

Critical Thinking and Reflection

Enduring Understanding: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	MU.K.C.1.1	MU.1.C.1.1	MU.2.C.1.1	MU.3.C.1.1	MU.4.C.1.1	MU.5.C.1.1	MU.68.C.1.1	MU.912.C.1.1
	Respond to music from various sound sources to show awareness of steady beat.	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.	Identify appropriate listening skills for learning about musical examples selected by the teacher.	Describe listening skills and how they support appreciation of musical works.	Develop effective listening strategies and describe how they can support appreciation of musical works.	Discuss and apply listening strategies to support appreciation of musical works.	Develop strategies for listening to unfamiliar musical works.	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
	MU.K.C.1.2	MU.1.C.1.2	MU.2.C.1.2	MU.3.C.1.2	MU.4.C.1.2	MU.5.C.1.2	MU.68.C.1.2	MU.912.C.1.2
	Identify various sounds in a piece of music.	Respond to music from various sound sources to show awareness of differences in musical ideas.	Respond to a piece of music and discuss individual interpretations.	Respond to a musical work in a variety of ways and compare individual interpretations.	Describe, using correct music vocabulary, what is heard in a specific musical work.	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
	MU.K.C.1.3	MU.1.C.1.3	MU.2.C.1.3	MU.3.C.1.3	MU.4.C.1.3	MU.5.C.1.3	MU.68.C.1.3	MU.912.C.1.3
	Identify, visually and aurally, pitched and unpitched classroom instruments.	Classify instruments into pitched and unpitched percussion families.	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.	Identify families of orchestral and band instruments.	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.	Identify, aurally, selected instruments of the band and orchestra.	Identify, aurally, instrumental styles and a variety of instrumental ensembles.	Analyze instruments of the world and classify them by common traits.
MU.K.C.1.4	MU.1.C.1.4	MU.2.C.1.4	MU.3.C.1.4	MU.4.C.1.4	MU.5.C.1.4	MU.68.C.1.4	MU.912.C.1.4	
Identify singing, speaking, and whispering voices.	Differentiate between music performed by one singer and music performed by a group of singers.	Identify child, adult male, and adult female voices by timbre.	Discriminate between unison and two-part singing.	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.	Identify, aurally, a variety of vocal styles and ensembles.	Compare and perform a variety of vocal styles and ensembles.	
Enduring Understanding: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	MU.K.C.2.1	MU.1.C.2.1	MU.2.C.2.1	MU.3.C.2.1	MU.4.C.2.1	MU.5.C.2.1	MU.68.C.2.1	MU.912.C.2.1
	Identify similarities and/or differences in a performance.	Identify the similarities and differences between two performances of a familiar song.	Identify strengths and needs in classroom performances of familiar songs.	Evaluate performances of familiar music using teacher-established criteria.	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.	Define criteria, using correct music vocabulary, to critique one's own and others performance.	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
					MU.4.C.2.2	MU.5.C.2.2	MU.68.C.2.2	MU.912.C.2.2
					Critique specific techniques in one's own and others performances using teacher-established criteria.	Describe changes, using correct music vocabulary, in one's own and/or others performance over time.	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.	Evaluate performance quality in recorded and/or live performances.
						MU.68.C.2.3	MU.912.C.2.3	
						Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.	
Enduring Understanding: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	MU.K.C.3.1	MU.1.C.3.1	MU.2.C.3.1	MU.3.C.3.1	MU.4.C.3.1	MU.5.C.3.1	MU.68.C.3.1	MU.912.C.3.1
Share opinions about selected pieces of music.	Share different thoughts or feelings people have about selected pieces of music.	Discuss why musical characteristics are important when forming and discussing opinions about music.	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	Describe characteristics that make various musical works appealing.	Develop criteria to evaluate an exemplary musical work from a specific period or genre.	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.	

