

Grade Level Expectations for the Sunshine State Standards

Music Grades 3-5



FLORIDA DEPARTMENT OF EDUCATION

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**Sunshine State Standards
Grade Level Expectations
Music
Grades 3-5**

Strand A: Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music.

Benchmark MU.A.1.2.1: The student sings songs (e.g., descants, rounds, partner songs, and two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.

Grade Level Expectations

The student:

Third

1. sings melodic patterns and songs, matching pitch, with an extended range (E-E¹).
2. echoes simple melodic patterns using do, re, mi, fa, sol, la, ti, and do¹.
3. demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels.
4. sings unison songs and ostinati, with and without accompaniment, using accurate pitch and rhythm.

Fourth

1. sings melodic patterns and songs, matching pitch, with an extended range (D-F¹).
2. echoes simple melodic patterns using sol₁, do, re, mi, fa, sol, la, ti, and do¹.
3. demonstrates healthy singing techniques, including posture, breath support, voice placement, unified vowels, and articulated consonants.
4. sings unison songs, partner songs, rounds, ostinati, and other songs with two independently moving lines, with and without accompaniment, using accurate pitch and rhythm.

Fifth

1. sings melodic patterns, intervals, and songs, matching pitch, with an extended range (C-F¹).
2. echoes melodic patterns using sol₁, la₁, ti₁, do, re, mi, fa, sol, la, ti, and do¹.
3. demonstrates healthy singing techniques, including posture, breath support, voice placement, unified vowels, and articulated consonants.
4. sings unison songs, partner songs, rounds, ostinati, descants, and other songs with two and three independently moving lines, with and without accompaniment, using accurate pitch and rhythm.

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Benchmark MU.A.1.2.2: The student sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).

Grade Level Expectations

The student:

Third

1. sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.

Fourth

1. sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.

Fifth

1. sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.

Benchmark MU.A.1.2.3: The student uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, and interpretation).

Grade Level Expectations

The student:

Third

1. sings with expression and style appropriate to the music performed.

Fourth

1. sings with expression and style appropriate to the music performed.

Fifth

1. sings with expression and style appropriate to the music performed.

Benchmark MU.A.1.2.4: The student blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

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Grade Level Expectations

The student:

Third

1. sings with others, blending vocal timbres and matching dynamic levels.

Fourth

1. sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Fifth

1. sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Standard 2: The student performs on instruments, alone and with others, a varied repertoire of music.

Benchmark MU.A.2.2.1: The student independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps), with appropriate instrumental techniques.

Grade Level Expectations

The student:

Third

1. performs a song independently on a melodic instrument within a three-note range with tonal and rhythmic accuracy.
2. performs rhythmic, melodic, and harmonic instrumental accompaniments.
3. produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position).

Fourth

1. performs a song independently on a melodic instrument within the pentatonic scale with tonal and rhythmic accuracy.
2. performs rhythmic, melodic, and harmonic instrumental accompaniments.
3. produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position).

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Fifth

1. performs a song independently on a melodic instrument within the diatonic scale with tonal and rhythmic accuracy.
2. performs rhythmic, melodic, and harmonic instrumental accompaniments.
3. produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position).

Benchmark MU.A.2.2.2: The student performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).

Grade Level Expectations

The student:

Third

1. performs on pitched and non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
2. performs on classroom and ethnic instruments with expression and style appropriate to the music.

Fourth

1. performs on pitched and non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
2. performs on classroom and ethnic instruments with expression and style appropriate to the music.

Fifth

1. performs on pitched and non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
2. performs on classroom and ethnic instruments with expression and style appropriate to the music.

Benchmark MU.A.2.2.3: The student performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor.

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The student:

Third

1. performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.

Fourth

1. performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.
2. responds to the tempo and dynamics cues of a conductor.

Fifth

1. performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.
2. responds to the tempo, dynamics, and expressive cues of a conductor.

Benchmark MU.A.2.2.4: The student performs simple music phrases by ear.

Grade Level Expectations

The student:

Third

1. echoes short rhythmic and melodic phrases on pitched and non-pitched instruments.

Fourth

1. echoes rhythmic and melodic phrases on pitched and non-pitched instruments.

Fifth

1. echoes extended rhythmic and melodic phrases on pitched and non-pitched instruments.

Standard 3: The student reads and notates music.

Benchmark MU.A.3.2.1: The student sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys.

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The student:

Third

1. sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, and dotted half notes, in duple and triple meter.
2. sight reads short melodic patterns using steps, repeated tones, and skips based on a triad.

Fourth

1. sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, dotted quarter notes, and simple syncopated patterns, in duple and triple meter.
2. sight reads short patterns and melodies within the pentatonic scale.

Fifth

1. sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, dotted quarter notes, triplets, and syncopated patterns, in duple and triple meter.
2. sight reads short melodies within the diatonic scale of two or more major keys.
3. sight reads a simple song with tonal and rhythmic accuracy.

