

# How can **Note Knacks** help your students achieve the Florida State Standards?

## *KINDERGARTEN*

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### **Big Idea: CRITICAL THINKING AND REFLECTION**

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (MU.K.C.1)

**COMPLEMENTS** Benchmark: 4. Identify singing, speaking, and whispering voices. (MU.K.C.1.4)

*Enduring Understanding 2:* Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (MU.K.C.2)

**MEETS** Benchmark: 1. Identify similarities and/or differences in a performance. (MU.K.C.2.1)

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (MU.K.C.3)

**MEETS** Benchmark: 1. Share opinions about selected pieces of music. (MU.K.C.3.1)

### **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

*Enduring Understanding 1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (MU.K.S.1)

**MEETS** Benchmark: 1. Improvise a response to a musical question sung or played by someone else. (MU.K.S.1.1)

*Enduring Understanding 2:* Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (MU.K.S.2)

**MEETS** Benchmark: 1. Sing or play songs from memory. (MU.K.S.2.1)

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (MU.K.S.3)

**COMPLEMENTS** Benchmark: 1. Sing songs of limited range appropriate to the young child and use the head voice. (MU.K.S.3.1)

**MEETS** Benchmark: 2. Perform simple songs and accompaniments. (MU.K.S.3.2)

**COMPLEMENTS** Benchmark: 3. Match pitches in a song or musical phrase in one or more keys. (MU.K.S.3.3)

**MEETS** Benchmark: 4. Imitate simple rhythm patterns played by the teacher or a peer. (MU.K.S.3.4)

### **Big Idea: ORGANIZATIONAL STRUCTURE**

*Enduring Understanding 1:* Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (MU.K.O.1)

**MEETS** Benchmark: 1. Respond to beat, rhythm, and melodic line through imitation. (MU.K.O.1.1)

**MEETS** Benchmark: 2. Identify similarities and differences in melodic phrases and/or rhythm patterns. (MU.K.O.1.2)

*Enduring Understanding 2:* Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (MU.K.O.3)

**COMPLEMENTS** Benchmark: 1. Respond to music to demonstrate how it makes one feel. (MU.K.O.3.1)

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

*Enduring Understanding 3:* Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (MU.K.H.3)

**MEETS** Benchmark: 1. Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (MU.K.H.3.1)

### **Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

*Enduring Understanding 1:* Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. (MU.K.F.1)

**MEETS** Benchmark: 1. Respond to and explore music through creative play and found sounds in the music classroom. (MU.K.F.1.1)

*Enduring Understanding 2:* The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (MU.K.F.3)

**COMPLEMENTS** Benchmark: 1. Exhibit age-appropriate music and life skills that will add to the success in the music classroom. (MU.K.F.3.1)

## **FIRST GRADE**

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### **Big Idea: CRITICAL THINKING AND REFLECTION**

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (MU.1.C.1)

**COMPLEMENTS** Benchmark: 1. Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. (MU.1.C.1.1)

**COMPLEMENTS** Benchmark: 2. Respond to music from various sound sources to show awareness of differences in musical ideas. (MU.1.C.1.2)

**COMPLEMENTS** Benchmark: 4. Differentiate between music performed by one singer and music performed by a group of singers. (MU.1.C.1.4)

*Enduring Understanding 2:* Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (MU.1.C.2)

**COMPLEMENTS** Benchmark: 1. Identify the similarities and differences between two performances of a familiar song. (MU.1.C.2.1)

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (MU.1.C.3)

**COMPLEMENTS** Benchmark: 1. Share different thoughts or feelings people have about selected pieces of music. (MU.1.C.3.1)

### **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

*Enduring Understanding 1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (MU.1.S.1)

**MEETS** Benchmark: 1. Improvise a four-beat response to a musical question sung or played by someone else. (MU.1.S.1.1)

**MEETS** Benchmark: 2. Create short melodic and rhythmic patterns based on teacher-established guidelines. (MU.1.S.1.2)

*Enduring Understanding 2:* Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (MU.1.S.2)

**MEETS** Benchmark: 1. Sing or play songs, which may include changes in verses or repeats, from memory. (MU.1.S.2.1)

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (MU.1.S.3)

