

NYSSMA Curriculum Committee

Sequencing the Standards

Sequencing The Standards is a resource that bridges the NYSSMA *Sequential Guide To Music Instruction (SGMI)* with the *NYS P12 Learning Standards for the Arts*. This guide enables educators to plan practical instruction for their students while increasing awareness of how student learning fulfills the ideals of the Standards. Under each artistic process (Creating, Performing, Responding, Connecting), the reader will find specific musical concepts and skills listed by developmental level.

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 1:

Generate and conceptualize artistic ideas and work

(NYS Arts Standards Process Component: Imagine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Imitative and non-imitative (improvised), based on musical elements (Creating)	Improvise question/answer phrases rhythmically, melodically, and with sensitivity to basic dynamics (Creating)	Melodic and rhythmic improvisation on various instruments, over a 12-bar blues progression (Creating)	Further refine spontaneous music making, by improvising within a musical framework vocally, instrumentally, and/or with electronic sources (Creating)	Create a melody over a chord progression (Creating)
Improvising vocal, instrumental and body percussion patterns (Creating)	Improvise accompaniment for a familiar song (Creating)			
Call and response (vocal, instrumental, or body percussion) (Creating)				
Improvise a vocal or instrumental response to a given call (Creating)				
Improvise on a pitched instrument over ostinati (Creating)	Improvise melodies within a given structure, giving attention to musical elements (Creating)			
Improvise melodies within a given structure, giving attention to musical elements (Creating)	Create simple melodies (Creating)		Create a short melody from a given chord progression (Creating)	Write melodic exercises in transposition, for others to perform (Creating)

Sequencing the Standards - General Music

Creating (Cr)

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Cr 1:

Generate and conceptualize artistic ideas and work (NYS Arts Standards Process Component: Imagine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
<p>Audiate simple melodic and/or rhythmic compositions using musical elements (Creating)</p>		<p>Explore choreography (Creating)</p>		<p>Write original exercises using characteristic devices and techniques evident in style periods (Creating)</p>
	<p>Plan and create chord progression using I, IV, V (Creating)</p>		<p>Compose and notate with a traditional or non-traditional notation system, for later performance (Creating)</p>	<p>Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)</p>
	<p>Apply knowledge to notation to composition (Creating)</p>			<p>Harmonize simple chorale melodies (Creating)</p> <p>Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)</p>

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

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(NYS Arts Standards Process Component: Imagine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Audiate simple melodic and/or rhythmic compositions using musical elements (Creating)	Plan and create chord progression using I, IV, V (Creating)	Explore choreography (Creating)	Compose and notate with a traditional or non-traditional notation system, for later performance (Creating)	Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)
	Apply knowledge to notation to composition (Creating)			Harmonize simple chorale melodies (Creating)
				Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 2:

Organize and develop artistic ideas and work

(NYS Arts Standards Process Components: Plan & Make)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
	<p>Improvise melodies within a given structure, giving attention to musical elements (Creating)</p> <p>Improvise accompaniment for a familiar song (Creating)</p>	<p>Melodic and rhythmic improvisation on various instruments, over a 12-bar blues progression (Creating)</p>	<p>Further refine spontaneous music making, by improvising within a musical framework vocally, instrumentally, and/or with electronic sources (Creating)</p>	
<p>Teacher guided class compositions, based on the musical elements (Creating)</p>	<p>Compose a contrast to a motive (Creating)</p>	<p>A song driven by a given text (i.e. blues), incorporating technology as available for notation and production (Creating)</p>	<p>Create a short melody from a given chord progression (Creating)</p>	<p>Create a melody over a chord progression (Creating)</p>
<p>Manipulate icons and create own compositions (Creating)</p>	<p>Compose and notate an 8-measure melody using motive, repetition, variation and contrast (Creating)</p>		<p>Compose and notate with a traditional or non-traditional notation system, for later performance (Creating)</p>	<p>Write original exercises using characteristic devices and techniques evident in style periods (Creating)</p>

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 2:

Organize and develop artistic ideas and work
(NYS Arts Standards Process Components: Plan & Make)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
<p>Audiate simple melodic and/or rhythmic compositions using musical elements (Creating)</p>	<p>Simple melodies (Singing)</p>			<p>Write melodic exercises in transposition, for others to perform (Creating)</p>
	<p>Create introduction and coda to familiar songs (Creating)</p>			<p>Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)</p>
	<p>Create melodic and rhythmic composition utilizing various instruments, incorporating technology as available for notation and production (Creating)</p>			
	<p>Plan and create chord progression using I, IV, V (Creating)</p>			<p>Harmonize simple choral melodies (Creating)</p>
	<p>Apply knowledge of notation to composition (Creating)</p>	<p>Incorporate production and notation software (when available) for composition (Creating)</p>	<p>Continue to incorporate movement and choreography, as applicable and appropriate (Creating)</p>	