Benchmark MU.A.3.2.2: The student accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.

Grade Level Expectations

The student:

Third

1. interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, piano, allegro, staccato) when performing.

Fourth

1. interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, crescendo, fermata, andante, legato) when performing.

Fifth

1. interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, mezzo-forte, adagio, ritard, accent, pizzicato) when performing.

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Benchmark MU.A.3.2.3: The student writes notation for simple melodic patterns that have been performed by someone else.

Grade Level Expectations

The student:

Third

1. writes notation for simple rhythmic patterns, including quarter notes, quarter rests, two eighth notes, and half notes that have been performed by someone else.
2. writes notation for simple melodic patterns presented aurally, using sol, la, mi, re, and do within the pentatonic scale.

Fourth

1. writes notation for rhythmic patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, and dotted half notes that have been performed by someone else.
2. writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips based triads using do, re, mi, fa, sol, la, ti, and do¹ within the diatonic scale.

Fifth

1. writes notation for rhythmic patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, and dotted quarter notes that have been performed by someone else.
2. writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips based on triads using do, re, mi, fa, sol, la, ti, and do¹ within the diatonic scale.

Strand B: Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments.

Benchmark MU.B.1.2.1: The student improvises “musical answers” (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.

Grade Level Expectations

The student:

Third

1. improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”

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Fourth

1. improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”

Fifth

1. improvises rhythmic and melodic “answer phrases” in the same style as given “question phrases.”

Benchmark MU.B.1.2.2: The student improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive, short music patterns) and variations on familiar melodies.

Grade Level Expectations

The student:

Third

1. improvises rhythmic and melodic patterns and ostinati to accompany songs or poems.

Fourth

1. improvises rhythmic and melodic patterns and creates simple variations on familiar melodies.

Fifth

1. improvises rhythmic and melodic patterns and creates variations on familiar melodies.

Standard 2: The student composes and arranges music within specific guidelines.

Benchmark MU.B.2.2.1: The student knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.

Grade Level Expectations

The student:

Third

1. arranges short songs for classroom performance (for example, changing dynamics and timbre).
2. creates original vocal and instrumental melodic phrases using traditional and nontraditional sound sources.

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Fourth

1. arranges short songs for classroom performance (for example, changing dynamics, timbre, and form).
2. creates short vocal and instrumental works containing contrasting musical ideas (for example, unity, repetition) using traditional and nontraditional sound sources.

Fifth

1. arranges short songs for classroom performance (for example, changing dynamics, timbre, and form; varying rhythm and melody).
2. composes vocal and instrumental music to express a poem, story, idea, or feeling using traditional and nontraditional sound sources.

Benchmark MU.B.2.2.2: The student understands how composed music communicates text, ideas, meanings, and emotion.

Grade Level Expectations

The student:

Third

1. identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that communicate an idea or emotion.

Fourth

1. identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicate an idea or emotion.

Fifth

1. identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicate ideas, meanings, or emotion.

Strand C: Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history.

Benchmark MU.C.1.2.1: The student knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi).

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The student:

Third

1. classifies selected exemplary works by selected genre (for example, folk song), style (for example, popular, jazz), and composer.

Fourth

1. classifies selected exemplary works from various historical periods by genre, style, and composer.

Fifth

1. classifies selected exemplary works from various historical periods and cultures by genre, style, and composer.

Benchmark MU.C.1.2.2: The student describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world.

Grade Level Expectations

The student:

Third

1. compares rhythm, timbre, and expressive devices of contrasting examples of world music.

Fourth

1. explains how use of specific musical elements (for example, rhythm, melody, timbre, expressive devices) is characteristic of music from various world cultures.

Fifth

1. explains how use of specific musical elements (for example, rhythm, melody, timbre, expressive devices, texture) is characteristic of music from various world cultures.

Benchmark MU.C.1.2.3: The student understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).

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The student:

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Third

1. identifies examples of music that represent various historical periods and events.

Fourth

1. identifies music that represents the history and diverse cultures of Florida.

Fifth

1. describes the impact of regional traditions and historical events on generating various types of music.

Benchmark MU.C.1.2.4: The student knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.

Grade Level Expectations

The student:

Third

1. identifies important composers who influenced various genres of American music (for example, Gershwin, Armstrong, Guthrie).

Fourth

1. identifies important composers and performers who influenced various genres of American music (for example, Foster, Copland, Estefan).

Fifth

1. identifies important composers, songwriters, and performers who generated or influenced various genres of American music (for example, Bernstein, Sousa, Ellington, Presley).

Strand D: Aesthetic and Critical Analysis

Standard 1: The student listens to, analyzes, and describes music.

Benchmark MU.D.1.2.1: The student knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).

