



# Florida Teaching Standards Kindergarten

## Big Idea MU.K.C: Critical Thinking and Reflection

- MU.K.C.1.1** Respond to music from various sound sources to show awareness of steady beat.
- MU.K.C.1.2** Identify various sounds in a piece of music.
- MU.K.C.1.3** Identify, visually and aurally, pitched and unpitched classroom instruments.
- MU.K.C.1.4** Identify singing, speaking, and whispering voices.
- MU.K.C.2.1** Identify similarities and/or differences in a performance.
- MU.K.C.3.1** Share opinions about selected pieces of music.

## Big Idea MU.K.H: Historical and Global Connections

- MU.K.H.1.1** Respond to music from diverse cultures through singing and movement.
- MU.K.H.2.1** Respond to and/or perform folk music of American cultural sub-groups.
- MU.K.H.3.1** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

## Big Idea MU.K.F: Innovation, Technology, and the Future

- MU.K.F.1.1** Respond to and explore music through creative play and found sounds in the music classroom.
- MU.K.F.3.1** Exhibit age-appropriate music and life skills that will add to the success in the music classroom.



## Big Idea MU.K.O: Organizational Structure

- MU.K.O.1.1** Respond to beat, rhythm, and melodic line through imitation
- MU.K.O.1.2** Identify similarities and differences in melodic phrases and/or rhythm patterns.
- MU.K.O.3.1** Respond to music to demonstrate how it makes one feel.

## Big Idea MU.K.S: Skills, Techniques, and Processes

- MU.K.S.1.1** Improvise a response to a musical question sung or played by someone else.
- MU.K.S.2.1** Sing or play songs from memory.
- MU.K.S.3.1** Sing songs of limited range appropriate to the young child and use the head voice.
- MU.K.S.3.2** Perform simple songs and accompaniments.
- MU.K.S.3.3** Match pitches in a song or musical phrase in one or more keys.
- MU.K.S.3.4** Imitate simple rhythm patterns played by the teacher or a peer.



## Cross-Curricular Connections

**DA.K.O.3.1** Use movement to express a feeling, idea, or story.

**DA.K.S.3.3** Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

**HE.K.B.5.3** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

**LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.

**LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**LAFS.K.SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**MAFS.K12.MP.5.1** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.



## Cross-Curricular Connections

### **MAFS.K12.MP.6.1**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### **MAFS.K12.MP.7.1**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **PE.K.C.2.1**

Recognize locomotor skills.

### **PE.K.C.2.2**

Recognize physical activities have safety rules and procedures.

### **PE.K.R.6.2**

Identify a benefit of willingly trying new movements and motor skills.

### **PE.K.R.6.3**

Identify the benefits of continuing to participate when not successful on the first try.

### **SC.K.P.10.1**

Observe that things that make sound vibrate.

### **TH.K.S.1.3**

Describe personal preferences related to a performance.



# Florida Teaching Standards 1st Grade

## Big Idea MU.1.C: Critical Thinking and Reflection

- MU.2.C.1.1** Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.2** Respond to music from various sound sources to show awareness of differences in musical ideas.
- MU.1.C.1.3** Classify instruments into pitched and unpitched percussion families.
- MU.1.C.1.4** Differentiate between music performed by one singer and music performed by a group of singers.
- MU.1.C.2.1** Identify the similarities and differences between two performances of a familiar song.
- MU.1.C.3.1** Share different thoughts or feelings people have about selected pieces of music.

## Big Idea MU.1.H: Historical and Global Connections

- MU.1.H.1.1** Perform simple songs, dances, and musical games from a variety of cultures.
- MU.1.H.1.2** Explain the work of a composer.
- MU.1.H.2.1** Identify and perform folk music used to remember and honor America and its cultural heritage.
- 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.



## Big Idea MU.1.F: Innovation, Technology, and the Future

- 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.
- MU.1.F.2.1** Describe how he or she likes to participate in music.
- MU.1.F.3.1** Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

## Big Idea MU.1.O: Organizational Structure

- MU.1.O.1.1** Respond to contrasts in music as a foundation for understanding structure.
- MU.1.O.1.2** Identify patterns of a simple, four-measure song or speech piece.
- MU.1.O.3.1** Respond to changes in tempo and/or dynamics within musical examples.