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 2:

Organize and develop artistic ideas and work

(NYS Arts Standards Process Components: Plan & Make)

Novice

(PreK–K / Grades 1 & 2)

Intermediate

(Grades 3 – 6)

Proficient

(Grades 7 – 8)

Accomplished

(Grades 9 – 12)

Advanced

(Grades 10 – 12)

Arrange familiar songs for different voicing(s), instruments, or styles (Creating)

Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 3:

Refine and complete artistic work

(NYS Arts Standards Process Components: Evaluate & Refine / Present)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
	<p>Improvise question/answer phrases rhythmically, melodically, and with sensitivity to basic dynamics (Creating)</p>		<p>Further refine spontaneous music making, by improvising within a musical framework vocally, instrumentally, and/or with electronic sources (Creating)</p>	
<p>Improvise on a pitched instrument over ostinati (Creating)</p>				
<p>Teacher guided class compositions, based on the musical elements (Creating)</p>	<p>Compose and notate an 8-measure melody using motive, repetition, variation and contrast (Creating)</p>		<p>Compose and notate with a traditional or non-traditional notation system, for later performance (Creating)</p>	<p>Create a melody over a chord progression (Creating)</p>
<p>Manipulate icons and create own compositions (Creating)</p>	<p>Choreograph movement to accompany music (Creating)</p>			<p>Write original exercises using characteristic devices and techniques evident in style periods (Creating)</p>
	<p>Choreograph own folk dance, responding to metric feel (Creating)</p>			<p>Write melodic exercises in transposition, for others to perform (Creating)</p>

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 3:

Refine and complete artistic work

(NYS Arts Standards Process Components: Evaluate & Refine / Present)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
				Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)
				Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)
	Create introduction and coda to familiar songs (Creating)	A song driven by a given text (i.e. blues), incorporating technology as available for notation and production (Creating)		Harmonize simple chorale melodies (Creating)
	Create melodic and rhythmic composition utilizing various instruments, incorporating technology as available for notation and production (Creating)			

Sequencing the Standards - General Music

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 3:

Refine and complete artistic work

(NYS Arts Standards Process Components: Evaluate & Refine / Present)

Novice
(PreK–K / Grades 1 & 2)

Intermediate
(Grades 3 – 6)

Proficient
(Grades 7 – 8)

Accomplished
(Grades 9 – 12)

Advanced
(Grades 10 – 12)

Incorporate production and notation software (when available) for composition (Creating)

Continue to incorporate movement and choreography, as applicable and appropriate (Creating)

Arrange familiar songs for different voicing(s), instruments, or styles (Creating)

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Select, analyze, and interpret artistic work for presentation
 (NYS Arts Standards Process Components: Select / Analyze / Interpret)

Pr 4:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Locomotor (e.g. walk, jump, skip) vs nonlocomotor (e.g. tap, clap, stamp, patsching) (Creating)	Interpretative movement (Creating)			
Vocal exploration (singing, speaking, shouting, whispering) (Singing)				
Taking turns (e.g. I sing, you sing) (Listening)				
Timbre exploration (Performing w/ Instruments)			Explore different timbres from a variety of sound sources (Performing)	
Produce characteristic sound on classroom instrument(s) (Performing w/Instruments)				
Move to show change (Creating)	Improvise accompaniment for a familiar song (Creating)			
Move to the beat (Creating)				

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Select, analyze, and interpret artistic work for presentation
 (NYS Arts Standards Process Components: Select / Analyze / Interpret)

Pr 4:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Move to show melodic contour (Creating)	Improvise melodies within a given structure, giving attention to musical elements (Creating)	Melodic and rhythmic improvisation on various instruments, over a 12-bar blues progression (Creating)	Further refine spontaneous music making, by improvising within a musical framework vocally, instrumentally, and/or with electronic sources (Creating)	Demonstrate independence in practice, rehearsals, and performance (Performing w/ Instruments)
Loud vs quiet (soft) (Singing)	Introduce changing voice concepts (Singing)			Conduct common meters to recordings or class performances (Technique)
Simple folk dance: full group, moving on well defined phrases to beat, or with words that accompany song (Creating)	Expanded folk dance repertoire: using multiple directions, partners, improvising movements (Creating)			Apply appropriate performance practice according to style of music (Performing w/ Instruments)
Read simple pitch and rhythmic patterns on the staff (Performing w/ Instruments)	Perform simple melodies and rhythmic patterns from notation (Performing w/ Instruments)	Use symbols (standard or graphic notation) to perform music (Singing)	Use symbols (standard or graphic notation) to perform music on recreational instruments (Performing)	Perform expressively (dynamics, phrasing) as written or implied (Performing w/ Instruments)
Follow written musical notation while listening to a recording or performance (Listening)	Follow single line of written notation while singing (Singing)	Read simple melodies at sight (Performing)	Connect sound patterns w/visual representation (Listening)	Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Select, analyze, and interpret artistic work for presentation
 (NYS Arts Standards Process Components: Select / Analyze / Interpret)