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The student:

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Third

1. listens to and analyzes a composition to identify meter (duple or triple) or form (for example, verse-refrain, call-and-response, AB, ABA).

Fourth

1. listens to and analyzes a composition to identify meter (duple, triple, or compound), rhythmic and melodic elements (for example, syncopation, melodic contour), and form (for example, ABA, rondo, theme and variation).

Fifth

1. listens to and analyzes a composition to identify meter (duple, triple, or compound), rhythmic and melodic elements (for example, syncopation, melodic contour), form (for example, ABA, rondo, theme and variation, through-composed), and tonality (major or minor).

Benchmark MU.D.1.2.2: The student identifies instruments and their “families” (e.g., violin as a string instrument; flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).

Grade Level Expectations

The student:

Third

1. identifies solo voices (for example, soprano, bass).
2. identifies string, brass, woodwind, percussion, and keyboard instruments and classifies them by family.

Fourth

1. identifies solo voices (for example, soprano, alto, tenor, bass).
2. identifies and classifies instruments, instrumental families, and ensembles (for example, orchestra, band).

Fifth

1. identifies solo voices (for example, soprano, alto, tenor, bass) and vocal ensembles (for example, choir, quartet).
2. identifies and classifies electronic, orchestral, and wind instruments, their families, and ensembles (for example, string quartet, jazz ensemble).

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Benchmark MU.D.1.2.3: The student uses perceptual skills and appropriate terminology to describe aural examples of diverse music.

Grade Level Expectations

The student:

Third

1. describes a variety of world music using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns).

Fourth

1. describes diverse styles of music found in Florida using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns, form).

Fifth

1. describes diverse styles of popular, folk, classical, and world music using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns, form).

Standard 2: The student evaluates music and music performance.

Benchmark MU.D.2.2.1: The student knows how to devise simple criteria to evaluate performances and compositions.

Grade Level Expectations

The student:

Third

1. creates and applies criteria for evaluating one's own and others' performances and compositions.

Fourth

1. creates and applies criteria for evaluating one's own and others' performances and compositions.

Fifth

1. creates, applies, and explains criteria for evaluating one's own and others' performances and compositions.

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Benchmark MU.D.2.2.2: The student uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances.

Grade Level Expectations

The student:

Third

1. evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.

Fourth

1. evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.

Fifth

1. evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.

Strand E: Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.

Benchmark MU.E.1.2.1: The student knows similarities and differences in artistic vocabulary.

Grade Level Expectations

The student:

Third

1. identifies common vocabulary and elements within and among dance, theatre, music, and the visual arts (for example, movement, form).

Fourth

1. identifies and describes elements within and among dance, theatre, music, and the visual arts (for example, movement, form, repetition).

Fifth

1. compares and contrasts elements within and among dance, theatre, music, and the visual arts (for example, movement, form, repetition, texture, contour).

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Benchmark MU.E.1.2.2: The student understands the relationship between music and other subjects (e.g., between folk songs and historical events).

Grade Level Expectations

The student:

Third

1. describes ways in which the subject matter of other disciplines is related to music (for example, rhythmic and numeric patterns in music and mathematics).

Fourth

1. describes ways in which the subject matter of other disciplines is related to music (for example, folk songs and connections to history).

Fifth

1. compares and contrasts the subject matter of other disciplines with music (for example, jazz, blues, and connections to American history; acoustics in music and science).

Standard 2: The student understands the relationship between music and the world beyond the school setting.

Benchmark MU.E.2.2.1: The student knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).

Grade Level Expectations

The student:

Third

1. describes various uses of music in daily experiences (for example, cartoons).

Fourth

1. describes the use of music in the media (for example, television commercials).

Fifth

1. analyzes multiple uses of music in the media (for example, film scores, instructional media).
2. describes characteristics that make music suitable for specific purposes.

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Benchmark MU.E.2.2.2: The student knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades).

Grade Level Expectations

The student:

Third

1. demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, pep band performance at a sporting event).

Fourth

1. demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, appropriate times to enter or leave a concert setting, applause after jazz solos).

Fifth

1. demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, holding applause between movements of a major work, turning off watches and other electronic devices for concerts).

Benchmark MU.E.2.2.3: The student understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.

Grade Level Expectations

The student:

Third

1. explains how musical preferences reflect one's personal experiences.
2. respects differing values and tastes in music.

Fourth

1. explains how musical preferences reflect one's personal experiences.
2. identifies and respects differing values and tastes in music.

Fifth

1. explains how musical preferences reflect one's personal experiences.
2. identifies and respects differing values and tastes in music.

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Benchmark MU.E.2.2.4: The student understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).

Grade Level Expectations

The student:

Third

1. identifies the roles and importance of musicians in various settings and cultures.

Fourth

1. describes the roles and importance of musicians in various settings and cultures.

Fifth

1. analyzes the roles and importance of musicians in various settings and cultures.