive intent? What personal purpose does sharing creative musical ideas serve?</p>	<p>MU:Cr3.2.PK</p> <p>a. With substantial guidance, share revised musical ideas with peers.</p>		<p>a. With guidance, demonstrate a final version of musical ideas to peers.</p>
	<p>Anchor Standard 4 <i>Select, analyze, and interpret artistic work for presentation.</i></p> <p>Enduring Understanding 4.1 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>Essential Question: How do performers select repertoire?</p> <p>Enduring Understanding 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>	<p>MU:Pr4.1.PK</p> <p>a. With substantial guidance, demonstrate and state preference for varied musical selections provided by the teacher.</p> <p>MU:Pr4.2.PK</p> <p>a. With substantial guidance, explore and demonstrate awareness of musical contrasts.</p>	<p>MU:Pr4.1.K</p> <p>a. With guidance, demonstrate and state personal interest in varied musical selections provided by the teacher.</p>	<p>MU:Pr4.1.K</p> <p>a. With guidance, demonstrate and state personal interest in varied musical selections provided by the teacher.</p> <p>MU:Pr4.2.K</p> <p>a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, fast/slow in a variety of music selected for performance.</p>
	<p>Anchor Standard 5 <i>Develop and refine artistic techniques and work for presentation.</i></p> <p>Enduring Understanding 5.1 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>MU:Pr5.1.PK</p> <p>a. With substantial guidance, practice and demonstrate what they like about their own performances.</p> <p>b. With substantial</p>	<p>MU:Pr5.1.K</p> <p>a. With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With guidance, use suggested strategies</p>	<p>MU:Pr5.1.K</p> <p>a. With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With guidance, use suggested strategies</p>

RESPONDING

<p>Essential Questions: When is a performance judged ready to present? How do musicians improve the quality of their performance?</p>	<p>guidance, apply personal, peer, and teacher feedback to refine performances. c. Respond appropriately to aural and visual cues.</p>	<p>to enhance expressive qualities of music.</p>	<p>to enhance expressive qualities of music. c. Respond appropriately to aural and visual cues.</p>
<p>Anchor Standard 6 <i>Convey meaning through the presentation of artistic work.</i></p> <p>Enduring Understanding 6.1 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>Essential Questions: 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>MU:Pr6.1.PK</p> <p>a. With substantial guidance, perform music with expression.</p> <p>b. Respond appropriately to aural and visual cues.</p>	<p>MU:Pr6.1.K</p> <p>a. With guidance, perform music with expression.</p> <p>b. Perform appropriately for the audience.</p>	<p>MU:Pr6.1.K</p> <p>a. With guidance, perform music with expression.</p> <p>b. Perform appropriately for the audience.</p> <p>c. Respond appropriately to aural and visual cues.</p>
<p>Anchor Standard 7 <i>Perceive and analyze artistic work.</i></p> <p>Enduring Understanding 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p> <p>Enduring Understanding 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>	<p>MU:Re7.1.PK</p> <p>a. With substantial guidance, state personal interests and demonstrate why they prefer some teacher-provided music selections over others.</p> <p>MU:Re7.2.PK</p> <p>a. With substantial guidance, explore musical contrasts in music.</p>	<p>MU:Re7.1.K</p> <p>a. With guidance, list personal interests and demonstrate why they prefer some teacher-provided music selections over others.</p>	<p>MU:Re7.1.K</p> <p>a. With guidance, list personal interests and demonstrate why they prefer some teacher-provided music selections over others.</p> <p>MU:Re7.2.K</p> <p>a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>

CONNECTING

<p>Anchor Standard 8 <i>Interpret meaning in artistic work.</i></p> <p>Enduring Understanding 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern the musical creators’ and performers’ expressive intent?</p>	<p>MU:Re8.1.PK</p> <p>a. With substantial guidance, explore music’s expressive qualities such as dynamics and tempo.</p>	<p>MU:Re8.1.K</p> <p>a. With guidance, demonstrate awareness of expressive qualities such as dynamics and tempo that reflect creators’ and performers’ expressive intent.</p>	<p>MU:Re8.1.K</p> <p>a. With guidance, demonstrate awareness of expressive qualities such as dynamics and tempo that reflect creators’ and performers’ expressive intent.</p>
<p>Anchor Standard 9 <i>Apply criteria to evaluate artistic work.</i></p> <p>Enduring Understanding 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>	<p>MU:Re9.1.PK</p> <p>a. With substantial guidance, talk about personal and expressive preferences in music.</p>	<p>MU:Re9.1.K</p> <p>a. With guidance, apply personal and expressive preferences in the evaluation of music.</p>	<p>MU:Re9.1.K</p> <p>a. With guidance, apply personal and expressive preferences in the evaluation of music.</p>
<p>Anchor Standard 10 <i>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</i></p> <p>Enduring Understanding 10.1 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>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?</p>	<p>MU:Cn10.1.PK</p> <p>b. Imagine and describe places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as creative movement or imitating actions of books or stories).</p> <p>d. Manipulate music concepts (such as tempo and dynamics) in order to express ideas.</p>	<p>MU:Cn10.1.K</p> <p>a. Explore and imitate sounds found in the environment.</p> <p>b. Imagine and describe places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as creative movement or imitating actions of books or stories).</p>	<p>MU:Cn10.1.K</p> <p>a. Explore and imitate sounds found in the environment.</p> <p>b. Imagine and describe places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as creative movement or imitating actions of books or stories).</p> <p>d. Manipulate music concepts (such as</p>

				tempo, dynamics, and articulation) in order to express ideas .
	<p>Anchor Standard 11 <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>Enduring Understanding 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p> <p>Essential Questions: 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>MU:Cn11.1.PK</p> <p>a. Perform/Explore folk music from a variety of cultures.</p> <p>b. With substantial guidance, explore personal preferences for varied musical styles and repertoire.</p>	<p>MU:Cn11.1.K</p> <p>a. Explore folk music from a variety of cultures and discuss the music's culture of origin.</p>	<p>MU:Cn11.1.K</p> <p>a. Explore folk music from a variety of cultures and discuss the music's culture of origin.</p> <p>b. With guidance, discuss preferences for varied musical styles and repertoire.</p>