

## GENERAL MUSIC SCOPE AND SEQUENCE AY 24-25

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

STRAND	STANDARDS/SKILLS (New York State Standard Enduring Understandings)	1st	2nd	3rd	4th
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:Cr1.1.1</b></p> <p>a. With <b>limited guidance</b>, create <b>musical ideas</b> such as answering a <b>musical question</b> for a <b>specific purpose</b>.</p> <p>b. With <b>limited guidance</b>, generate <b>musical ideas</b> in <b>multiple tonalities</b> such as <b>major and minor</b> and <b>meters</b> such as <b>duple and triple</b>.</p>	<p><b>MU:Cr1.1.2</b></p> <p>a. Generate <b>rhythmic and melodic patterns and musical ideas</b> for a <b>specific purpose</b>.</p> <p>b. Generate <b>musical ideas</b> and <b>patterns</b> within the context of a <b>given tonality</b> such as <b>major and minor</b> and <b>meter</b> such as <b>duple and triple</b>.</p>	<p><b>MU:Cr1.1.3</b></p> <p>a. Generate <b>rhythmic and melodic ideas</b> and identify connection to <b>specific purpose and context</b> such as <b>personal and social</b>.</p> <p>b. Generate <b>musical ideas</b> such as <b>rhythms and melodies</b> within a <b>given tonality and meter</b>.</p>	<p><b>MU:Cr1.1.4</b></p> <p>a. Generate <b>rhythmic and melodic ideas</b> and describe connection to <b>specific purpose and context</b> such as <b>social and cultural</b>.</p> <p>b. Generate <b>musical ideas</b> such as <b>rhythms, melodies, and simple accompaniment patterns</b> within <b>tonalities</b> such as <b>major and minor</b> and <b>meters</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:Cr2.1.1</b></p> <p>a. With <b>limited guidance</b>, demonstrate and discuss <b>personal reasons</b> for selecting <b>musical ideas</b> that represent <b>expressive intent</b>.</p> <p>b. Use <b>iconic or standard notation and or recording technology</b> to</p>	<p><b>MU:Cr2.1.2</b></p> <p>a. <b>Demonstrate and identify personal reasons</b> for selecting <b>patterns and ideas</b> for music that represents <b>expressive intent</b>.</p> <p>b. Use <b>iconic or standard notation and or recording technology</b> to <b>combine</b>,</p>	<p><b>MU:Cr2.1.3</b></p> <p>a. <b>Demonstrate and identify selected musical ideas</b> for a <b>piece of music to express intent</b> and identify connection to a <b>specific purpose and context</b>.</p> <p>b. Use <b>standard and or iconic notation and or recording</b></p>	<p><b>MU:Cr2.1.4</b></p> <p>a. <b>Demonstrate selected and organized musical ideas</b> for an <b>arrangement or composition</b> to express <b>intent</b>, and describe connection to <b>purpose and context</b>.</p> <p>b. Use <b>standard notation and or</b></p>