**MEETS** Benchmark: 1. Sing simple songs in a group, using head voice and maintaining pitch. (MU.1.S.3.1)

**MEETS** Benchmark: 2. Play three- to five-note melodies and/or accompaniments on classroom instruments. (MU.1.S.3.2)

**COMPLEMENTS** Benchmark: 3. Sing simple la-sol-mi patterns at sight. (MU.1.S.3.3)

**MEETS** Benchmark: 4. Match simple aural rhythm patterns in duple meter with written patterns. (MU.1.S.3.4)

**MEETS** Benchmark: 5. Show visual representation of simple melodic patterns performed by the teacher or a peer. (MU.1.S.3.5)

### **Big Idea: ORGANIZATIONAL STRUCTURE**

*Enduring Understanding 1:* Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (MU.1.O.1)

**MEETS** Benchmark: 1. Respond to contrasts in music as a foundation for understanding structure. (MU.1.O.1.1)

**MEETS** Benchmark: 2. Identify patterns of a simple, four-measure song or speech piece. (MU.1.O.1.2)

*Enduring Understanding 2:* Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (MU.1.O.3)

**COMPLEMENTS** Benchmark: 1. Respond to changes in tempo and/or dynamics within musical examples. (MU.1.O.3.1)

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

*Enduring Understanding 1:* Through study in the arts, we learn about and honor others and the worlds in which they live(d). (MU.1.H.1)

**COMPLEMENTS** Benchmark: 1. Perform simple songs, dances, and musical games from a variety of cultures. (MU.1.H.1.1)

**MEETS** Benchmark: 2. Explain the work of a composer. (MU.1.H.1.2)

*Enduring Understanding 3:* Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (MU.1.H.3)

**MEETS** Benchmark: 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. (MU.1.H.3.1)

### **Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

*Enduring Understanding 1:* Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. (MU.1.F.1)

**MEETS** Benchmark: 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.1.1)

*Enduring Understanding 2:* Careers in and related to the arts significantly and positively impact local and global economies. (MU.1.F.2)

**COMPLEMENTS** Benchmark: 1. Describe how he or she likes to participate in music. (MU.1.F.2.1)

*Enduring Understanding 3:* The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (MU.1.F.3)

**MEETS** Benchmark: 1. Demonstrate appropriate manners and teamwork necessary for success in a music classroom. (MU.1.F.3.1)

## **SECOND GRADE**

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### **Big Idea: CRITICAL THINKING AND REFLECTION**

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (MU.2.C.1)

**COMPLEMENTS** Benchmark: 1. Identify appropriate listening skills for learning about musical examples selected by the teacher. (MU.2.C.1.1)

**MEETS** Benchmark: 2. Respond to a piece of music and discuss individual interpretations. (MU.2.C.1.2)

*Enduring Understanding 2:* Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (MU.2.C.2)

**MEETS** Benchmark: 1. Identify strengths and needs in classroom performances of familiar songs. (MU.2.C.2.1)

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (MU.2.C.3)

**COMPLEMENTS** Benchmark: 1. Discuss why musical characteristics are important when forming and discussing opinions about music. (MU.2.C.3.1)

### **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

*Enduring Understanding 1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (MU.2.S.1)

**MEETS** Benchmark: 1. Improvise short phrases in response to a given musical question. (MU.2.S.1.1)

**MEETS** Benchmark: 2. Create simple ostinati to accompany songs or poems. (MU.2.S.1.2)

*Enduring Understanding 2:* Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (MU.2.S.2)

**MEETS** Benchmark: 1. Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory. (MU.2.S.2.1)

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (MU.2.S.3)

**COMPLEMENTS** Benchmark: 1. Sing songs in an appropriate range, using head voice and maintaining pitch. (MU.2.S.3.1)

**MEETS** Benchmark: 2. Play simple melodies and/or accompaniments on classroom instruments. (MU.2.S.3.2)

**COMPLEMENTS** Benchmark: 3. Sing simple la-sol-mi-do patterns at sight. (MU.2.S.3.3)

**COMPLEMENTS** Benchmark: 4. Compare aural melodic patterns with written patterns to determine whether they are the same or different. (MU.2.S.3.4)

**MEETS** Benchmark: 5. Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. (MU.2.S.3.5)

### **Big Idea: ORGANIZATIONAL STRUCTURE**

*Enduring Understanding 1:* Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (MU.2.O.1)