Pr 4:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
				Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)
Recognize and sing mi, sol, la, melodic patterns (Singing)	Sing patterns using do, re, mi, fa, sol, la (Singing)	Sight-read / perform Easy – NYSSMA		Sightread (Technique)
Respond to music with an awareness of self vs shared space (Creating)	Respond to phrasing as it relates to text (Singing)	Level I, II solo/ensemble literature, as available (Performing)	Perform on social instruments from published, self-composed and/or improvised music (Performing)	Perform on instruments using proper posture and instrument position (Technique)
Respond to poem and story cues (Performing w/ Instruments)				
Express a story using instruments and voice (Performing w/ Instruments)				Participate in teacher facilitated/student led chamber ensembles (Performing w/ Instruments)

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Select, analyze, and interpret artistic work for presentation
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

Pr 4:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Demonstrate appropriate playing technique on, and care of classroom instruments (e.g. mallet grip, tambourine hold) (Performing w/ Instruments)	Perform appropriately on pitched (recorder and pitched percussion), and non pitched classroom instruments (Performing w/ Instruments)			Apply appropriate performance practice according to style of music (Performing w/ Instruments)
Perform songs utilizing ♩, ♪, and ♫ (Performing w/ Instruments)	Utilize ♩, ♪, ♫, and ♮ rhythms in patterns and songs (Performing w/ Instruments)		Read simple melodies at sight (Performing)	
	Two and three part group accompaniment on classroom instruments (Performing w/ Instruments)			Write performance critique of self and/or ensemble, with recommendations for improvement, using music vocabulary (Performing w/ Instruments)

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
<p>All items included in ‘Musical Elements & Notation’ column (from SGMI)</p> <p>High vs low (Singing)</p> <p>Sol-mi Patterns (Singing)</p> <p>Loud vs quiet (soft) (Singing)</p> <p>Vocal exploration (singing, speaking, shouting, whispering) (Singing)</p> <p>Resting tone (Singing)</p>	<p>All items included in ‘Musical Elements & Notation’ column (from SGMI)</p> <p>Follow single line of written notation while singing (Singing)</p> <p>Perform appropriately on pitched (recorder and pitched percussion), and non pitched classroom instruments (Performing w/ Instruments)</p> <p>Perform simple melodies and rhythmic patterns from notation (Performing w/ Instruments)</p>	<p>All items included in ‘Musical Elements & Notation’ column (from SGMI)</p> <p>Read simple melodies at sight (Performing)</p>	<p>All items included in ‘Musical Elements & Notation’ column (from SGMI)</p> <p>Embed singing in classroom activities (Performing)</p> <p>Perform on social instruments from published, self-composed and/or improvised music (Performing)</p> <p>Use symbols (standard or graphic notation) to perform music on recreational instruments (Performing)</p> <p>Read simple melodies at sight (Performing)</p>	<p>All items included in ‘Musical Elements & Notation’ column (from SGMI)</p> <p>Display proper etiquette and protocol in rehearsal and/or performance (Performing w/ Instruments)</p> <p>Perform on instruments using proper posture and instrument position (Technique)</p>

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation

(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Range e ¹ – e ² (Singing)	Two and three part group accompaniment on classroom instruments (Performing w/ Instruments)			
Echo tonal patterns on words and neutral syllables (matching pitch) (Singing)	Utilize ♩, ♪, ♫, and ♬, and rhythms in patterns and songs (Performing w/ Instruments)			
Sing alone and with others (Singing)	2-part singing (Singing)	Develop applied music skills appropriate to the technical development of instrument or voice (refer to NYSSMA manual as appropriate) (Singing)		
	Partner songs and rounds (Singing)	Sight-read / perform Easy – NYSSMA Level I, II solo/ensemble literature, as available (Performing)		Perform expressively (dynamics, phrasing) as written or implied (Performing w/ Instruments)
Rest, ready and playing position (Performing w/ Instruments)	2-part singing with instrumental ostinato (Singing)			