		document and organize musical ideas.	sequence, and document musical ideas.	technology to combine, sequence, and document musical ideas.	recording technology to combine, sequence, and document musical ideas.
	<p><b>Anchor Standard 3</b> <i>Refine and complete artistic work.</i></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><b>MU:Cr3.1.1</b></p> <p>a. With <b>limited guidance</b>, discuss and apply personal, peer, and teacher feedback to <b>refine musical ideas</b>.</p> <p><b>MU:Cr3.2.1</b></p> <p>a. With <b>limited guidance</b>, present a <b>final version of musical ideas</b> for a <b>specific purpose</b> to peers or an informal audience that conveys <b>expressive intent</b> for a <b>specific purpose</b>.</p>	<p><b>MU:Cr3.1.2</b></p> <p>a. <b>Interpret and apply</b> personal, peer, and teacher feedback to <b>revise music</b>.</p> <p><b>MU:Cr3.2.2</b></p> <p>a. <b>Present a final version of musical ideas</b> for a <b>specific purpose</b> to peers or an informal audience that conveys <b>expressive intent</b> for a <b>specific purpose</b>.</p>	<p><b>MU:Cr3.1.3</b></p> <p>a. <b>Evaluate, refine, and document</b> revisions to music, applying <b>teacher-provided criteria and feedback</b>.</p> <p><b>MU:Cr3.2.3</b></p> <p>a. <b>Present the final version of created music</b> to others, and describe <b>connection to expressive intent</b>.</p>	<p><b>MU:Cr3.1.4</b></p> <p>a. <b>Evaluate, refine, and document</b> revisions to music, applying <b>teacher-provided and collaboratively selected criteria and feedback</b>.</p> <p><b>MU:Cr3.2.4</b></p> <p>a. <b>Present the final version of created music</b> to others, and explain <b>connection to expressive intent</b>.</p>
PERFORMING/PRESENTING/PRODUCING	<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>MU:Pr4.1.1</b></p> <p>a. With <b>limited guidance</b>, demonstrate and discuss <b>personal interest, knowledge of, and purpose</b> of varied musical selections provided by the teacher.</p>	<p><b>MU:Pr4.1.2</b></p> <p>a. <b>Demonstrate and explain</b> personal interest, knowledge of, and purpose of varied musical selections provided by the teacher.</p>	<p><b>MU:Pr4.1.3</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, and context</b>.</p>	<p><b>MU:Pr4.1.4</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 technical skill</b>.</p>

	<p><b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?</p>	<p><b>MU:Pr4.2.1</b></p> <p>a. With <b>limited guidance</b>, demonstrate <b>knowledge of music concepts</b> such as <b>beat and melodic contour</b> in music selected for performance.</p> <p>b. When analyzing selected music, <b>read and perform rhythmic patterns</b> using <b>iconic or standard notation</b>, as appropriate to the musical tradition.</p>	<p><b>MU:Pr4.2.2</b></p> <p>a. <b>Demonstrate knowledge</b> of music concepts such as <b>major/minor tonality and meter</b> in music selected for performance.</p> <p>b. When analyzing selected music, <b>read and perform rhythmic and melodic patterns</b>, using <b>iconic or standard notation</b>, as appropriate to the musical tradition.</p>	<p><b>MU:Pr4.2.3</b></p> <p>a. <b>Demonstrate knowledge</b> of the <b>elements of music</b> such as <b>rhythm and pitch</b> in music selected for performance.</p> <p>b. When analyzing selected music, <b>read and perform rhythmic and melodic patterns</b> using <b>standard notation</b>, as appropriate to the musical tradition.</p> <p>c. Describe how <b>context</b> such as <b>personal and social</b> can inform a performance.</p>	<p><b>MU:Pr4.2.4</b></p> <p>a. <b>Demonstrate knowledge</b> of the <b>elements of music</b> such as <b>rhythm, pitch, and form</b> in music selected for performance.</p> <p>b. When analyzing selected music, <b>read and perform using standard notation</b>, as appropriate to the musical tradition.</p> <p>c. <b>Explain how context</b> such as <b>social and cultural</b> informs a performance.</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:Pr4.3.1</b></p> <p>a. <b>Demonstrate and describe</b> music's <b>expressive qualities</b> such as <b>dynamics and tempo</b>.</p>	<p><b>MU:Pr4.3.2</b></p> <p>a. <b>Demonstrate knowledge</b> of <b>expressive qualities</b> such as <b>dynamics and tempo</b> and how <b>creators use them to convey expressive intent</b>.</p>	<p><b>MU:Pr4.3.3</b></p> <p>a. <b>Demonstrate and identify the context and how intent</b> is conveyed through <b>expressive qualities</b> such as <b>dynamics and tempo</b>.</p>	<p><b>MU:Pr4.3.4</b></p> <p>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><b>MU:Pr5.1.1</b></p> <p>a. With <b>limited guidance</b>, apply <b>personal, teacher, and peer feedback</b> to <b>refine performances</b>.</p> <p>b. <b>Use suggested strategies</b> in rehearsals to <b>address interpretive challenges</b> of music.</p>	<p><b>MU:Pr5.1.2</b></p> <p>a. <b>Apply established criteria</b> to <b>judge the accuracy, expressiveness, and effectiveness</b> of performances.</p> <p>b. <b>Rehearse, identify, and apply strategies</b> to <b>address interpretive, performance, and technical</b></p>	<p><b>MU:Pr5.1.3</b></p> <p>a. <b>Apply established criteria and feedback</b> to <b>evaluate accuracy of performances</b>.</p> <p>b. <b>Identify and apply appropriate rehearsal strategies</b> and <b>show readiness to present</b>.</p>	<p><b>MU:Pr5.1.4</b></p> <p>a. <b>Apply established and collaboratively selected criteria and feedback</b> to <b>evaluate accuracy and expressiveness of performances</b>.</p> <p>b. <b>Identify and apply appropriate rehearsal strategies</b> and</p>

