Florida Fine Arts

Music: Grade 1

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. MU.1.C.1.1
2. Respond to music from various sound sources to show awareness of differences in musical ideas. MU.1.C.1.2
3. Classify instruments into pitched and unpitched percussion families. MU.1.C.1.3
4. Differentiate between music performed by one singer and music performed by a group of singers. MU.1.C.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize teacher-selected musical characteristics in a song or instrumental piece. MU.1.C.1.IN.A
   b. Distinguish between pitched and unpitched classroom instruments. MU.1.C.1.IN.B
   c. Distinguish between instrumental music and vocal music. MU.1.C.1.IN.C

   Supported

   a. Attend to teacher-selected musical characteristics in a song or instrumental piece. MU.1.C.1.SU.A
   b. Recognize differences in pitch. MU.1.C.1.SU.B

   Participatory

   a. Explore sounds from various sound sources. MU.1.C.1.PA.A

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Identify the similarities and differences between two performances of a familiar song. MU.1.C.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize similarities and/or differences between two performances of a familiar song. MU.1.C.2.IN.A

Supported

a. Explore different performances of familiar songs. MU.1.C.2.SU.A

Participatory

a. Explore a variety of familiar songs. MU.1.C.2.PA.A

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Share different thoughts or feelings people have about selected pieces of music. MU.1.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Express an opinion about selected pieces of music. MU.1.C.3.IN.A

Supported

a. Select preferred musical examples. MU.1.C.3.SU.A

Participatory

a. Explore a variety of music. MU.1.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Improvise a four-beat response to a musical question sung or played by someone else. MU.1.S.1.1
2. Create short melodic and rhythmic patterns based on teacher-established guidelines. MU.1.S.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate simple vocal or instrumental musical patterns or songs. MU.1.S.1.IN.A

Supported

a. Respond to simple vocal or instrumental patterns or songs. MU.1.S.1.SU.A

Participatory

a. Explore simple vocal or instrumental patterns or songs. MU.1.S.1.PA.A

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

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1. Sing or play songs, which may include changes in verses or repeats, from memory. MU.1.S.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Sing or play songs from a model, including changes in verses or repeats. MU.1.S.2.IN.A

   Supported

   a. Respond to familiar songs. MU.1.S.2.SU.A

   Participatory

   a. Explore familiar songs. MU.1.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Sing simple songs in a group, using head voice and maintaining pitch. MU.1.S.3.1
2. Play three- to five-note melodies and/or accompaniments on classroom instruments. MU.1.S.3.2
3. Sing simple la-sol-mi patterns at sight. MU.1.S.3.3
4. Match simple aural rhythm patterns in duple meter with written patterns. MU.1.S.3.4
5. Show visual representation of simple melodic patterns performed by the teacher or a peer. MU.1.S.3.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing or play songs from memory. MU.1.S.3.IN.A

b. Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. MU.1.S.3.IN.B

c. Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. MU.1.S.3.IN.C

Supported

a. Sing or play songs from a model. MU.1.S.3.SU.A

b. Respond to simple vocal or instrumental patterns and/or accompaniments. MU.1.S.3.SU.B

c. Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. MU.1.S.3.SU.C

Participatory

a. Respond to familiar songs. MU.1.S.3.PA.A

b. Explore simple vocal or instrumental patterns and/or accompaniments. MU.1.S.3.PA.B

c. Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. MU.1.S.3.PA.C

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Respond to contrasts in music as a foundation for understanding structure. MU.1.O.1.1
2. Identify patterns of a simple, four-measure song or speech piece. MU.1.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize contrasts in music as a foundation for understanding structure. MU.1.O.1.IN.A

b. Imitate patterns of a simple, four-measure song or speech piece. MU.1.O.1.IN.B

Supported

a. Recognize a contrast in music as a foundation for understanding structure. MU.1.O.1.SU.A

b. Demonstrate awareness of beat or rhythm. MU.1.O.1.SU.B

Participatory

a. Explore a variety of music. MU.1.O.1.PA.A

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Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Respond to changes in tempo and/or dynamics within musical examples. MU.1.O.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate awareness of changes in tempo and/or dynamics within musical examples. MU.1.O.3.IN.A

   Supported

   a. Respond to a variety of music. MU.1.O.3.SU.A

   Participatory

   a. Explore a variety of music. MU.1.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Perform simple songs, dances, and musical games from a variety of cultures. MU.1.H.1.1
2. Explain the work of a composer. MU.1.H.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Respond to simple songs, dances, and musical games from a variety of cultures. MU.1.H.1.IN.A

   Supported

   a. Explore simple songs, dances, and musical games from a variety of cultures. MU.1.H.1.SU.A

   Participatory

   a. Attend to simple songs, dances, and musical games from a variety of cultures. MU.1.H.1.PA.A

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Identify and perform folk music used to remember and honor America and its cultural heritage. MU.1.H.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Respond to folk music used to remember and honor America and its cultural heritage. MU.1.H.2.IN.A

Supported

a. Explore folk music used to remember and honor America and its cultural heritage. MU.1.H.2.SU.A

Participatory

a. Attend to folk music used to remember and honor America and its cultural heritage. MU.1.H.2.PA.A

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. 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. MU.1.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants. MU.1.H.3.IN.A

Supported

a. Explore the use of instruments and vocal sounds to enhance specified words or phrases. MU.1.H.3.SU.A

Participatory

a. Attend to the use of instruments and vocal sounds. MU.1.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. MU.1.F.1.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate a variety of sounds or movements using props, instruments, and/or found sounds. MU.1.F.1.IN.A

Supported

a. Explore a variety of sounds or movements using props, instruments, and/or found sounds. MU.1.F.1.SU.A

Participatory

a. Attend to a variety of sounds or movements using props, instruments, and/or found sounds. MU.1.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

1. Describe how he or she likes to participate in music. MU.1.F.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify preferred ways to participate in music. MU.1.F.2.IN.A

Supported

a. Explore a variety of ways to participate in music. MU.1.F.2.SU.A

Participatory

a. Attend to a variety of ways of participating in music. MU.1.F.2.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Demonstrate appropriate manners and teamwork necessary for success in a music classroom. MU.1.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Contribute to collaborative tasks related to music. MU.1.F.3.IN.A

Supported

a. Cooperate in classroom and play activities. MU.1.F.3.SU.A

Participatory

a. Attend to tasks related to music. MU.1.F.3.PA.A