**COMPLEMENTS** Benchmark: 1. Identify basic elements of music in a song or instrumental excerpt. (MU.2.O.1.1)

**COMPLEMENTS** Benchmark: 2. Identify the form of a simple piece of music. (MU.2.O.1.2)

*Enduring Understanding 2:* Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (MU.2.O.3)

**COMPLEMENTS** Benchmark: 1. Describe changes in tempo and dynamics within a musical work. (MU.2.O.3.1)

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

*Enduring Understanding 1:* Through study in the arts, we learn about and honor others and the worlds in which they live(d). (MU.2.H.1)

**COMPLEMENTS** Benchmark: 1. Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. (MU.2.H.1.1)

*Enduring Understanding 3:* Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (MU.2.H.3)

**MEETS** Benchmark: 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. (MU.2.H.3.1)

### **Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

*Enduring Understanding 1:* Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. (MU.2.F.1)

**MEETS** Benchmark: 1. Create a musical performance that brings a story or poem to life. (MU.2.F.1.1)

*Enduring Understanding 2:* Careers in and related to the arts significantly and positively impact local and global economies. (MU.2.F.2)

**COMPLEMENTS** Benchmark: 1. Describe how people participate in music. (MU.2.F.2.1)

*Enduring Understanding 3:* The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (MU.2.F.3)

**MEETS** Benchmark: 1. Collaborate with others in a music presentation and discuss what was successful and what could be improved. (MU.2.F.3.1)

## THIRD GRADE

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### **Big Idea: CRITICAL THINKING AND REFLECTION**

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (MU.3.C.1)

**COMPLEMENTS** Benchmark: 1. Describe listening skills and how they support appreciation of musical works. (MU.3.C.1.1)

**COMPLEMENTS** Benchmark: 2. Respond to a musical work in a variety of ways and compare individual interpretations. (MU.3.C.1.2)

**COMPLEMENTS** Benchmark: 4. Discriminate between unison and two-part singing. (MU.3.C.1.4)

*Enduring Understanding 2:* Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (MU.3.C.2)

**COMPLEMENTS** Benchmark: 1. Evaluate performances of familiar music using teacher-established criteria. (MU.3.C.2.1)

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (MU.3.C.3)

**COMPLEMENTS** Benchmark: 1. Identify musical characteristics and elements within a piece of music when discussing the value of the work. (MU.3.C.3.1)

### **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

*Enduring Understanding 1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (MU.3.S.1)

**MEETS** Benchmark: 1. Improvise rhythms or melodies over ostinati. (MU.3.S.1.1)

**MEETS** Benchmark: 2. Create an alternate ending to a familiar song. (MU.3.S.1.2)

*Enduring Understanding 2:* Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (MU.3.S.2)

**MEETS** Benchmark: 1. Identify patterns in songs to aid the development of sequencing and memorization skills. (MU.3.S.2.1)

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (MU.3.S.3)

**COMPLEMENTS** Benchmark: 1. Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch. (MU.3.S.3.1)

**MEETS** Benchmark: 2. Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments. (MU.3.S.3.2)

**COMPLEMENTS** Benchmark: 3. Sing simple la-sol-mi-re-do patterns at sight. (MU.3.S.3.3)

**MEETS AND EXCEEDS** Benchmark: 4. Match simple aural rhythm patterns in duple and triple meter with written patterns. (MU.3.S.3.4)

**MEETS AND EXCEEDS** Benchmark: 5. Notate simple rhythmic and melodic patterns using traditional notation. (MU.3.S.3.5)

### **Big Idea: ORGANIZATIONAL STRUCTURE**

*Enduring Understanding 1:* Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (MU.3.O.1)

**MEETS AND EXCEEDS** Benchmark: 1. Identify, using correct music vocabulary, the elements in a musical work. (MU.3.O.1.1)

**MEETS** Benchmark: 2. Identify and describe the musical form of a familiar song. (MU.3.O.1.2)

*Enduring Understanding 2:* The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. (MU.3.O.2)

**MEETS AND EXCEEDS** Benchmark: 1. Rearrange melodic or rhythmic patterns to generate new phrases. (MU.3.O.2.1)

*Enduring Understanding 3:* Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (MU.3.O.3)

**COMPLEMENTS** Benchmark: 1. Describe how tempo and dynamics can change the mood or emotion of a piece of music. (MU.3.O.3.1)

