

# Music Standards: Grades K-8

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand
MU.K.C.1.1	Respond to music from various sound sources to show awareness of steady beat.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	K	Critical Thinking and Reflection
MU.K.C.1.2	Identify various sounds in a piece of music.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	K	Critical Thinking and Reflection
MU.K.C.1.3	Identify, visually and aurally, pitched and unpitched classroom instruments.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	K	Critical Thinking and Reflection
MU.K.C.1.4	Identify singing, speaking, and whispering voices.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	K	Critical Thinking and Reflection
MU.K.C.2.1	Identify similarities and/or differences in a performance.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	K	Critical Thinking and Reflection
MU.K.C.3.1	Share opinions about selected pieces of music.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	K	Critical Thinking and Reflection
MU.K.F.1.1	Respond to and explore music through creative play and found sounds in the music classroom.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	K	Innovation, Technology, and the Future
MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	K	Innovation, Technology, and the Future
MU.K.H.1.1	Respond to music from diverse cultures through singing and movement.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	K	Historical and Global Connections
MU.K.H.2.1	Respond to and/or perform folk music of American cultural sub-groups.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	K	Historical and Global Connections
MU.K.H.3.1	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	K	Historical and Global Connections

MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	K	Organizational Structure
MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	K	Organizational Structure
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	K	Organizational Structure
MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	K	Skills, Techniques, and Processes
MU.K.S.2.1	Sing or play songs from memory.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	K	Skills, Techniques, and Processes
MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	K	Skills, Techniques, and Processes
MU.K.S.3.2	Perform simple songs and accompaniments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	K	Skills, Techniques, and Processes
MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	K	Skills, Techniques, and Processes
MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	K	Skills, Techniques, and Processes
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	1	Critical Thinking and Reflection
MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	1	Critical Thinking and Reflection
MU.1.C.1.3	Classify instruments into pitched and unpitched percussion families.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	1	Critical Thinking and Reflection
MU.1.C.1.4	Differentiate between music performed by one singer and music performed by a group of singers.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	1	Critical Thinking and Reflection

MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	1	Critical Thinking and Reflection
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	1	Critical Thinking and Reflection
MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	1	Innovation, Technology, and the Future
MU.1.F.2.1	Describe how he or she likes to participate in music.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	1	Innovation, Technology, and the Future
MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	1	Innovation, Technology, and the Future
MU.1.H.1.1	Perform simple songs, dances, and musical games from a variety of cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	1	Historical and Global Connections
MU.1.H.1.2	Explain the work of a composer.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	1	Historical and Global Connections
MU.1.H.2.1	Identify and perform folk music used to remember and honor America and its cultural heritage.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	1	Historical and Global Connections
MU.1.H.3.1	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.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	1	Historical and Global Connections
MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	1	Organizational Structure
MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	1	Organizational Structure
MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	1	Organizational Structure
MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	1	Skills, Techniques, and Processes

MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	1	Skills, Techniques, and Processes
MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	1	Skills, Techniques, and Processes
MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	1	Skills, Techniques, and Processes
MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	1	Skills, Techniques, and Processes
MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	1	Skills, Techniques, and Processes
MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	1	Skills, Techniques, and Processes
MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	1	Skills, Techniques, and Processes
MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	2	Critical Thinking and Reflection
MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	2	Critical Thinking and Reflection
MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	2	Critical Thinking and Reflection
MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	2	Critical Thinking and Reflection
MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	2	Critical Thinking and Reflection
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	2	Critical Thinking and Reflection

