Florida Fine Arts

Music: Grade K

Adopted 2010

Critical Thinking and Reflection

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

1. Respond to music from various sound sources to show awareness of steady beat. MU.K.C.1.1
2. Identify various sounds in a piece of music. MU.K.C.1.2
3. Identify, visually and aurally, pitched and unpitched classroom instruments. MU.K.C.1.3
4. Identify singing, speaking, and whispering voices. MU.K.C.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate awareness of a steady beat or pulse. MU.K.C.1.IN.A
   b. Recognize selected sounds from various sound sources. MU.K.C.1.IN.B
   c. Distinguish between singing, speaking, and whispering voices. MU.K.C.1.IN.C

   Supported

   a. Respond to music from various sources. MU.K.C.1.SU.A
   b. Respond to a variety of sounds from various sound sources. MU.K.C.1.SU.B
   c. Explore sounds from various sound sources. MU.K.C.1.SU.C

   Participatory

   a. Attend to sounds from various sources. MU.K.C.1.PA.A

Skip to main content

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

1. Identify similarities and/or differences in a performance. MU.K.C.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Explore different performances of familiar songs. MU.K.C.2.IN.A

   Supported

   a. Respond to performances of familiar songs. MU.K.C.2.SU.A

   Participatory

   a. Attend to performances of familiar songs. MU.K.C.2.PA.A

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

1. Share opinions about selected pieces of music. MU.K.C.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify preferred musical examples. MU.K.C.3.IN.A

   Supported

   a. Respond to a variety of music. MU.K.C.3.SU.A

   Participatory

   a. Attend to a variety of music. MU.K.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 response to a musical question sung or played by someone else. MU.K.S.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

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

   Supported

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

   Participatory

   a. Attend to simple vocal or instrumental patterns or songs. MU.K.S.1.PA.A

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

Skip to main content

Sing or play songs from memory. MU.K.S.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing or play songs from a model. MU.K.S.2.IN.A

Supported

a. Explore familiar songs. MU.K.S.2.SU.A

Participatory

a. Attend to familiar songs. MU.K.S.2.PA.A

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

1. Sing songs of limited range appropriate to the young child and use the head voice. MU.K.S.3.1
2. Perform simple songs and accompaniments. MU.K.S.3.2
3. Match pitches in a song or musical phrase in one or more keys. MU.K.S.3.3
4. Imitate simple rhythm patterns played by the teacher or a peer. MU.K.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

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

Supported

a. Explore familiar songs. MU.K.S.3.SU.A

Participatory

a. Attend to familiar songs. MU.K.S.3.PA.A

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 beat, rhythm, and melodic line through imitation. MU.K.O.1.1
2. Identify similarities and differences in melodic phrases and/or rhythm patterns. MU.K.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate awareness of beat and rhythm. MU.K.O.1.IN.A

Supported

a. Explore a variety of music. MU.K.O.1.SU.A

b. Respond to a variety of music. MU.K.O.1.SU.B

Participatory

a. Attend to a variety of music. MU.K.O.1.PA.A

Skip to main content

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

1. Respond to music to demonstrate how it makes one feel. MU.K.O.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate awareness of beat and rhythm. MU.K.O.3.IN.A

   Supported

   a. Explore a variety of music. MU.K.O.3.SU.A

   Participatory

   a. Attend to a variety of music. MU.K.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. Respond to music from diverse cultures through singing and movement. MU.K.H.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Respond to music from a variety of cultures and musical periods. MU.K.H.1.IN.A

   Supported

   a. Explore music from a variety of cultures and musical periods. MU.K.H.1.SU.A

   Participatory

   a. Attend to music from a variety of cultures and musical periods. MU.K.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. Respond to and/or perform folk music of American cultural sub-groups. MU.K.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Respond to music of American cultural sub-groups. MU.K.H.2.IN.A

   Supported

   a. Explore music of American cultural sub-groups. MU.K.H.2.SU.A

   Participatory

   a. Attend to music of American cultural sub-groups. MU.K.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.

Skip to main content

Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. MU.K.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. MU.K.H.3.IN.A

Supported

a. Explore simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. MU.K.H.3.SU.A

Participatory

a. Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. MU.K.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. Respond to and explore music through creative play and found sounds in the music classroom. MU.K.F.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Explore music through creative play and found sounds in the music classroom. MU.K.F.1.IN.A

   Supported

   a. Explore a variety of sounds in the classroom. MU.K.F.1.SU.A

   Participatory

   a. Attend to a variety of sounds in the classroom. MU.K.F.1.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. Exhibit age-appropriate music and life skills that will add to the success in the music classroom. MU.K.F.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate cooperative musical, classroom, and play behaviors. MU.K.F.3.IN.A

   Supported

   a. Cooperate in guided musical, classroom, and play activities. MU.K.F.3.SU.A

   Participatory

   a. Cooperate in guided musical activities. MU.K.F.3.PA.A