## Big Idea MU.1.S: Skills, Techniques, and Processes

- MU.1.S.1.1** Improvise a four-beat response to a musical question sung or played by someone else.
- MU.1.S.1.2** Create short melodic and rhythmic patterns based on teacher-established guidelines.
- MU.1.S.2.1** Sing or play songs, which may include changes in verses or repeats, from memory.
- MU.1.S.3.1** Sing simple songs in a group, using head voice and maintaining pitch.
- MU.1.S.3.2** Play three- to five-note melodies and/or accompaniments on classroom instruments.



- MU.1.S.3.3** Sing simple la-sol-mi patterns at sight.
- MU.1.S.3.4** Match simple aural rhythm patterns in duple meter with written patterns.
- MU.1.S.3.5** Show visual representation of simple melodic patterns performed by the teacher or a peer.

## Cross-Curricular Connections

- DA.1.O.3.1** Create movement phrases to express a feeling, idea, or story.
- DA.1.S.3.4** Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
- HE.1.B.5.3** Explain the consequences of not following rules/practices when making healthy and safe decisions.
- LAFS.1.RL.2.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood



## Cross-Curricular Connections

### **MAFS.1.OA.1**

1.1 - Use addition and subtraction within 20 to solve word problems<sup>1</sup> involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1Students are not required to independently read the word problems.)

1.2 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem..

### **MAFS.K12.MP.5.1**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### **MAFS.K12.MP.7.1**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **PE.1.C.2.1**

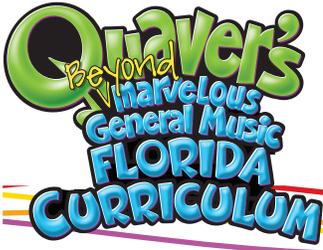
Identify the critical elements of locomotor skills.

### **PE.1.C.2.2**

Identify safety rules and procedures for teacher-selected physical activities.

### **TH.1.S.1.3**

Explain personal preferences related to a performance.



# Florida Teaching Standards 2nd Grade

## Big Idea MU.2.C: Critical Thinking and Reflection

- MU.2.C.1.1** Identify appropriate listening skills for learning about musical examples selected by the teacher Remarks/ Examples listen for form, voices/instrumentns;organize thoughts using listening maps, active listening, checklists.
- MU.2.C.1.2** Respond to a piece of music and discuss individual interpretations. Remarks/Examplesmove,write, draw, describe, gesture.
- MU.2.C.1.3** Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
- MU.2.C.1.4** Identify child, adult male, and adult female voices by timbre.
- MU.2.C.2.1** Identify strengths and needs in classroom performances of familiar songs.
- MU.2.C.3.1** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## Big Idea MU.1.H: Historical and Global Connections

- MU.1.H.1.1** Perform simple songs, dances, and musical games from a variety of cultures.
- MU.1.H.1.2** Explain the work of a composer.
- MU.1.H.2.1** Identify and perform folk music used to remember and honor America and its cultural heritage.
- 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.



## Big Idea MU.2.F: Innovation, Technology, and the Future

- MU.2.F.1.1** Create a musical performance that brings a story or poem to life.
- MU.2.F.2.1** Describe how people participate in music.
- MU.2.F.3.1** Collaborate with others in a music presentation and discuss what was successful and what could be improved.

## Big Idea MU.2.O: Organizational Structure

- MU.2.O.1.1** Identify basic elements of music in a song or instrumental excerpt. Remarks/Examples e.g. melody, rhythm, pitch, form
- MU.2.O.1.2** Identify the form of a simple piece of music.
- MU.2.O.3.1** Describe changes in tempo and dynamics within a musical work.

## Big Idea MU.2.S: Skills, Techniques, and Processes

- MU.2.S.1.1** Improvise short phrases in response to a given musical question.
- MU.2.S.1.2** Create simple ostinati to accompany songs or poems.
- MU.2.S.2.1** Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
- MU.2.S.3.1** Sing songs in an appropriate range, using head voice and maintaining pitch.
- MU.2.S.3.2** Play simple melodies and/or accompaniments on classroom instruments.