## RESPONDING

	c. Respond appropriately to aural and visual cues.	challenges of music. c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	show readiness to present.  c. Respond appropriately to aural and visual cues.
<b>Anchor Standard 6</b> <i>Convey meaning through the presentation of artistic work.</i>  <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.  <b>Essential Questions:</b> 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?	<b>MU:Pr6.1.1</b>  a. With limited guidance, perform music for a specific purpose with expression.  b. Perform appropriately for the audience and purpose.  c. Respond appropriately to aural and visual cues.	<b>MU:Pr6.1.2</b>  a. Perform music for a specific purpose with expression and technical accuracy.  b. Perform appropriately for the audience and purpose.  c. Respond appropriately to aural and visual cues.	<b>MU:Pr6.1.3</b>  a. Perform music with expression and technical accuracy.  b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum.  c. Respond appropriately to aural and visual cues.	<b>MU:Pr6.1.4</b>  a. Perform music with expression and technical accuracy.  b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum.  c. Respond appropriately to aural and visual cues.
<b>Anchor Standard 7</b> <i>Perceive and analyze artistic work.</i>  <b>Enduring Understanding 7.1</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  <b>Essential Question:</b> How do individuals choose music to experience?  <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.  <b>Essential Question:</b> How does understanding the structure and context of music inform a response?	<b>MU:Re7.1.1</b>  a. With limited guidance, identify and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes.          <b>MU:Re7.2.1</b>  a. With limited guidance, demonstrate and identify how	<b>MU:Re7.1.2</b>  a. Explain and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes.          <b>MU:Re7.2.2</b>  a. Describe and demonstrate how specific music concepts are used	<b>MU:Re7.1.3</b>  a. Demonstrate and identify how selected music (from teacher- or student-provided options) connects to and is influenced by specific interests, experiences, or purposes.          <b>MU:Re7.2.3</b>  a. Demonstrate and identify how a response to music can be informed by	<b>MU:Re7.1.4</b>  a. Demonstrate and describe how selected music (from teacher- or student-provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts.          <b>MU:Re7.2.4</b>  a. Demonstrate and describe how responses to music are