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

*Enduring Understanding 1:* Through study in the arts, we learn about and honor others and the worlds in which they live(d). (MU.3.H.1)

**COMPLEMENTS** Benchmark: 2. Identify significant information about specified composers and one or more of their musical works. (MU.3.H.1.2)

*Enduring Understanding 3:* Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (MU.3.H.3)

**COMPLEMENTS** Benchmark: 1. Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. (MU.3.H.3.1)

### **Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

*Enduring Understanding 1:* Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. (MU.3.F.1)

**MEETS** Benchmark: 1. Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. (MU.3.F.1.1)

*Enduring Understanding 3:* The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (MU.3.F.3)

**MEETS** Benchmark: 1. Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. (MU.3.F.3.1)

## **FOURTH GRADE**

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### **Big Idea: CRITICAL THINKING AND REFLECTION**

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (MU.4.C.1)

**COMPLEMENTS** Benchmark: 1. Develop effective listening strategies and describe how they can support appreciation of musical works. (MU.4.C.1.1)

**MEETS AND EXCEEDS** Benchmark: 2. Describe, using correct music vocabulary, what is heard in a specific musical work. (MU.4.C.1.2)

*Enduring Understanding 2:* Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (MU.4.C.2)

**COMPLEMENTS** Benchmark: 1. Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. (MU.4.C.2.1)

**COMPLEMENTS** Benchmark: 2. Critique specific techniques in one's own and other's performances using teacher-established criteria. (MU.4.C.2.2)

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (MU.4.C.3)

**COMPLEMENTS** Benchmark: 1. Describe characteristics that make various musical works appealing. (MU.4.C.3.1)

### **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

*Enduring Understanding 1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (MU.4.S.1)

**MEETS** Benchmark: 1. Improvise phrases, using familiar songs. (MU.4.S.1.1)

**COMPLEMENTS** Benchmark: 2. Create melodic patterns using a variety of sound sources. (MU.4.S.1.2)

**COMPLEMENTS** Benchmark: 3. Arrange a familiar song for voices or instruments by manipulating form. (MU.4.S.1.3)

*Enduring Understanding 2:* Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (MU.4.S.2)

**COMPLEMENTS** Benchmark: 1. Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance. (MU.4.S.2.1)

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (MU.4.S.3)

**COMPLEMENTS** Benchmark: 1. Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch. (MU.4.S.3.1)

**MEETS** Benchmark: 2. Play rounds, canons, or layered ostinati on classroom instruments. (MU.4.S.3.2)

**COMPLEMENTS** Benchmark: 3. Perform extended pentatonic melodies at sight. (MU.4.S.3.3)

**COMPLEMENTS** Benchmark: 4. Play simple ostinati, by ear, using classroom instruments. (MU.4.S.3.4)

**MEETS** Benchmark: 5. Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation. (MU.4.S.3.5)

### **Big Idea: ORGANIZATIONAL STRUCTURE**

*Enduring Understanding 1:* Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (MU.4.O.1)

**COMPLEMENTS** Benchmark: 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.1.1)

*Enduring Understanding 2:* The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. (MU.4.O.2)

**MEETS** Benchmark: 1. Create variations for selected melodies. (MU.4.O.2.1)

*Enduring Understanding 3:* Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (MU.4.O.3)

**COMPLEMENTS** Benchmark: 1. Identify how expressive elements and lyrics affect the mood or emotion of a song. (MU.4.O.3.1)

**MEETS AND EXCEEDS** Benchmark: 2. Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices. (MU.4.O.3.2)

## **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

*Enduring Understanding 1:* Through study in the arts, we learn about and honor others and the worlds in which they live(d). (MU.4.H.1)

**COMPLEMENTS** Benchmark: 2. Describe the influence of selected composers on the musical works and practices or traditions of their time. (MU.4.H.1.2)

*Enduring Understanding 3:* Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (MU.4.H.3)

**COMPLEMENTS** Benchmark: 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. (MU.4.H.3.1)

## **Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

*Enduring Understanding 1:* Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. (MU.4.F.1)

**MEETS** Benchmark: 1. Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. (MU.4.F.1.1)

*Enduring Understanding 3:* The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (MU.4.F.3)

**COMPLEMENTS** Benchmark: 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.3.1)

# FIFTH GRADE

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## **Big Idea: CRITICAL THINKING AND REFLECTION**