**MU.2.S.3.3** Sing simple la-sol-mi-do patterns at sight.

**MU.2.S.3.4** Compare aural melodic patterns with written patterns to determine whether they are the same or different.

**MU.2.S.3.5** Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

## Cross-Curricular Connections

**HE.2.B.5.3** Compare the consequences of not following rules/practices when making healthy and safe decisions.

**LAFS.2.RI.1.1** Respond to a piece of music and discuss individual interpretations. Remarks/Examples move, write, draw, describe, gesture.

**LAFS.2.SL.1.1** Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

**LAFS.2.SL.1.2** Identify child, adult male, and adult female voices by timbre.

**LAFS.2.SL.1.3** Identify strengths and needs in classroom performances of familiar songs.

**MAFS.K12.MP.5.1** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**MAFS.K12.MP.6.1** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.



## Cross-Curricular Connections (cont'd)

**MAFS.K12.MP.7.1**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**PE.2.C.2.2**

Identify safety rules and procedures for selected physical activities.

**PE.2.M.1.9**

Perform one folk or line dance accurately.

**PE.2.R.6.2**

Discuss the relationship between skill competence and enjoyment.

**PE.2.R.6.3**

Identify ways to contribute as a member of a cooperative group.



# Florida Teaching Standards 3rd Grade

## Big Idea MU.3.C: Critical Thinking and Reflection

- MU.3.C.1.1** Describe listening skills and how they support appreciation of musical works.
- MU.3.C.1.2** Respond to a musical work in a variety of ways and compare individual interpretations.
- MU.3.C.1.3** Identify families of orchestral and band instruments.
- MU.3.C.1.4** Discriminate between unison and two-part singing.
- MU.3.C.2.1** Evaluate performances of familiar music using teacher-established criteria.
- MU.3.C.3.1** Identify musical characteristics and elements within a piece of music when discussing the value of the work.

## Big Idea MU.3.H: Historical and Global Connections

- MU.3.H.1.1** Compare indigenous instruments of specified cultures.
- MU.3.H.1.2** Identify significant information about specified composers and one or more of their musical works.
- MU.3.H.1.3** Identify timbre(s) in music from a variety of cultures.
- MU.3.H.2.1** Discuss how music in America was influenced by people and events in its history.
- 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.



## Big Idea MU.3.F: Innovation, Technology, and the Future

- MU.3.F.1.1** Create a musical performance that brings a story or poem to life.
- MU.3.F.2.1** Describe how people participate in music.
- MU.3.F.2.2** Collaborate with others in a music presentation and discuss what was successful and what could be improved.
- MU.3.F.3.1** Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

## Big Idea MU.3.O: Organizational Structure

- MU.3.O.1.1** Identify, using correct music vocabulary, the elements in a musical work.
- MU.3.O.1.2** Identify and describe the musical form of a familiar song.
- MU.3.O.2.1** Rearrange melodic or rhythmic patterns to generate new phrases.
- MU.3.O.3.1** Describe how tempo and dynamics can change the mood or emotion of a piece of music.

## Big Idea MU.2.S: Skills, Techniques, and Processes

- MU.3.S.1.1** Improvise rhythms or melodies over ostinati.
- MU.3.S.1.2** Create an alternate ending to a familiar song.
- MU.3.S.2.1** Identify patterns in songs to aid the development of sequencing and memorization skills.
- MU.3.S.3.1** Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.



- MU.3.S.3.2** Sing simple la-sol-mi-do patterns at sight.
- MU.3.S.3.3** Compare aural melodic patterns with written patterns to determine whether they are the same or different.
- MU.3.S.3.4** Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
- MU.3.S.3.5** Notate simple rhythmic and melodic patterns using traditional notation.

## Cross-Curricular Connections

- DA.3.H.1.1** Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
- LAFS.3.RI.1.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- MAFS.K12.MP.5.1** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.



