Florida Fine Arts

Music: Grades 6, 7, 8

Adopted 2010

Critical Thinking and Reflection

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

1. Develop strategies for listening to unfamiliar musical works. MU.68.C.1.1
2. Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. MU.68.C.1.2
3. Identify, aurally, instrumental styles and a variety of instrumental ensembles. MU.68.C.1.3
4. Identify, aurally, a variety of vocal styles and ensembles. MU.68.C.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Develop effective sensory strategies and describe how they support appreciation of familiar musical works. MU.68.C.1.IN.A
b. Identify the composer's intent and aesthetic impact of a performance. MU.68.C.1.IN.B
c. Identify selected instrumental styles and ensembles. MU.68.C.1.IN.C
d. Identify selected vocal styles and ensembles. MU.68.C.1.IN.D
c. Identify, aurally, selected instruments of the world. MU.912.C.1.IN.C

Supported

a. Use appropriate sensory skills to support appreciation of familiar musical works. MU.68.C.1.SU.A
b. Recognize the musical intent of the composer for a specific musical work. MU.68.C.1.SU.B
c. Recognize selected instrumental styles and ensembles. MU.68.C.1.SU.C
d. Recognize selected vocal styles and ensembles. MU.68.C.1.SU.D

Participatory

a. Use the senses to support appreciation of familiar musical works. MU.68.C.1.PA.A
b. Recognize the aesthetic impact of a performance. MU.68.C.1.PA.B
c. Recognize selected instrumental styles. MU.68.C.1.PA.C
d. Recognize selected vocal styles. MU.68.C.1.PA.D

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

1. Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. MU.68.C.2.1
2. Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. MU.68.C.2.2
3. Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers. MU.68.C.2.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Analyze and revise personal performance to meet established criteria with guidance from teachers and peers. MU.68.C.2.IN.A
   b. Identify areas of improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. MU.68.C.2.IN.B

   Supported

   a. Use defined criteria to analyze and revise personal performances with guidance from teachers and peers. MU.68.C.2.SU.A
   b. Use defined criteria to recognize improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. MU.68.C.2.SU.B

   Participatory

   b. Use a teacher-selected criterion to recognize improvement in one's own or others' performances after practice or rehearsal. MU.68.C.2.PA.B

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

1. Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. MU.68.C.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use defined criteria to evaluate characteristics of exemplary musical work from a specific period or genre. MU.68.C.3.IN.A

   Supported

   a. Use teacher-selected criteria to identify characteristics of exemplary musical work from a specific period or genre. MU.68.C.3.SU.A

   Participatory

   a. Use a teacher-selected criterion to respond to characteristics of exemplary musical work from a specific period or genre. MU.68.C.3.PA.A

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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 rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. MU.68.S.1.1
2. Compose a short musical piece. MU.68.S.1.2
3. Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. MU.68.S.1.3
4. Sing or play melodies by ear with support from the teacher and/or peers. MU.68.S.1.4
5. Perform melodies with chord progressions. MU.68.S.1.5
6. Compose a melody, with or without lyrics, over a standard harmonic progression. MU.68.S.1.6
7. Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers. MU.68.S.1.7
8. Demonstrate specified mixing and editing techniques using selected software and hardware. MU.68.S.1.8
9. Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance. MU.68.S.1.9

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. MU.68.S.1.IN.A
b. Improvise phrases using familiar songs. MU.68.S.1.IN.B
c. Perform a familiar melody with instrumental musical patterns. MU.68.S.1.IN.C

Supported

a. Improvise vocal or instrumental patterns using familiar songs. MU.68.S.1.SU.A
b. Perform simple instrumental musical patterns. MU.68.S.1.SU.B

Participatory

a. Imitate simple vocal or instrumental patterns or songs. MU.68.S.1.PA.A
b. Participate in simple instrumental patterns. MU.68.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. Perform music from memory to demonstrate knowledge of the musical structure. MU.68.S.2.1
2. Transfer performance techniques from familiar to unfamiliar pieces. MU.68.S.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Perform musical patterns or music from memory. MU.68.S.2.IN.A