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (MU.5.C.1)

**MEETS** Benchmark: 1. Discuss and apply listening strategies to support appreciation of musical works. (MU.5.C.1.1)

**MEETS** Benchmark: 2. Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. (MU.5.C.1.2)

*Enduring Understanding 2:* Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (MU.5.C.2)

**MEETS** Benchmark: 1. Define criteria, using correct music vocabulary, to critique one's own and other's performance. (MU.5.C.2.1)

**MEETS** Benchmark: 2. Describe changes, using correct music vocabulary, in one's own and/or other's performance over time. (MU.5.C.2.2)

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (MU.5.C.3)

**COMPLEMENTS** Benchmark: 1. Develop criteria to evaluate an exemplary musical work from a specific period or genre. (MU.5.C.3.1)

## **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

*Enduring Understanding 1:* The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (MU.5.S.1)

**MEETS** Benchmark: 1. Improvise rhythmic and melodic phrases to create simple variations on familiar melodies. (MU.5.S.1.1)

**MEETS** Benchmark: 2. Compose short vocal or instrumental pieces using a variety of sound sources. (MU.5.S.1.2)

**MEETS** Benchmark: 3. Arrange a familiar song by manipulating specified aspects of music. (MU.5.S.1.3)



**MEETS** Benchmark: 4. Sing or play simple melodic patterns by ear with support from the teacher. (MU.5.S.1.4)

*Enduring Understanding 2:* Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (MU.5.S.2)

**COMPLEMENTS** Benchmark: 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.2.1)

**MEETS** Benchmark: 2. Apply performance techniques to familiar music. (MU.5.S.2.2)

**MEETS** Benchmark: 3. Perform simple diatonic melodies at sight. (MU.5.S.2.3)

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (MU.5.S.3)

**COMPLEMENTS** Benchmark: 1. Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. (MU.5.S.3.1)

**MEETS** Benchmark: 2. Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. (MU.5.S.3.2)

**MEETS** Benchmark: 3. Play melodies and accompaniments, by ear, using classroom instruments. (MU.5.S.3.4)

**MEETS AND EXCEEDS** Benchmark: 4. Notate rhythmic phrases and simple diatonic melodies using traditional notation. (MU.5.S.3.5)

### **Big Idea: ORGANIZATIONAL STRUCTURE**

*Enduring Understanding 1:* Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (MU.5.O.1)

**MEETS AND EXCEEDS** Benchmark: 1. Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. (MU.5.O.1.1)

*Enduring Understanding 2:* The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. (MU.5.O.2)

**MEETS** Benchmark: 1. Create a new melody from two or more melodic motifs. (MU.5.O.2.1)

*Enduring Understanding 3:* Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (MU.5.O.3)

**COMPLEMENTS** Benchmark: 1. Examine and explain how expressive elements, when used in a selected musical work, affect personal response. (MU.5.O.3.1)

**MEETS** Benchmark: 2. Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor. (MU.5.O.3.2)

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

*Enduring Understanding 1:* Through study in the arts, we learn about and honor others and the worlds in which they live(d). (MU.5.H.1)

**COMPLEMENTS** Benchmark: 2. Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. (MU.5.H.1.2)

**COMPLEMENTS** Benchmark: 3. Compare stylistic and musical features in works originating from different cultures. (MU.5.H.1.3)

*Enduring Understanding 2:* The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. (MU.5.H.2)

**COMPLEMENTS** Benchmark: 1. Examine the contributions of musicians and composers for a specific historical period. (MU.5.H.2.1)

*Enduring Understanding 3:* Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (MU.5.H.3)

**MEETS** Benchmark: 1. Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. (MU.5.H.3.1)

**Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

*Enduring Understanding 1:* Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. (MU.5.F.1)

**MEETS** Benchmark: 1. Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. (MU.5.F.1.1)

*Enduring Understanding 2:* Careers in and related to the arts significantly and positively impact local and global economies. (MU.5.F.2)

**COMPLEMENTS** Benchmark: 2. Explain why live performances are important to the career of the artist and the success of performance venues. (MU.5.F.2.2)

*Enduring Understanding 3:* The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (MU.5.F.3)

**COMPLEMENTS** Benchmark: 1. Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. (MU.5.F.3.1)