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation

(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Respond to teacher cues (Performing w/ Instruments)				Participate in teacher facilitated/student led chamber ensembles (Performing w/ Instruments)
Respond to poem and story cues (Performing w/ Instruments)	Awareness of basic singing technique (posture, breath support, musical line, diction) (Singing)		Further refine spontaneous music making, by improvising within a musical framework vocally, instrumentally, and/or with electronic sources (Creating)	Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)
	Respond to phrasing as it relates to text (Singing)			
Timbre exploration (Performing w/ Instruments)	Timbre exploration (Performing w/ Instruments)			
Simple folk dance: full group, moving on well defined phrases to beat, or with words that accompany song (Creating)	Perform dance, accompanied by live music (Creating)			
	Expanded folk dance repertoire: using multiple directions, partners, improvising movements (Creating)			

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation (NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Pentatonic and Major tonality songs (Singing)	Sing melodies using do, re, mi, fa, sol, la, ti, do (Singing)			
	Multiple ostinati (Performing w/ Instruments)			
Correct singing posture (Singing)	3-part arrangements (Performing w/ Instruments)			
Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)	Chord progressions using 2 to 3 chords (Performing w/ Instruments)			
Ostinati, rounds (Singing)	Perform melodies with 5 (or more) pitches on instruments (e.g. recorder, barred inst., keyboard, tone chimes, tuned percussion tubes, etc.) (Performing w/ Instruments)			
Hold a melody with a simple accompaniment (i.e. bordun) (Singing)				Apply appropriate performance practice according to style of music (Performing w/ Instruments)

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation

(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Demonstrate appropriate playing technique on, and care of classroom instruments (e.g. mallet grip, tambourine hold) (Performing w/ Instruments)	Demonstrate proper instrument performance technique, and care (Performing w/ Instruments)			Perform on instruments using proper posture and instrument position (Technique)
Produce characteristic sound on classroom instrument(s) (Performing w/Instruments)				Apply appropriate performance practice according to style of music (Performing w/ Instruments)
Perform songs utilizing ♩, ♪, and ♫ (Performing w/ Instruments)				
Read simple pitch and rhythmic patterns on the staff (Performing w/ Instruments)	Range c ¹ – g ² (Singing)			Write performance critique of self and/or ensemble, with recommendations for improvement, using music vocabulary (Performing w/ Instruments)
Express a story using instruments and voice (Performing w/ Instruments)	Introduce changing voice concepts (Singing)			

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
 (NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Taking turns (e.g. I sing, you sing) (Listening)				<p>Demonstrate independence in practice, rehearsals, and performance (Performing w/ Instruments)</p> <p>Conduct common meters to recordings or class performances (Technique)</p> <p>Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)</p>

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Convey meaning through the presentation of artistic work

(NYS Arts Standards Process Component: Present)

Pr 6:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Rest, ready and playing position (Performing w/ Instruments)	Demonstrate proper instrument performance technique, and care (Performing w/ Instruments)	Develop applied music skills appropriate to the technical development of instrument or voice (refer to NYSSMA manual as appropriate) (Singing)		
High vs low (Singing)	2-part singing (Singing)			
Loud vs quiet (soft) (Singing)	Partner songs and rounds (Singing)			
Sing alone and with others (Singing)	2-part singing with instrumental ostinato (Singing)			
Correct singing posture (Singing)	Awareness of basic singing technique (posture, breath support, musical line, diction) (Singing)			
	Sing melodies using do, re, mi, fa, sol, la, ti, do (Singing)			
	Respond to phrasing as it relates to text (Singing)			

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work

(NYS Arts Standards Process Component: Present)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Ostinati, rounds (Singing)	Multiple ostinati (Performing w/ Instruments)			
	3-part arrangements (Performing w/ Instruments)			
Pentatonic and Major tonality songs (Singing)	Chord progressions using 2 to 3 chords (Performing w/ Instruments)			
Simple folk dance: full group, moving on well defined phrases to beat, or with words that accompany song (Creating)	Expand folk dance repertoire: using multiple, directions, partners, improvising movements (Creating)		Perform on social instruments from published, self-composed and/or improvised music (Performing)	Perform expressively (dynamics, phrasing) as written or implied (Performing w/ Instruments)
	Perform dance, accompanied by live music (Creating)			

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Convey meaning through the presentation of artistic work

(NYS Arts Standards Process Component: Present)