## Cross-Curricular Connections

### **MAFS.K12.MP.6.1**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### **MAFS.K12.MP.7.1**

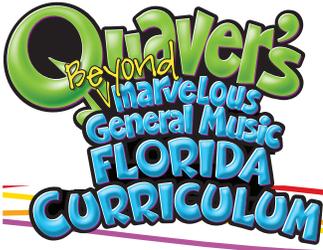
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **PE.3.C.2.2**

Identify safety rules and procedures for selected physical activities.

### **PE.3.M.1.10**

Perform one folk or line dance accurately.



# Florida Teaching Standards 4th Grade

## Big Idea MU.4.C: Critical Thinking and Reflection

- MU.4.C.1.1** Describe listening skills and how they support appreciation of musical works.
- MU.4.C.1.2** Respond to a musical work in a variety of ways and compare individual interpretations.
- MU.4.C.1.3** Classify orchestral and band instruments as strings, woodwinds, brass, percussion and keyboard.
- MU.4.C.1.4** Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
- MU.4.C.2.1** Evaluate performances of familiar music using teacher-established criteria.
- MU.4.C.2.2** Identify musical characteristics and elements within a piece of music when discussing the value of the work.
- MU.4.C.3.1** Describe characteristics that make various musical works appealing.

## Big Idea MU.4.H: Historical and Global Connections

- MU.4.H.1.1** Compare indigenous instruments of specified cultures.
- MU.4.H.1.2** Identify significant information about specified composers and one or more of their musical works.
- MU.4.H.1.3** Identify timbre(s) in music from a variety of cultures.
- MU.4.H.2.1** Discuss how music in America was influenced by people and events in its history.
- MU.4.H.2.2** 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.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.



## Big Idea MU.4.F: Innovation, Technology, and the Future

- MU.4.F.1.1** Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- MU.4.F.2.1** Describe roles and careers of selected musicians.
- 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.
- MU.4.F.3.2** Discuss the safe, legal way to download songs and other media.

## Big Idea MU.4.O: Organizational Structure

- 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.
- MU.4.O.2.1** Create variations for selected melodies.
- MU.4.O.3.1** Identify how expressive elements and lyrics affect the mood or emotion of a song.
- MU.4.O.3.2** Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

## Big Idea MU.4.S: Skills, Techniques, and Processes

- MU.4.S.1.1** Improvise phrases, using familiar songs.
- MU.4.S.1.2** Create melodic patterns using a variety of sound sources.
- MU.4.S.1.3** Arrange a familiar song for voices or instruments by manipulating form.
- MU.4.S.2.1** Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.



- MU.4.S.3.1** Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
- MU.4.S.3.2** Play rounds, canons, or layered ostinati on classroom instruments.
- MU.4.S.3.3** Perform extended pentatonic melodies at sight.
- MU.4.S.3.4** Play simple ostinati, by ear, using classroom instruments.
- MU.4.S.3.5** Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

## Cross-Curricular Connections

- DA.4.H.3.3** Describe how dance and music can each be used to interpret and support the other.
- LAFS.4.RL.1.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.
- MAFS.K12.MP.5.1** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.



## Cross-Curricular Connections (cont'd)

### **MAFS.K12.MP.6.1**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### **MAFS.K12.MP.7.1**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **PE.4.C.2.2**

Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

### **PE.4.M.1.10**

Perform two or more dances accurately.

### **SC.4.P.10.3**

Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.



# Florida Teaching Standards 5th Grade

## Big Idea MU.5.C: Critical Thinking and Reflection

- MU.5.C.1.1** Discuss and apply listening strategies to support appreciation of musical works.
- MU.5.C.1.2** Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
- MU.5.C.1.3** Identify families of orchestral and band instruments.
- MU.5.C.1.4** Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
- MU.5.C.2.1** Define criteria, using correct music vocabulary, to critique one's own and others performance.
- MU.5.C.2.2** Describe changes, using correct music vocabulary, in one's own and/or others performance over time.
- MU.5.C.3.1** Develop criteria to evaluate an exemplary musical work from a specific period or genre.