Supported

a. Re-create musical phrases or music from a given musical example. MU.68.S.2.SU.A

Participatory

a. Match a musical pattern or phrase to a given musical example. MU.68.S.2.PA.A

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

1. Sing and/or play age-appropriate repertoire expressively. MU.68.S.3.1
2. Demonstrate proper vocal or instrumental technique. MU.68.S.3.2
3. Sight-read standard exercises and simple repertoire. MU.68.S.3.3
4. Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. MU.68.S.3.4
5. Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. MU.68.S.3.5
6. Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. MU.68.S.3.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing rounds, canons, and/or partner songs using proper vocal technique and maintaining pitch. MU.68.S.3.IN.A

b. Perform melodies and accompaniments on classroom instruments. MU.68.S.3.IN.B

c. Sight-read notes and/or simple rhythmic phrases. MU.68.S.3.IN.C

d. Notate simple rhythmic phrases and/or melodies using traditional notation. MU.68.S.3.IN.D

e. Select rehearsal strategies to apply skills and techniques. MU.68.S.3.IN.E

Supported

a. Sing songs in an appropriate range using head voice and maintaining pitch. MU.68.S.3.SU.A

b. Perform simple melodies and/or accompaniments on classroom instruments. MU.68.S.3.SU.B

c. Match aurally presented notes to traditional notation. MU.68.S.3.SU.C

d. Copy simple rhythmic and melodic patterns using traditional notation. MU.68.S.3.SU.D

e. Identify a rehearsal strategy to apply a skill or technique. MU.68.S.3.SU.E

Participatory

a. Select notes, simple melodies, and/or accompaniments to perform. MU.68.S.3.PA.A

b. Participate in a rehearsal strategy to apply to a skill or technique. MU.68.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. Compare performances of a musical work to identify artistic choices made by performers. MU.68.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Compare musical elements in different types of music using correct music vocabulary. MU.68.O.1.IN.A

Supported

a. Identify elements of music in different types of music. MU.68.O.1.SU.A

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

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1. Create a composition, manipulating musical elements and exploring the effects of those manipulations. MU.68.O.2.1
2. Demonstrate knowledge of major and minor tonalities through performance and composition. MU.68.O.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Manipulate the elements of a musical piece and explore the effects of those manipulations. MU.68.O.2.IN.A

Supported

a. Change the feeling of a musical phrase by altering an element of music. MU.68.O.2.SU.A

Participatory

a. Select an element to change in a musical phrase. MU.68.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 the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. MU.68.O.3.1
2. 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. MU.68.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify how instrumentation and expressive elements affect the mood or emotion of a song. MU.68.O.3.IN.A

b. Apply expressive elements to a vocal or instrumental piece. MU.68.O.3.IN.B

Supported

a. Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. MU.68.O.3.SU.A

b. Change an expressive element in a vocal or instrumental piece and identify the result. MU.68.O.3.SU.B

Participatory

a. Match instrumentation or expressive elements to mood or emotion. MU.68.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 Describe the functions of music from various cultures and time periods. MU.68.H.1.1

Identify the works of representative composers within a specific style or time period. MU.68.H.1.2

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3. Describe how American music has been influenced by other cultures. MU.68.H.1.3
4. Classify authentic stylistic features in music originating from various cultures. MU.68.H.1.4
5. Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. MU.68.H.1.5

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the functions of music from various cultures and time periods. MU.68.H.1.IN.A
b. Identify a characteristic of music from another culture in selected American music. MU.68.H.1.IN.B
c. Identify authentic stylistic features in music originating from various cultures. MU.68.H.1.IN.C

Supported

a. Identify the purpose for which specified music is used within various cultures. MU.68.H.1.SU.A
b. Recognize a characteristic of music from another culture in selected American music. MU.68.H.1.SU.B
c. Recognize authentic stylistic features in music originating from various cultures. MU.68.H.1.SU.C

Participatory

a. Recognize the purpose for which specified music is used within various cultures. MU.68.H.1.PA.A
b. Recognize a similarity between a selected American piece and that of a selected piece from another culture. MU.68.H.1.PA.B
c. Recognize a selected authentic stylistic feature in music originating from various cultures. MU.68.H.1.PA.C

