Florida Fine Arts

Music: Grade 3

Adopted 2010

Critical Thinking and Reflection

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

1. Describe listening skills and how they support appreciation of musical works. MU.3.C.1.1
2. Respond to a musical work in a variety of ways and compare individual interpretations. MU.3.C.1.2
3. Identify families of orchestral and band instruments. MU.3.C.1.3
4. Discriminate between unison and two-part singing. MU.3.C.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use a variety of teacher-selected sensory skills to recognize specified musical characteristics. MU.3.C.1.IN.A
b. Respond to musical work in a variety of ways to show awareness of differences in musical ideas. MU.3.C.1.IN.B
c. Identify a variety of orchestral and band instruments. MU.3.C.1.IN.C
d. Differentiate between music performed by one singer or in unison, and music performed by a group of singers. MU.3.C.1.IN.D

Supported

a. Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece. MU.3.C.1.SU.A
b. Respond to teacher-selected musical characteristics in a song or instrumental piece. MU.3.C.1.SU.B
c. Recognize selected orchestral and band instruments. MU.3.C.1.SU.C
d. Distinguish between music and song. MU.3.C.1.SU.D

Participatory

a. Explore a variety of teacher-selected musical characteristics in a song or instrumental piece. MU.3.C.1.PA.A
b. Attend using senses to a variety of orchestral and band instruments. MU.3.C.1.PA.B

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

1. Evaluate performances of familiar music using teacher-established criteria. MU.3.C.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify a reason for preferring one performance of a familiar song over another. MU.3.C.2.IN.A

   Supported

   a. Use a teacher-selected criterion to evaluate performances of familiar music. MU.3.C.2.SU.A

   Participatory

   a. Select preferred familiar songs. MU.3.C.2.PA.A

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

1. Identify musical characteristics and elements within a piece of music when discussing the value of the work. MU.3.C.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize that musical characteristics influence our opinion of the piece. MU.3.C.3.IN.A

   Supported

   a. Recognize a variety of music characteristics. MU.3.C.3.SU.A

   Participatory

   a. Recognize a characteristic of music. MU.3.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 rhythms or melodies over ostinati. MU.3.S.1.1
2. Create an alternate ending to a familiar song. MU.3.S.1.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Improvise simple vocal or instrumental musical patterns over ostinati. MU.3.S.1.IN.A

b. Improvise simple vocal or instrumental musical patterns. MU.3.S.1.IN.B

Supported

a. Imitate simple vocal or instrumental patterns over ostinati. MU.3.S.1.SU.A

b. Imitate an alternate ending to a familiar song. MU.3.S.1.SU.B

Participatory

a. Respond to a variety of simple vocal or instrumental patterns over ostinati. MU.3.S.1.PA.A

b. Recognize an alternate ending to a familiar song. MU.3.S.1.PA.B

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

1. Identify patterns in songs to aid the development of sequencing and memorization skills. MU.3.S.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Imitate a variety of musical patterns in songs. MU.3.S.2.IN.A

   Supported

   a. Sing or play familiar songs from memory. MU.3.S.2.SU.A

   Participatory

   a. Recognize familiar songs. MU.3.S.2.PA.A

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

1. Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch. MU.3.S.3.1
2. Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments. MU.3.S.3.2
3. Sing simple la-sol-mi-re-do patterns at sight. MU.3.S.3.3
4. Match simple aural rhythm patterns in duple and triple meter with written patterns. MU.3.S.3.4
5. Notate simple rhythmic and melodic patterns using traditional notation. MU.3.S.3.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing simple songs in a group using head voice and maintaining pitch. MU.3.S.3.IN.A

b. Play simple melodies and/or accompaniments on classroom instruments. MU.3.S.3.IN.B