MU.2.F.1.1	Create a musical performance that brings a story or poem to life.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	2	Innovation, Technology, and the Future
MU.2.F.2.1	Describe how people participate in music.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	2	Innovation, Technology, and the Future
MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	2	Innovation, Technology, and the Future
MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	2	Historical and Global Connections
MU.2.H.1.2	Identify the primary differences between composed and folk music.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	2	Historical and Global Connections
MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	2	Historical and Global Connections
MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	2	Historical and Global Connections
MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	2	Organizational Structure
MU.2.O.1.2	Identify the form of a simple piece of music.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	2	Organizational Structure
MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	2	Organizational Structure
MU.2.S.1.1	Improvise short phrases in response to a given musical question.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	2	Skills, Techniques, and Processes
MU.2.S.1.2	Create simple ostinati to accompany songs or poems.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	2	Skills, Techniques, and Processes
MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	2	Skills, Techniques, and Processes

MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	2	Skills, Techniques, and Processes
MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	2	Skills, Techniques, and Processes
MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	2	Skills, Techniques, and Processes
MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	2	Skills, Techniques, and Processes
MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	2	Skills, Techniques, and Processes
MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	3	Critical Thinking and Reflection
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	3	Critical Thinking and Reflection
MU.3.C.1.3	Identify families of orchestral and band instruments.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	3	Critical Thinking and Reflection
MU.3.C.1.4	Discriminate between unison and two-part singing.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	3	Critical Thinking and Reflection
MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	3	Critical Thinking and Reflection
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	3	Critical Thinking and Reflection
MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	3	Innovation, Technology, and the Future
MU.3.F.2.1	Identify musicians in the school, community, and media.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	3	Innovation, Technology, and the Future
MU.3.F.2.2	Describe opportunities for personal music-making.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	3	Innovation, Technology, and the Future

MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	3	Innovation, Technology, and the Future
MU.3.H.1.1	Compare indigenous instruments of specified cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	3	Historical and Global Connections
MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	3	Historical and Global Connections
MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	3	Historical and Global Connections
MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	3	Historical and Global Connections
MU.3.H.3.1	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.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	3	Historical and Global Connections
MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	3	Organizational Structure
MU.3.O.1.2	Identify and describe the musical form of a familiar song.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	3	Organizational Structure
MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Music	3	Organizational Structure
MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	3	Organizational Structure
MU.3.S.1.1	Improvise rhythms or melodies over ostinati.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	3	Skills, Techniques, and Processes
MU.3.S.1.2	Create an alternate ending to a familiar song.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	3	Skills, Techniques, and Processes
MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	3	Skills, Techniques, and Processes

MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	3	Skills, Techniques, and Processes
MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	3	Skills, Techniques, and Processes
MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	3	Skills, Techniques, and Processes
MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	3	Skills, Techniques, and Processes
MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	3	Skills, Techniques, and Processes
MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	4	Critical Thinking and Reflection
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	4	Critical Thinking and Reflection
MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	4	Critical Thinking and Reflection
MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	4	Critical Thinking and Reflection
MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	4	Critical Thinking and Reflection
MU.4.C.2.2	Critique specific techniques in one's own and others performances using teacher-established criteria.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	4	Critical Thinking and Reflection
MU.4.C.3.1	Describe characteristics that make various musical works appealing.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	4	Critical Thinking and Reflection
MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	4	Innovation, Technology, and the Future
MU.4.F.2.1	Describe roles and careers of selected musicians.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	4	Innovation, Technology, and the Future



MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	4	Innovation, Technology, and the Future
MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	4	Innovation, Technology, and the Future
MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	4	Historical and Global Connections
MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	4	Historical and Global Connections
MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	4	Historical and Global Connections
MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	4	Historical and Global Connections
MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	4	Historical and Global Connections
MU.4.H.3.1	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.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	4	Historical and Global Connections
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	4	Organizational Structure
MU.4.O.2.1	Create variations for selected melodies.	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Music	4	Organizational Structure
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	4	Organizational Structure

MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	4	Organizational Structure
MU.4.S.1.1	Improvise phrases, using familiar songs.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	4	Skills, Techniques, and Processes
MU.4.S.1.2	Create melodic patterns using a variety of sound sources.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	4	Skills, Techniques, and Processes
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	4	Skills, Techniques, and Processes
MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	4	Skills, Techniques, and Processes
MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	4	Skills, Techniques, and Processes
MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	4	Skills, Techniques, and Processes
MU.4.S.3.3	Perform extended pentatonic melodies at sight.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	4	Skills, Techniques, and Processes
MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	4	Skills, Techniques, and Processes
MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	4	Skills, Techniques, and Processes
MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	5	Critical Thinking and Reflection
MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	5	Critical Thinking and Reflection
MU.5.C.1.3	Identify, aurally, selected instruments of the band and orchestra.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	5	Critical Thinking and Reflection

MU.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	5	Critical Thinking and Reflection
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others performance.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	5	Critical Thinking and Reflection
MU.5.C.2.2	Describe changes, using correct music vocabulary, in one's own and/or others performance over time.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	5	Critical Thinking and Reflection
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	5	Critical Thinking and Reflection
MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	5	Innovation, Technology, and the Future
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	5	Innovation, Technology, and the Future
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	5	Innovation, Technology, and the Future
MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	5	Innovation, Technology, and the Future
MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	5	Innovation, Technology, and the Future
MU.5.H.1.1	Identify the purposes for which music is used within various cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	5	Historical and Global Connections
MU.5.H.1.2	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	5	Historical and Global Connections
MU.5.H.1.3	Compare stylistic and musical features in works originating from different cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	5	Historical and Global Connections
MU.5.H.2.1	Examine the contributions of musicians and composers for a specific historical period.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	5	Historical and Global Connections

MU.5.H.2.2	Describe how technology has changed the way audiences experience music.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	5	Historical and Global Connections
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	5	Historical and Global Connections
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	5	Organizational Structure
MU.5.O.2.1	Create a new melody from two or more melodic motifs.	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Music	5	Organizational Structure
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	5	Organizational Structure
MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	5	Organizational Structure
MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	5	Skills, Techniques, and Processes
MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	5	Skills, Techniques, and Processes
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	5	Skills, Techniques, and Processes
MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	5	Skills, Techniques, and Processes
MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	5	Skills, Techniques, and Processes
MU.5.S.2.2	Apply performance techniques to familiar music.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	5	Skills, Techniques, and Processes

MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	5	Skills, Techniques, and Processes
MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	5	Skills, Techniques, and Processes
MU.5.S.3.3	Perform simple diatonic melodies at sight.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	5	Skills, Techniques, and Processes
MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	5	Skills, Techniques, and Processes
MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	5	Skills, Techniques, and Processes
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Music	6, 7, 8	Critical Thinking and Reflection
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	6, 7, 8	Critical Thinking and Reflection

MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.F.2.2	Describe how concert attendance can financially impact a community.	Careers in and related to the arts significantly and positively impact local and global economies.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	6, 7, 8	Innovation, Technology, and the Future
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	6, 7, 8	Historical and Global Connections
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	6, 7, 8	Historical and Global Connections
MU.68.H.1.3	Describe how American music has been influenced by other cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	6, 7, 8	Historical and Global Connections
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	6, 7, 8	Historical and Global Connections
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	6, 7, 8	Historical and Global Connections
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	6, 7, 8	Historical and Global Connections
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	6, 7, 8	Historical and Global Connections

MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Music	6, 7, 8	Historical and Global Connections
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	6, 7, 8	Historical and Global Connections
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Music	6, 7, 8	Historical and Global Connections
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Music	6, 7, 8	Organizational Structure
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Music	6, 7, 8	Organizational Structure
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Music	6, 7, 8	Organizational Structure
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	6, 7, 8	Organizational Structure
MU.68.O.3.2	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.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	6, 7, 8	Organizational Structure
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.2	Compose a short musical piece.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes

MU.68.S.1.5	Perform melodies with chord progressions.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.7	Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.1.9	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.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	6, 7, 8	Skills, Techniques, and Processes
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	6, 7, 8	Skills, Techniques, and Processes



MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	6, 7, 8	Skills, Techniques, and Processes
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