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

1. Describe the influence of historical events and periods on music composition and performance. MU.68.H.2.1
2. Analyze how technology has changed the way music is created, performed, acquired, and experienced. MU.68.H.2.2
3. Classify the literature being studied by genre, style, and/or time period. MU.68.H.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the influence of historical events and periods on music composition and performance. MU.68.H.2.IN.A

b. Identify a variety of technologies to create, perform, acquire, and experience music. MU.68.H.2.IN.B

c. Classify selected music by genre, style, and/or time period. MU.68.H.2.IN.C

Supported

a. Recognize the influence of selected historical or cultural events on music of the time. MU.68.H.2.SU.A

b. Recognize selected technologies to create, perform, acquire, and experience music. MU.68.H.2.SU.B

c. Recognize the genre, style, and/or time period of selected music. MU.68.H.2.SU.C

Participatory

a. Associate music with significant historical or cultural events. MU.68.H.2.PA.A

b. Recognize selected ways to create, perform, acquire, and experience music. MU.68.H.2.PA.B

c. Recognize the genre of selected music. MU.68.H.2.PA.C

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

1. Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. MU.68.H.3.1
2. Discuss how the absence of music would affect other content areas and contexts. MU.68.H.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Integrate music with skills and concepts from other content areas and contexts. MU.68.H.3.IN.A

Supported

a. Integrate music with selected skills and concepts from other content areas or contexts. MU.68.H.3.SU.A

Participatory

a. Select music to enhance other content areas or contexts. MU.68.H.3.PA.A

Innovation, Technology, an

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

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1. Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.68.F.1.1
2. Create an original composition that reflects various performances that use "traditional" and contemporary technologies. MU.68.F.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create new interpretations of melodic or rhythmic pieces by using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.68.F.1.IN.A
b. Create, interpret, and respond to music that integrates traditional and contemporary technologies. MU.68.F.1.IN.B

Supported

a. Change the feeling of melodic or rhythmic pieces using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.68.F.1.SU.A
b. Create, interpret, or respond to music that integrates traditional and contemporary technologies. MU.68.F.1.SU.B

Participatory

a. Participate in the production of changes in sounds and movements of melodic or rhythmic pieces. MU.68.F.1.PA.A
b. Explore music that integrates traditional and contemporary technologies. MU.68.F.1.PA.B

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

1. Describe several routes a composition or performance could travel from creator to consumer. MU.68.F.2.1
2. Describe how concert attendance can financially impact a community. MU.68.F.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more employment and leisure opportunities in or relating to music and pair with the necessary skills and training. MU.68.F.2.IN.A

Supported

a. Recognize two or more employment and leisure opportunities in or relating to music and pair with a prerequisite. MU.68.F.2.SU.A

Participatory

a. Distinguish employment or leisure opportunities that are music-related vs. non-music-related. MU.68.F.2.PA.A

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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. Describe how studying music can enhance citizenship, leadership, and global thinking. MU.68.F.3.1
2. Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. MU.68.F.3.2
3. Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. MU.68.F.3.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom. MU.68.F.3.IN.A
   b. Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music. MU.68.F.3.IN.B
   c. Prioritize, monitor, and complete tasks related to individual or collaborative projects. MU.68.F.3.IN.C

   Supported

   a. Identify a personal quality that supports success in music that can be applied to other fields. MU.68.F.3.SU.A
   b. Individually or collaboratively demonstrate the safe, legal, and responsible use of selected technology tools to produce or listen to music as a citizen, consumer, or worker. MU.68.F.3.SU.B
   c. Individually or collaboratively organize and execute music projects having three or more components. MU.68.F.3.SU.C

   Participatory

   a. Recognize a personal quality that supports success in music that can be applied to other fields. MU.68.F.3.PA.A
   b. Select technology tools to access music as a citizen, consumer, or worker. MU.68.F.3.PA.B
   c. Contribute to the organization and execution of a music project. MU.68.F.3.PA.C