## Big Idea MU.5.H: Historical and Global Connections

- MU.5.H.1.1** Identify the purposes for which music is used within various cultures.
- MU.5.H.1.2** Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
- MU.5.H.1.3** Compare stylistic and musical features in works originating from different cultures.
- MU.5.H.2.1** Examine the contributions of musicians and composers for a specific historical period.
- MU.5.H.2.2** Describe how technology has changed the way audiences experience music.
- MU.5.H.3.1** Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.



## Big Idea MU.5.F: Innovation, Technology, and the Future

- MU.5.F.1.1** Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- MU.5.F.2.1** Describe roles and careers of selected musicians.
- MU.5.F.2.2** Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
- MU.5.F.3.1** Discuss the safe, legal way to download songs and other media.
- 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.

## Big Idea MU.5.O: Organizational Structure

- MU.5.O.2.1** Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
- MU.5.O.3.1** Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
- MU.5.O.3.2** Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

## Big Idea MU.5.S: Skills, Techniques, and Processes

- MU.5.S.1.1** Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
- MU.5.S.1.2** Compose short vocal or instrumental pieces using a variety of sound sources.
- MU.5.S.1.3** Arrange a familiar song by manipulating specified aspects of music.
- MU.5.S.1.4** Sing or play simple melodic patterns by ear with support from the teacher.



- 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.
- MU.5.S.2.2** Apply performance techniques to familiar music.
- MU.5.S.3.1** Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
- MU.5.S.3.2** Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
- MU.5.S.3.3** Perform simple diatonic melodies at sight.
- MU.5.S.3.4** Play melodies and accompaniments, by ear, using classroom instruments.
- MU.5.S.3.5** Notate rhythmic phrases and simple diatonic melodies using traditional notation.

## Cross-Curricular Connections

- LAFS.5.L.2.3**
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



## Cross-Curricular Connections (cont'd)

### **MAFS.K12.MP.5.1**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### **MAFS.K12.MP.6.1**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### **MAFS.K12.MP.7.1**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **TH.5.H.1.2**

Participate in a performance to explore and celebrate a variety of human experiences.



# Florida Teaching Standards Exploring Music I • Sections A-B-C

## Big Idea MU.68.C: Critical Thinking and Reflection

- MU.68.C.1.1** Develop strategies for listening to unfamiliar musical works.
- 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.
- MU.68.C.2.1** Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
- MU.68.C.2.2** Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
- MU.68.C.3.1** Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

## Big Idea MU.68.H: Historical and Global Connections

- MU.68.H.1.1** Describe the functions of music from various cultures and time periods.
- MU.68.H.1.2** Identify the works of representative composers within a specific style or time period.
- MU.68.H.1.3** Describe how American music has been influenced by other cultures.
- MU.68.H.1.4** Classify authentic stylistic features in music originating from various cultures.
- MU.68.H.2.2** Analyze how technology has changed the way music is created, performed, acquired, and experienced.
- MU.68.H.3.2** Discuss how the absence of music would affect other content areas and contexts.



## Big Idea MU.68.F: Innovation, Technology, and the Future

- MU.68.F.2.2** Describe how concert attendance can financially impact a community.
- MU.68.F.3.1** Describe how studying music can enhance citizenship, leadership, and global thinking.
- 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.

## Big Idea MU.68.O: Organizational Structure

- MU.68.O.1.1** Compare performances of a musical work to identify artistic choices made by performers.
- 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.

## Big Idea MU.68.S: Skills, Techniques, and Processes

- MU.68.S.1.1** Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
- MU.68.S.1.3** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
- MU.68.S.3.1** Sing and/or play age-appropriate repertoire expressively.
- MU.68.S.3.2** Demonstrate proper vocal or instrumental technique.



## Cross-Curricular Connections

### **DA.68.S.2.1**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### **LAFS.6.SL.1.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### **LAFS.6.SL.1.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **LAFS.6.SL.1.3**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **LAFS.6.SL.2.4**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### **LAFS.68.RST.2.4**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### **LAFS.68.WHST.3.7**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **MAFS.K12.MP.5.1**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **MAFS.K12.MP.6.1**

Attend to precision.

### **MAFS.K12.MP.6.1**

Attend to precision.