Pr 6:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Hold a melody with a simple accompaniment (i.e. bordun) (Singing)	Perform melodies with 5 (or more) pitches on instruments (e.g. recorder, barred inst., keyboard, tone chimes, tuned percussion tubes, etc.) (Performing w/ Instruments)	Sight-read / perform Easy – NYSSMA Level I, II solo/ensemble literature, as available (Performing)		
Respond to teacher cues (Performing w/ Instruments)	Demonstrate audience/performer etiquette (History/Culture/Style)			Participate in teacher facilitated/student led chamber ensembles (Performing w/ Instruments)
Express a story using instruments and voice (Performing w/ Instruments)				Apply appropriate performance practice according to style of music (Performing w/ Instruments)
Respond to poem and story cues (Performing w/ Instruments)				Write performance critique of self and/or ensemble, with recommendations for improvement, using music vocabulary (Performing w/ Instruments)

Sequencing the Standards - General Music

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work

(NYS Arts Standards Process Component: Present)

Novice

(PreK–K / Grades 1 & 2)

Intermediate

(Grades 3 – 6)

Proficient

(Grades 7 – 8)

Accomplished

(Grades 9 – 12)

Advanced

(Grades 10 – 12)

Compose and notate, with a traditional and non-traditional notation system, for performance (Creating)

Write, prepare for performance, conduct, and perform short compositions, involving the techniques and principles of the styles studied (Creating)

Apply appropriate performance practice according to style of music (Performing w/ Instruments)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Identify classroom instrument families by sight and sound (Listening)	Discriminatory listening for form (motif and phrase) (Listening)	Aural analysis of music based on musical elements (Listening)	Maintain a listening log, including well known examples of standard literature (Listening)	Rhythmic, melodic, and harmonic dictation (Listening)
Differentiate between long and short sounds (Listening)	Identify families of instruments from sound and sight (Listening)	Melodic dictation (Listening)		Recognize types of intervals, triads, 7 th chords, and chord members in bass and soprano voices (Listening)
Developmentally appropriate, non-verbal responses (kinesthetic, artistic) to listening examples (Listening)	Identify meter (triple/duple) (Listening)			Recognize and write common chord progressions (Listening)
Developmentally appropriately verbal response or reflection (Listening)	Detect rhythmic and melodic errors (Listening)			Analyze uses of musical elements with increased sophistication (Listening)
Offer verbal response or reflection to music samples (Listening)	Identify M, m (Listening)			Analyze a Bach chorale (harmonic and non-harmonic tones) (History/Culture/Style)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Respond to the treatment of musical elements (Listening)	Recognize chord changes (Listening)		Explore different timbres from a variety of sound sources (Performing)	Analyze harmonic structures and techniques from the various style periods (History/Culture/Style)
	Rhythmic dictation (Listening)	Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20 th and 21 st Century (History/Culture/Style)	Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20 th and 21 st Century (History/Culture/Style)	Analyze melodic techniques of various style periods (History/Culture/Style)
Listen for downbeats (Listening)	Discuss musical elements, using content specific vocabulary to identify differences in style (Listening)	Analysis of multiple versions (interpretation) of pieces (Listening)	Compare compositions of varied eras, genres, and cultures (Listening)	Analyze characteristics of style, media, and forms (History/Culture/Style)
Follow listening map (Listening)	Programmatic music: analyze story using musical elements (Listening)	Expanded world cultures and styles (History/Culture/Style)	Contemporary music (History/Culture/Style)	

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Follow written musical notation while listening to a recording or performance (Listening)	Listen critically and reflect on own and others' performance, using music vocabulary (Listening)	Compare and contrast genres, including orchestra, band, chorus, jazz, small ensemble, world and popular music (History/Culture/Style)		Reflect on musical characteristics of folk, jazz, rock, world music (History/Culture/Style)
Discriminatory listening for tempo, timbre, type/genre, harmony, mood (Listening)	Include live student performances on non-classroom instruments (e.g. band instruments, orchestra instruments, guitar, piano) (Listening)	Music's role in contemporary society (commercials, movie, television, advertising) (Listening)		Reflect on musical characteristics of medieval, Renaissance, Baroque, Classical, Romantic and 20 th and 21 st Century musical examples (History/Culture/Style)
Call and response (vocal, instrumental, or body percussion) (Creating)	Respond to phrasing as it relates to text (Singing)			
Locomotor (e.g. walk, jump, skip) vs non-locomotor (e.g. tap, clap, stamp, patsching) (Creating)				
Move to show melodic contour (Creating)				
Move to show change (Creating)				