	<b>specific music concepts</b> (such as <b>beat or pitch</b> ) are used in <b>various styles of music</b> for a purpose.	to <b>support a specific purpose</b> in music.	the <b>use of the elements of music</b> and by <b>context</b> (such as <b>personal and social</b> ).	informed by the <b>use of the elements of music</b> and by <b>context</b> (such as <b>social and cultural</b> ).
<b>Anchor Standard 8</b> <i>Interpret meaning in artistic work.</i>  <b>Enduring Understanding 8.1</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  <b>Essential Question:</b> How do we discern the musical creators’ and performers’ expressive intent?	<b>MU:Re8.1.1</b>  a. With <b>limited guidance, demonstrate and identify expressive qualities</b> such as <b>dynamics and tempo</b> that reflect <b>creators’ and performers’ expressive intent</b> .	<b>MU:Re8.1.2</b>  a. <b>Demonstrate knowledge of music concepts</b> and how they <b>support creators’ and performers’ expressive intent</b> .	<b>MU:Re8.1.3</b>  a. <b>Demonstrate and identify</b> how the <b>expressive qualities</b> such as <b>dynamics and tempo</b> are used in <b>performers’ interpretations</b> to reflect <b>expressive intent</b> .	<b>MU:Re8.1.4</b>  a. <b>Demonstrate and describe</b> how the <b>expressive qualities</b> such as <b>dynamics, tempo, and timbre</b> are used in <b>performers’ interpretations</b> to reflect <b>expressive intent</b> .
<b>Anchor Standard 9</b> <i>Apply criteria to evaluate artistic work.</i>  <b>Enduring Understanding 9.1</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  <b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?	<b>MU:Re9.1.1</b>  a. With <b>limited guidance</b> , apply <b>personal and expressive preferences</b> in the <b>evaluation of music for specific purposes</b> .	<b>MU:Re9.1.2</b>  a. Apply <b>personal and expressive preferences</b> in the <b>evaluation of music for specific purposes</b> .	<b>MU:Re9.1.3</b>  a. Apply <b>established criteria to evaluate musical works and performances, identifying appropriateness</b> to the context.	<b>MU:Re9.1.4</b>  a. Apply <b>established criteria to evaluate musical works and performances, describing appropriateness</b> to the context.
<b>Anchor Standard 10</b> <i>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</i>  <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.  <b>Essential Questions:</b>	<b>MU:Cn10.1.1</b>  a. <b>Explore and imitate</b> sounds found in the environment.  b. <b>Imagine and describe</b> places, times, and reasons for making and listening to music.  c. <b>Illustrate musical ideas</b> through <b>movements</b> (such	<b>MU:Cn10.1.2</b>  a. <b>Generate musical ideas</b> to portray <b>stories, characters, emotions, and ideas</b> .  b. <b>Identify places, times, and reasons</b> for making and listening to music.  c. <b>Illustrate musical ideas</b> through	<b>MU:Cn10.1.3</b>  a. <b>Generate musical ideas</b> to portray <b>stories, characters, emotions, and ideas</b> .  b. <b>Describe places, times, and reasons</b> for making and listening to music.  c. <b>Perform folk dances</b> from a variety of cultures.	<b>MU:Cn10.1.4</b>  a. <b>Create musical ostinati and order sounds</b> to portray a story, a poem, or to illustrate an abstract idea.  b. <b>Describe places, times, and reasons</b> for making and listening to music.  c. <b>Perform folk dances</b> from a variety of cultures.

	<p>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>as <b>creative movement or imitating actions of books or stories</b>).</p> <p>d. <b>Manipulate music concepts</b> (such as <b>tempo, dynamics, and articulation</b>) in order to <b>express ideas</b>.</p>	<p><b>movements</b> (such as <b>creative movement or imitating actions of books or stories</b>).</p> <p>d. <b>Manipulate music concepts</b> in order to <b>express ideas</b>.</p>	<p>d. <b>Manipulate music concepts</b> in order to <b>express ideas</b>.</p>	<p>d. <b>Manipulate music concepts</b> in order to <b>express ideas</b>.</p>
	<p><b>Anchor Standard 11</b> <i><b>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.</b></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:Cn11.1.1</b></p> <p>a. <b>Perform</b> folk music from a <b>variety of cultures</b> and <b>discuss the music's culture of origin</b>.</p> <p>b. With <b>limited guidance, state preferences</b> for varied <b>musical styles and repertoire</b>.</p>	<p><b>MU:Cn11.1.2</b></p> <p>a. <b>Perform</b> folk music from a <b>variety of cultures</b> and <b>identify the music's culture of origin</b>.</p> <p>b. <b>Describe and document preferences</b> for varied <b>musical styles and repertoire</b>.</p>	<p><b>MU:Cn11.1.3</b></p> <p>a. <b>Perform</b> folk music from a <b>variety of cultures</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:Cn11.1.4</b></p> <p>a. <b>Perform</b> folk music from a <b>variety of cultures</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>