Historical and Global Connections

<p>Enduring Understanding: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>	MU.K.H.1.1	MU.1.H.1.1	MU.2.H.1.1	MU.3.H.1.1	MU.4.H.1.1	MU.5.H.1.1	MU.68.H.1.1	MU.912.H.1.1
	Respond to music from diverse cultures through singing and movement.	Perform simple songs, dances, and musical games from a variety of cultures.	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.	Compare indigenous instruments of specified cultures.	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.	Identify the purposes for which music is used within various cultures.	Describe the functions of music from various cultures and time periods.	Investigate and discuss how a culture's traditions are reflected through its music.
		MU.1.H.1.2	MU.2.H.1.2	MU.3.H.1.2	MU.4.H.1.2	MU.5.H.1.2	MU.68.H.1.2	MU.912.H.1.2
		Explain the work of a composer.	Identify the primary differences between composed and folk music.	Identify significant information about specified composers and one or more of their musical works.	Describe the influence of selected composers on the musical works and practices or traditions of their time.	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.	Identify the works of representative composers within a specific style or time period.	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
				MU.3.H.1.3	MU.4.H.1.3	MU.5.H.1.3	MU.68.H.1.3	MU.912.H.1.3
				Identify timbre(s) in music from a variety of cultures.	Identify pieces of music that originated from cultures other than one's own.	Compare stylistic and musical features in works originating from different cultures.	Describe how American music has been influenced by other cultures.	Compare two or more works of a composer across performance media.
							MU.68.H.1.4	MU.912.H.1.4
							Classify authentic stylistic features in music originating from various cultures.	Analyze how Western music has been influenced by historical and current world cultures.
<p>Enduring Understanding: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>	MU.K.H.2.1	MU.1.H.2.1	MU.2.H.2.1	MU.3.H.2.1	MU.4.H.2.1	MU.5.H.2.1	MU.68.H.2.1	MU.912.H.2.1
	Respond to and/or perform folk music of American cultural sub-groups.	Identify and perform folk music used to remember and honor America and its cultural heritage.	Discuss how music is used for celebrations in American and other cultures.	Discuss how music in America was influenced by people and events in its history.	Perform, listen to, and discuss music related to Florida's history.	Examine the contributions of musicians and composers for a specific historical period.	Describe the influence of historical events and periods on music composition and performance.	Evaluate the social impact of music on specific historical periods.
					MU.4.H.2.2	MU.5.H.2.2	MU.68.H.2.2	MU.912.H.2.2
					Identify ways in which individuals of varying ages and cultures experience music.	Describe how technology has changed the way audiences experience music.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
							MU.68.H.2.3	MU.912.H.2.3
							Classify the literature being studied by genre, style, and/or time period.	Analyze the evolution of a music genre.
<p>Enduring Understanding: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>	MU.K.H.3.1	MU.1.H.3.1	MU.2.H.3.1	MU.3.H.3.1	MU.4.H.3.1	MU.5.H.3.1	MU.68.H.3.1	MU.912.H.3.1
	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
							MU.68.H.3.2	MU.912.H.3.2
						Discuss how the absence of music would affect other content areas and contexts.	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.	

Organizational Structure

Enduring Understanding: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	MU.K.O.1.1	MU.1.O.1.1	MU.2.O.1.1	MU.3.O.1.1	MU.4.O.1.1	MU.5.O.1.1	MU.68.O.1.1	MU.912.O.1.1
	Respond to beat, rhythm, and melodic line through imitation.	Respond to contrasts in music as a foundation for understanding structure.	Identify basic elements of music in a song or instrumental excerpt.	Identify, using correct music vocabulary, the elements in a musical work.	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.	Compare performances of a musical work to identify artistic choices made by performers.	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
	MU.K.O.1.2	MU.1.O.1.2	MU.2.O.1.2	MU.3.O.1.2				
	Identify similarities and differences in melodic phrases and/or rhythm patterns.	Identify patterns of a simple, four-measure song or speech piece.	Identify the form of a simple piece of music.	Identify and describe the musical form of a familiar song.				
Enduring Understanding: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.				MU.3.O.2.1	MU.4.O.2.1	MU.5.O.2.1	MU.68.O.2.1	MU.912.O.2.1
				Rearrange melodic or rhythmic patterns to generate new phrases.	Create variations for selected melodies.	Create a new melody from two or more melodic motifs.	Create a composition, manipulating musical elements and exploring the effects of those manipulations.	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
							MU.68.O.2.2	MU.912.O.2.2
						Demonstrate knowledge of major and minor tonalities through performance and composition.	Transpose melodies into different modalities through performance and composition.	
Enduring Understanding: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	MU.K.O.3.1	MU.1.O.3.1	MU.2.O.3.1	MU.3.O.3.1	MU.4.O.3.1	MU.5.O.3.1	MU.68.O.3.1	MU.912.O.3.1
	Respond to music to demonstrate how it makes one feel.	Respond to changes in tempo and/or dynamics within musical examples.	Describe changes in tempo and dynamics within a musical work.	Describe how tempo and dynamics can change the mood or emotion of a piece of music.	Identify how expressive elements and lyrics affect the mood or emotion of a song.	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
					MU.4.O.3.2	MU.5.O.3.2	MU.68.O.3.2	MU.912.O.3.2
				Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.	Interpret and perform expressive elements indicated by the musical score and/or conductor.	