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Move to the beat (Creating)		Meter recognition (Listening)		
Respond to the treatment of musical elements (Creating)	Choreograph movement to accompany music (Creating)	Explore choreography (Creating)	Continue to incorporate movement and choreography, as applicable and appropriate (Creating)	Research and express relationships, commonalities and contrasts among varied styles of music, and other creative and performing arts (History/Culture/Style)
Dramatic interpretation (History/Culture/Style)	Choreograph own folk dance, responding to metric feel (Creating)			
Distinguish between sound and silence (Listening)	Interpretative movement (Creating)			
Respond to music with an awareness of self vs shared space (Creating)	Create expressive movement to respond to music (programmatically) (Creating)	Move in response to music, to reinforce musical elements (Creating)		
Wide variety of styles, timbres, genres, cultures, tonalities, meters (Listening)	Choreograph own folk dance, responding to metric feel (Creating)			

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Simple folk dance: full group, moving on well defined phrases to beat, or with words that accompany song (Creating)	Expanded folk dance repertoire: using multiple directions, partners, improvising movements (Creating)			
	Programmatic music: analyze story using musical elements (Listening)	Explore the impact of history on American pop music, jazz, or musical theatre (History/Culture/Style)	Music reflecting social and cultural issues, including protest songs, and political issues (History/Culture/Style)	
		Read simple melodies at sight (Performing)		Perform expressively (dynamics, phrasing) as written or implied (Performing w/ Instruments)
		Sight-read / perform Easy – NYSSMA Level I, II solo/ensemble literature, as available (Performing)		Analyze harmonic structures and techniques from the various style periods (History/Culture/Style)
				Recordings of performance repertoire (Listening)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice
(PreK–K / Grades 1 & 2)

Intermediate
(Grades 3 – 6)

Proficient
(Grades 7 – 8)

Accomplished
(Grades 9 – 12)

Advanced
(Grades 10 – 12)

Recognize and correct musical errors (Listening)

Write performance critique of self and/or ensemble, with recommendations for improvement, using music vocabulary (Performing w/ Instruments)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Locomotor (e.g. walk, jump, skip) vs non-locomotor (e.g. tap, clap, stamp, patsching) (Creating)	Interpretative movement (Creating)	Move in response to music, to reinforce musical elements (Creating)		
	Expanded folk dance repertoire: using multiple directions, partners, improvising movements (Creating)	Explore choreography (Creating)	Continue to incorporate movement and choreography, as applicable and appropriate (Creating)	
Move to show melodic contour (Creating)	Create expressive movement to respond to music (programmatic) (Creating)			
Move to show change (Creating)	Choreograph own folk dance, responding to metric feel (Creating)			
Move to the beat (Creating)				
Dramatic interpretation (History/Culture/Style)				
Respond to music with an awareness of self vs shared space (Creating)				

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
<p>Simple folk dance: full group, moving on well defined phrases to beat, or with words that accompany song (Creating)</p>	<p>Respond to phrasing as it relates to text (Singing)</p>	<p>Read simple melodies at sight (Performing)</p> <p>Sight read / perform Easy – NYSSMA Level I, II solo/ ensemble literature, as available (Performing)</p>	<p>Perform expressively (dynamics, phrasing) as written or implied (Performing w/ Instruments)</p>	<p>Analyze uses of musical elements with increased sophistication (Listening)</p> <p>Analyze a Bach chorale (harmonic and non-harmonic tones) (History/Culture/Style)</p>
	<p>Programmatic music: analyze story using musical elements (Listening)</p>		<p>Analyze melodic techniques of various style periods (History/Culture/Style)</p>	

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Re 8:

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Wide variety of styles, timbres, genres, cultures, tonalities, meters (Listening)			Maintain a listening log, including well known examples of standard literature (Listening)	Analyze harmonic structures and techniques from the various style periods (History/Culture/Style)
Discriminatory listening for tempo, timbre, type/genre, harmony, mood (Listening)	Include live student performances on non-classroom instruments (e.g. band instruments, orchestra instruments, guitar, piano) (Listening)		Compare compositions of varied eras, genres, and cultures (Listening)	Recordings of performance repertoire (Listening)
		Explore the impact of history on American pop music, jazz, or musical theatre (History/Culture/Style)	Music reflecting social and cultural issues, including protest songs, and political issues (History/Culture/Style)	Reflect on musical characteristics of medieval, Renaissance, Baroque, Classical, Romantic and 20 th and 21 st Century musical examples (History/Culture/Style)
				Reflect on musical characteristics of folk, jazz, rock, world music (History/Culture/Style)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
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		<p>Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20th and 21st Century (History/Culture/Style)</p>	<p>Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20th and 21st Century (History/Culture/Style)</p>	<p>Analyze characteristics of style, media, and forms (History/Culture/Style)</p>
		<p>Compare and contrast genres, including orchestra, band, chorus, jazz, small ensemble, world and popular music (History/Culture/Style)</p>	<p>Explore different timbres from a variety of sound sources (Performing)</p>	
		<p>Music’s role in contemporary society (commercials, movie, television, advertising) (Listening)</p>	<p>Contemporary music (History/Culture/Style)</p>	
		<p>Analysis of multiple versions (interpretation) of pieces (Listening)</p>		