c. Sing simple la-sol-mi-do patterns. MU.3.S.3.IN.C

d. Imitate simple rhythm patterns in duple and triple meter. MU.3.S.3.IN.D

e. Match aurally presented notes to traditional notation. MU.3.S.3.IN.E

Supported

a. Sing or play songs or patterns from memory. MU.3.S.3.SU.A

Participatory

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

b. Sing or play songs or patterns. MU.3.S.3.PA.B

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. Identify, using correct music vocabulary, the elements in a musical work. MU.3.O.1.1
2. Identify and describe the musical form of a familiar song. MU.3.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize basic elements in a piece of music. MU.3.O.1.IN.A

b. Identify patterns in familiar songs. MU.3.O.1.IN.B

Supported

a. Recognize a selected element in a piece of music. MU.3.O.1.SU.A

b. Imitate patterns in familiar songs. MU.3.O.1.SU.B

Participatory

a. Respond to rhythmic production. MU.3.O.1.PA.A

b. Demonstrate awareness of beat or rhythm. MU.3.O.1.PA.B

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Rearrange melodic or rhythmic patterns to generate new phrases. MU.3.O.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Rearrange simple melodic or rhythmic patterns to generate new phrases. MU.3.O.2.IN.A

Supported

a. Imitate simple melodic or rhythmic patterns. MU.3.O.2.SU.A

Participatory

a. Respond to a variety of simple melodic or rhythmic patterns. MU.3.O.2.PA.A

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

1. Describe how tempo and dynamics can change the mood or emotion of a piece of music. MU.3.O.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the mood or emotion of a piece of music. MU.3.O.3.IN.A

Supported

a. Respond to music to demonstrate how it makes one feel. MU.3.O.3.SU.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. Compare indigenous instruments of specified cultures. MU.3.H.1.1
2. Identify significant information about specified composers and one or more of their musical works. MU.3.H.1.2
3. Identify timbre(s) in music from a variety of cultures. MU.3.H.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify indigenous instruments of specified cultures. MU.3.H.1.IN.A

b. Recognize characteristic musical sounds from a variety of cultures. MU.3.H.1.IN.B

Supported

a. Match selected instruments to specified cultures. MU.3.H.1.SU.A

b. Match characteristic musical sounds to specified cultures. MU.3.H.1.SU.B

Participatory

a. Explore indigenous instruments of specified cultures. MU.3.H.1.PA.A

b. Explore characteristic musical sounds from a variety of cultures. MU.3.H.1.PA.B

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

1. Discuss how music in America was influenced by people and events in its history. MU.3.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize influences of culture and history on American music. MU.3.H.2.IN.A

   Supported

   a. Recognize a variety of music that represents American culture or history. MU.3.H.2.SU.A

   Participatory

   a. Associate musical examples with American culture or history. MU.3.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. 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. MU.3.H.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts. MU.3.H.3.IN.A

   Supported

   a. Explore the use of pattern, line, and form in music and other teacher-selected contexts. MU.3.H.3.SU.A

   Participatory

   a. Respond to the use of patterns in music. MU.3.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. Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. MU.3.F.1.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use sounds and movements to represent or enhance story or poem characteristics. MU.3.F.1.IN.A

Supported

a. Imitate sounds and movements to represent or enhance story or poem characteristics. MU.3.F.1.SU.A

Participatory

a. Respond to a variety of sounds and movements that represent or enhance story or poem characteristics. MU.3.F.1.PA.A

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

1. Identify musicians in the school, community, and media. MU.3.F.2.1
2. Describe opportunities for personal music-making. MU.3.F.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify musicians in the school, community, or media. MU.3.F.2.IN.A

b. Identify opportunities in the school, home, or community for participating in music making. MU.3.F.2.IN.B

Supported

a. Recognize musicians in the school, community, or media. MU.3.F.2.SU.A

b. Recognize opportunities in the school, home, or community for participating in music making. MU.3.F.2.SU.B

Participatory

a. Recognize that people who make music are called musicians. MU.3.F.2.PA.A

b. Recognize an opportunity in the school, home, or community for participating in music-making. MU.3.F.2.PA.B

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. Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. MU.3.F.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sequence two or more components related to individual or collaborative musical projects. MU.3.F.3.IN.A

Supported

a. Complete one or more components of individual or collaborative musical projects. MU.3.F.3.SU.A

Participatory

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