

Minneapolis Public Schools

SCOPE AND SEQUENCE – Arts Education

To develop authentic, student-centered arts learning experiences for the classroom, teachers can use the **Large Processes** many artists employ to create and perform their own work and respond to the work of other artists. The processes – create, perform, and respond – support students in producing observable evidence of the skills and knowledge necessary to meet the requirements of the arts standards.

K-5 General Music

Grade	Perform	Respond	Create
K	<ul style="list-style-type: none"> ● Speaking/Chanting ● Singing ● Rhythm Instruments ● Simple percussion 	<ul style="list-style-type: none"> ● Beat ● Same/Different ● Comparatives: <ul style="list-style-type: none"> ▪ Loud/Soft; ▪ Fast/Slow ● Free Movement 	<ul style="list-style-type: none"> ● Sounds ● Basic Movements ● Sound patterns ● Similar/Different
1	<ul style="list-style-type: none"> ● Speaking/Chanting ● Singing ● Rhythm Instruments ● Awareness of pitch 	<ul style="list-style-type: none"> ● Beat ● Rhythm ● Comparative: <ul style="list-style-type: none"> ▪ high/low ● Selected tones ● Sound symbols ● Fine Motor Skills 	<ul style="list-style-type: none"> ● Rhythm notation ● Improvise rhythms ● Three tone composition ● Form: Patterns
2	<ul style="list-style-type: none"> ● Song repertoire ● Widen singing range ● Singing technique ● Rhythm Instruments ● Mallet Instruments 	<ul style="list-style-type: none"> ● Symbols ● Half/quarter note; rest, two-eighth notes ● Pitch direction ● “Timbre” of sounds ● Recalls/sequences ● Patterns ● Instrument families 	<ul style="list-style-type: none"> ● Improvise rhythmic phrases ● Create rhythmic phrases
3	<ul style="list-style-type: none"> ● Song Repertoire ● Expressiveness ● Recorder/Bells ● Antiphonal singing 	<ul style="list-style-type: none"> ● Additional symbols, ● Notes & rests ● Patterns that <ul style="list-style-type: none"> ▪ repeat/step up/down ● Dynamic icons 	<ul style="list-style-type: none"> ● Rhythmic responses ● Melodic patterns ● Five tone Composition
4	<ul style="list-style-type: none"> ● Singing ● Wider singing range ● Partner songs ● Melodic ostinato 	<ul style="list-style-type: none"> ● Additional symbols, sixteenth note, rhythmic ostinato 	<ul style="list-style-type: none"> ● Improvise longer phrases ● Compose/Arrange
5	<ul style="list-style-type: none"> ● Singing ● Singing technique ● Individual Part singing ● Ensemble performance 	<ul style="list-style-type: none"> ● Additional symbols, ● Syncopation, poly-rhythms 	<ul style="list-style-type: none"> ● Composition: More complex

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6-12 Music

Grade	Perform	Respond	Create
6	<ul style="list-style-type: none"> • Instrument: position/ fingering/ articulation • Music in 2 & 3 parts • Blending/dynamics 	<ul style="list-style-type: none"> • Subject-area themes • Writing about music using musical vocabulary • Concerts/events • Music in unifying the community 	<ul style="list-style-type: none"> • Melodic responses on blues/ pentatonic/ major five tone scale • Musical phrases
7	<ul style="list-style-type: none"> • Parts & care of voice / instrument • Phrasing /technique / intonation/ blend appropriate to music & instrument • Three part harmony • Ensembles: playing in an ensemble and musical skills in ensemble performance 	<ul style="list-style-type: none"> • Musical Works • Style and Form • Characteristic sound of voice/instruments • Music terminology • Interdisciplinary themes • Concerts/events • Repetition/contrast in the arts • Writing about music using musical vocabulary 	<ul style="list-style-type: none"> • Responds using pentatonic/blues/ major scale tones • Improvisational techniques
8	<ul style="list-style-type: none"> • Parts/care voice/ instrument • Interpretation of music • Three/four part harmony 	<ul style="list-style-type: none"> • Interdisciplinary themes • Performance evaluation • Concerts/events • Tension/resolution in the arts • Writing about music using musical vocabulary 	<ul style="list-style-type: none"> • Improvisational techniques • Combines rhythm/melody to compose • Harmonic awareness
9-12	<ul style="list-style-type: none"> • Vocal mechanism • Performance skills • Four part harmony • Interpretation of music • Solo/ensembles 	<ul style="list-style-type: none"> • Interdisciplinary themes • Concerts/events • Research paper • Writing about music using musical vocabulary 	<ul style="list-style-type: none"> • Ear Training • Pentatonic/ blues/ major/minor tones • Improvisational techniques • Short compositions