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

Interpret meaning in artistic work (NYS Arts Standards Process Component: Interpret)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
		Expanded world cultures and styles (History/Culture/Style)		Research and express relationships, commonalities and contrasts among varied styles of music, and other creative and performing arts (History/Culture/Style)
Developmentally appropriate, non-verbal responses (kinesthetic, artistic) to listening examples (Listening)	Choreograph movement to accompany music (Creating)			
Developmentally appropriate verbal response or reflection (Listening)	Discuss musical elements, using content specific vocabulary to identify differences in style (Listening)			Recognize and write common chord progressions (Listening)
				Write performance critique of self and/or ensemble, with recommendations for improvement, using music vocabulary (Performing w/ Instruments)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Discriminatory listening for tempo, timbre, type/genre, harmony, mood (Listening)	Programmatic music: analyze story using musical elements (Listening)	Meter recognition (Listening)	Maintain a listening log, including well known examples of standard literature (Listening)	Recordings of performance repertoire (Listening)
	Discuss musical elements, using content specific vocabulary to identify differences in style (Listening)			Recognize and correct musical errors (Listening)
	Include live student performances on non-classroom instruments (e.g. band instruments, orchestra instruments, guitar, piano) (Listening)	Sight read / perform Easy – NYSSMA Level I, II solo/ensemble literature, as available (Performing)		Perform expressively (dynamics, phrasing) as written or implied (Performing w/ Instruments)
Critically respond to others' performances (Listening)	Listen critically and reflect on own and others' performance,			Write performance critique of self and/or ensemble, with recommendations for improvement, using music vocabulary (Performing w/ Instruments)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work
(NYS Arts Standards Process Component: Evaluate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Developmentally appropriately verbal response or reflection (Listening)	Programmatic music: analyze story using musical elements (Listening)		Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20 th and 21 st Century (History/Culture/Style)	Reflect on musical characteristics of medieval, Renaissance, Baroque, Classical, Romantic and 20 th and 21 st Century musical examples (History/Culture/Style)
Offer verbal response or reflection to music samples (Listening)			Music reflecting social and cultural issues, including protest songs, and political issues (History/Culture/Style)	Reflect on musical characteristics of folk, jazz, rock, world music (History/Culture/Style)
			Compare compositions of varied eras, genres, and cultures (Listening)	Analyze melodic techniques of various style periods (History/Culture/Style)
	Respond to phrasing as it relates to text (Singing)			Analyze harmonic structures and techniques from the various style periods (History/Culture/Style)
				Analyze characteristics of style, media, and forms (History/Culture/Style)

Sequencing the Standards - General Music

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
<p>Wide variety of styles, timbres, genres, cultures, tonalities, meters (Listening)</p>		<p>Expanded world cultures and styles (History/Culture/Style)</p>	<p>Contemporary music (History/Culture/Style)</p>	<p>Analyze a Bach chorale (harmonic and non-harmonic tones) (History/Culture/Style)</p>
		<p>Explore the impact of history on American pop music, jazz, or musical theatre (History/Culture/Style)</p>	<p>Explore different timbres from a variety of sound sources (Performing)</p>	<p>Research and express relationships, commonalities and contrasts among varied styles of music, and other creative and performing arts (History/Culture/Style)</p>
<p>Simple folk dance: full group, moving on well defined phrases to beat, or with words that accompany song (Creating)</p>				<p>Analyze uses of musical elements with increased sophistication (Listening)</p>

Sequencing the Standards - General Music

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

(NYS Arts Standards Process Component: Relate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Imitative and non-imitative (improvised), based on musical elements (Creating)			Connect sound patterns w/visual representation (Listening)	
Improvise a vocal or instrumental response to a given call (Creating)	Improvise question/answer phrases rhythmically, melodically, and with sensitivity to basic dynamics (Creating)			
Improvising vocal, instrumental and body percussion patterns (Creating)				
Improvise on a pitched instrument over ostinati (Creating)		Sight-read / perform Easy – NYSSMA Level I, II solo/ensemble literature, as available (Performing)		Apply practice techniques to achieve personal goals for improved performance (Performing w/ Instruments)
Teacher guided class compositions, based on the musical elements (Creating)				
Manipulate icons and create own compositions (Creating)			Arrange familiar songs for different voicing(s), instruments, or styles (Creating)	

