

BAND/VOCAL SCOPE AND SEQUENCE AY 24-25

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

STRAND	STANDARDS/SKILLS (New York State Enduring Understandings)	5th	6th	7th	8th
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:Cr1.1.5</p> <p>a. Generate melodic, rhythmic, and timbral ideas.</p>	<p>MU:Cr1.1.8</p> <p>a. Generate melodic, rhythmic, and timbral ideas based on characteristics of music or text(s) studied in rehearsal.</p>
	<p>Anchor Standard 2: <i>Organize and develop artistic ideas and work</i></p> <p>Enduring Understanding 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:Cr2.1.5</p> <p>a. Select from and develop previously generated musical ideas to create musical patterns.</p> <p>b. Preserve drafts of creative work through standard notation and/or recording technology.</p>	<p>MU:Cr2.1.8</p> <p>a. Select from and develop previously generated musical ideas to create contrasting phrases.</p> <p>b. Preserve drafts of creative work through standard notation and/or recording technology.</p>
	<p>Anchor Standard 3: <i>Refine and complete artistic work</i></p> <p>Enduring Understandings: Musicians evaluate and refine their work through openness to</p>			<p>MU:Cr3.1.5</p> <p>a. Evaluate and refine created patterns based on teacher-provided criteria.</p>	<p>MU:Cr3.1.8</p> <p>a. Evaluate and refine created musical patterns that demonstrate particular content of music</p>

	<p>new ideas, persistence, and the application of appropriate criteria</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>			<p>MU:Cr3.2.5</p> <p>a. Share created patterns, individually or as an ensemble.</p>	<p>studied in rehearsal, based on collaboratively selected criteria.</p> <p>MU:Cr3.2.8 a. Share created patterns that demonstrate melodic and rhythmic content of music studied in rehearsal, individually or as an ensemble.</p>
<p>PERFORMING/PRESENTING/ PRODUCING</p>	<p>Anchor Standard 4: <i>Select, Analyze and interpret artistic work for presentation.</i></p> <p>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</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance</p> <p>Essential Questions: How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p>			<p>MU:Pr4.1.5</p> <p>a. Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the music, context, and the technical skill of the individual or ensemble</p> <p>MU:Pr4.2.5</p> <p>a. Compare phrases, using an indication of similar and different portions in a piece of music to discover simple forms and inform performance.</p>	<p>MU:Pr4.1.8</p> <p>a. Select varied repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p> <p>MU:Pr4.2.8 a. Use standard notation and aural skills to identify how elements of music are used in varied styles, forms, and performance contexts.</p>

RESPONDING	<p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation</i></p> <p>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.</p> <p>Essential Questions How do musicians improve the quality of their performance? When is musical work ready to present?</p>			<p>MU:Pr5.1.5</p> <p>a. Use teacher-provided feedback and strategies to refine individual and ensemble performances.</p> <p>b. Respond appropriately to specific aural and visual cues (such as phrasing, expression, dynamics, and fermatas).</p>	<p>MU:Pr5.1.8</p> <p>a. Use teacher and student feedback to develop strategies that address technical challenges to refine performances.</p> <p>b. Respond appropriately to specific aural and visual cues (such as phrasing, expression, and articulations).</p>
	<p>Anchor Standard 6: <i>Convey meaning through the presentation of artistic work</i></p> <p>Enduring Understanding: The effectiveness of a performance is based on criteria that vary across time, place and cultures.</p> <p>Essential Questions: How does a musician convey artistry in a public performance</p>			<p>MU:Pr6.1.5</p> <p>a. Demonstrate attention to technical accuracy in prepared and improvised performances.</p>	<p>MU:Pr6.1.8</p> <p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances.</p>
	<p>Anchor Standard 7: <i>Perceive and analyze artistic work.</i></p> <p>Enduring Understandings: Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music.</p>			<p>MU:Re7.1.5</p> <p>a. Identify reasons for selecting music (from teacher- or student-provided options), based on characteristics found in the music, context, and purpose or context.</p> <p>MU:Re7.2.5 a. Identify how knowledge of context</p>	<p>MU:Re7.1.8</p> <p>a. Explain reasons for selecting music (from teacher- or student-provided options) by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU:Re7.2.8 a. Describe how understanding of</p>

	<p>Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>			and the use of repetition, similarities, and contrasts inform the response to music.	context and how the elements of music are manipulated informs the response to music.
	<p>Anchor Standard 8: <i>Interpret meaning of artistic work</i></p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Questions: How do we discern musical creators' and performers' expressive intent?</p>			<p>MU:Re8.1.5</p> <p>a. Identify interpretations of the expressive intent and meaning of musical works, referring to elements of music, context, and (when appropriate) the setting of the text.</p>	<p>MU:Re8.1.8</p> <p>a. Identify and support interpretations of the expressive intent and meaning of musical works, referring to elements of music, context, and (when appropriate) the setting of the text.</p>
	<p>Anchor Standard 9: <i>Apply Criteria to evaluate artistic work</i></p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Questions: How do we judge the quality of musical work(s) and performance(s)</p>			<p>MU:Re9.1.5</p> <p>a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>	<p>MU:Re9.1.8</p> <p>a. Explain the influence of experience, analysis, and context on interest in and evaluation of music.</p>
CONNECTING	<p>Anchor Standard 10: <i>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</i></p> <p>Enduring Understanding: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw</p>			<p>MU:Cn10.1.5</p> <p>a. Improvise musical motifs to accompany or portray events, a story, or to illustrate an abstract idea.</p> <p>b. Relate musical experiences to personal</p>	<p>MU:Cn10.1.8</p> <p>a. Describe effective strategies for reaching a musical goal that is of importance to you.</p> <p>b. Design, implement, and reflect on a strategy for expanding one's</p>

	<p>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?</p> <p>What inspires and informs the creative work of musicians?</p>			<p>accomplishments in order to create new goals.</p>	<p>knowledge of unfamiliar music.</p> <p>c. With teacher guidance, identify the musical qualities that give a piece expressive music (such as soundtracks, social settings, or songs) and its effect on the perspectives and beliefs of the listener.</p>
	<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: 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?</p> <p>How does music help preserve personal and cultural insights and values?</p>			<p>MU:Cn11.1.5</p> <p>a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures.</p> <p>b. Identify ways in which music is used to represent and reflect group identity.</p>	<p>MU:Cn11.1.8</p> <p>a. Identify the cultural, social, and political uses for music.</p> <p>b. Explore the skills and knowledge needed to pursue a musical role in the community. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or society.</p> <p>c. Explore career opportunities in the field of music.</p>

--	--	--	--	--	--