Skills, Techniques, and Processes

<p>Enduring Understanding: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>	MU.K.S.1.1	MU.1.S.1.1	MU.2.S.1.1	MU.3.S.1.1	MU.4.S.1.1	MU.5.S.1.1	MU.68.S.1.1	MU.912.S.1.1
	Improvise a response to a musical question sung or played by someone else.	Improvise a four-beat response to a musical question sung or played by someone else.	Improvise short phrases in response to a given musical question.	Improvise rhythms or melodies over ostinati.	Improvise phrases, using familiar songs.	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.	Improvise rhythmic and melodic phrases over harmonic progressions.
		MU.1.S.1.2	MU.2.S.1.2	MU.3.S.1.2	MU.4.S.1.2	MU.5.S.1.2	MU.68.S.1.2	MU.912.S.1.2
		Create short melodic and rhythmic patterns based on teacher-established guidelines.	Create simple ostinati to accompany songs or poems.	Create an alternate ending to a familiar song.	Create melodic patterns using a variety of sound sources.	Compose short vocal or instrumental pieces using a variety of sound sources.	Compose a short musical piece.	Compose music for voices and/or acoustic, digital, or electronic instruments.
					MU.4.S.1.3	MU.5.S.1.3	MU.68.S.1.3	MU.912.S.1.3
					Arrange a familiar song for voices or instruments by manipulating form.	Arrange a familiar song by manipulating specified aspects of music.	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.	Arrange a musical work by manipulating two or more aspects of the composition.
						MU.5.S.1.4	MU.68.S.1.4	MU.912.S.1.4
						Sing or play simple melodic patterns by ear with support from the teacher.	Sing or play melodies by ear with support from the teacher and/or peers.	Perform and notate, independently and accurately, melodies by ear.
							MU.68.S.1.5	MU.912.S.1.5
							Perform melodies with chord progressions.	Research and report on the impact of MIDI as an industry standard protocol.
							MU.68.S.1.6	MU.912.S.1.6
							Compose a melody, with or without lyrics, over a standard harmonic progression.	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
							MU.68.S.1.7	MU.912.S.1.7
							Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.	Combine and/or create virtual and audio instruments.
<p>Enduring Understanding: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>	MU.K.S.2.1	MU.1.S.2.1	MU.2.S.2.1	MU.3.S.2.1	MU.4.S.2.1	MU.5.S.2.1	MU.68.S.2.1	MU.912.S.2.1
	Sing or play songs from memory.	Sing or play songs, which may include changes in verses or repeats, from memory.	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.	Identify patterns in songs to aid the development of sequencing and memorization skills.	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.	Perform music from memory to demonstrate knowledge of the musical structure.	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
						MU.5.S.2.2	MU.68.S.2.2	MU.912.S.2.2
						Apply performance techniques to familiar music.	Transfer performance techniques from familiar to unfamiliar pieces.	Transfer expressive elements and performance techniques from one piece of music to another.
<p>Enduring Understanding: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>	MU.K.S.3.1	MU.1.S.3.1	MU.2.S.3.1	MU.3.S.3.1	MU.4.S.3.1	MU.5.S.3.1	MU.68.S.3.1	MU.912.S.3.1
	Sing songs of limited range appropriate to the young child and use the head voice.	Sing simple songs in a group, using head voice and maintaining pitch.	Sing songs in an appropriate range, using head voice and maintaining pitch.	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.	Sing and/or play age-appropriate repertoire expressively.	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	MU.K.S.3.2	MU.1.S.3.2	MU.2.S.3.2	MU.3.S.3.2	MU.4.S.3.2	MU.5.S.3.2	MU.68.S.3.2	MU.912.S.3.2
	Perform simple songs and accompaniments.	Play three- to five-note melodies and/or accompaniments on classroom instruments.	Play simple melodies and/or accompaniments on classroom instruments.	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.	Play rounds, canons, or layered ostinati on classroom instruments.	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.	Demonstrate proper vocal or instrumental technique.	Sight-read music accurately and expressively to show synthesis of skills.
	MU.K.S.3.3	MU.1.S.3.3	MU.2.S.3.3	MU.3.S.3.3	MU.4.S.3.3	MU.5.S.3.3	MU.68.S.3.3	MU.912.S.3.3
	Match pitches in a song or musical phrase in one or more keys.	Sing simple la-sol-mi patterns at sight.	Sing simple la-sol-mi-do patterns at sight.	Sing simple la-sol-mi-re-do patterns at sight.	Perform extended pentatonic melodies at sight.	Perform simple diatonic melodies at sight.	Sight-read standard exercises and simple repertoire.	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
	MU.K.S.3.4	MU.1.S.3.4	MU.2.S.3.4	MU.3.S.3.4	MU.4.S.3.4	MU.5.S.3.4	MU.68.S.3.4	MU.912.S.3.4
	Imitate simple rhythm patterns played by the teacher or a peer.	Match simple aural rhythm patterns in duple meter with written patterns.	Compare aural melodic patterns with written patterns to determine whether they are the same or different.	Match simple aural rhythm patterns in duple and triple meter with written patterns.	Play simple ostinati, by ear, using classroom instruments.	Play melodies and accompaniments, by ear, using classroom instruments.	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	MU.1.S.3.5	MU.2.S.3.5	MU.3.S.3.5	MU.4.S.3.5	MU.5.S.3.5	MU.68.S.3.5	MU.912.S.3.5	
	Show visual representation of simple melodic patterns performed by the teacher or a peer.	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.	Notate simple rhythmic and melodic patterns using traditional notation.	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.	Notate rhythmic phrases and simple diatonic melodies using traditional notation.	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.	Develop and demonstrate proper vocal or instrumental technique.	
						MU.68.S.3.6		
						Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.		