Sequencing the Standards - General Music

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

(NYS Arts Standards Process Component: Relate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Interdisciplinary connections (History/Culture/Style)	Roles of musicians (conductor, performer, composers) (History/Culture/Style)			
Song games and play parties (History/Culture/Style)	Understanding music within social context (History/Culture/Style)	A song driven by a given text (i.e. blues), incorporating technology as available for notation and production (Creating)		Analyze characteristics of style, media, and forms (History/Culture/Style)
		Use available resources including technology, to locate musical information (History/Culture/Style)		Use available resources including technology, to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (History/Culture/Style)
Audience/performance etiquette (History/Culture/Style)	Demonstrate audience/performer etiquette (History/Culture/Style)			

Sequencing the Standards - General Music

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Folk songs of different culture (History/Culture/Style)	Listen to and identify genres, including orchestra, band, chorus, jazz, small ensemble, world and popular music (History/Culture/Style)	Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20 th and 21 st Century (History/Culture/Style)	Characteristic periods of music history may include Renaissance, Baroque, Classical, Romantic, 20 th and 21 st Century (History/Culture/Style)	Research and present musical and historical information on performance repertoire (Performing w/ Instruments)
	Listen to and distinguish between genres, including orchestra, band, chorus, jazz, small ensemble, world and popular music (History/Culture/Style)	Compare and contrast genres, including orchestra, band, chorus, jazz, small ensemble, world and popular music (History/Culture/Style)		
Wide variety of styles, genres, cultures (History/Culture/Style)	Introduction and discussion of well known composers (History/Culture/Style)	Explore the impact of history on American pop music, jazz, or musical theatre (History/Culture/Style)	Contemporary music (History/Culture/Style)	
Listen to and identify genres, including orchestral, choral, jazz, world and popular music (History/Culture/Style)	Introduction to style periods middle ages thru contemporary (History/Culture/Style)	Expanded world cultures and styles (History/Culture/Style)		Reflect on musical characteristics of medieval, Renaissance, Baroque, Classical, Romantic and 20 th and 21 st Century musical examples (History/Culture/Style)

Sequencing the Standards - General Music

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Song games and play parties (History/Culture/Style)	Understanding music within social context (History/Culture/Style)	Music’s role in society (History/Culture/Style)	Music reflecting social and cultural issues, including protest songs, and political issues (History/Culture/Style)	Reflect on musical characteristics of folk, jazz, rock, world music (History/Culture/Style)
Holiday and seasonal songs and dances (History/Culture/Style)	Roles of musicians (conductor, performer, composers) (History/Culture/Style)	Music’s role in contemporary society (commercials, movie, television, advertising) (Listening)		Reflect on musical characteristics of medieval, Renaissance, Baroque, Classical, Romantic and 20 th and 21 st Century musical examples (History/Culture/Style)
Nursery rhymes (History/Culture/Style)		Use available resources including technology, to locate musical information (History/Culture/Style)		Analyze harmonic structures and techniques from the various style periods (History/Culture/Style) Analyze a Bach chorale (harmonic and non-harmonic tones) (History/Culture/Style)
Connections to children’s literature (folk tales and legends) (History/Culture/Style)	Connect music to other arts (History/Culture/Style)			Analyze characteristics of style, media, and forms (History/Culture/Style)

Sequencing the Standards - General Music

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
Expanded repertoire of folk songs of different cultures (History/Culture/Style)	<p>Connection to Native American, New York State, world music, and holidays/festivals</p> <p>Connections to North and South American history, and ancient cultures (History/Culture/Style)</p>			
Patriotic music (History/Culture/Style)	Functions of music in society	Explore careers in music (History/Culture/Style)		Research and express relationships, commonalities and contrasts among varied styles of music, and other creative and performing arts (History/Culture/Style)
Interdisciplinary connections (History/Culture/Style)	Explore careers in music (History/Culture/Style)	Sight-read / perform Easy – NYSSMA Level I, II solo/ensemble literature, as available (Performing)		Use available resources including technology, to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (History/Culture/Style)

Sequencing the Standards - General Music

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (PreK–K / Grades 1 & 2)	Intermediate (Grades 3 – 6)	Proficient (Grades 7 – 8)	Accomplished (Grades 9 – 12)	Advanced (Grades 10 – 12)
		A song driven by a given text (i.e. blues), incorporating technology as available for notation and production (Creating)	Arrange familiar songs for different voicing(s), instruments, or styles (Creating)	
Audience/performance etiquette (History/Culture/Style)	Demonstrate audience/performer etiquette (History/Culture/Style)			