

# KINDERGARTEN Music Curriculum

## *Wakulla County Schools*

### Skills and Techniques

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1.1 sings songs within a five-to-seven note range alone and maintains the tonal center.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sings melodic patterns and songs within a three-note range using sol, la, and mi.</li> </ul>			
<ul style="list-style-type: none"> <li>Demonstrate healthy use of the singing, speaking, whispering, and calling voice with appropriate volume for the young child.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish speaking voice from singing voice</li> <li>Distinguish men's, women's and children's voices</li> </ul>	<b>Textbook:</b> "Voice Choice" p. 27	

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1.2 sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm and appropriate tone quality.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes high and low</li> <li>Distinguishes between long and short sounds.</li> <li>Identify beginnings and endings of songs</li> <li>Identify introduction</li> </ul>		
<ul style="list-style-type: none"> <li>Sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, nursery rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes the general cultural and/or historical setting of various types of music (e.g., songs related to American celebrations and daily life)</li> </ul>	Nursery Rhymes Twinkle, Twinkle Little Star Five Little Monkeys Ten Little Indians	Days of the Week Song (English and Spanish) ABC Song Number Songs

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<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1. sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates expressive qualities appropriate to the music, using dynamic contrast and tempo change.</li> </ul>	<ul style="list-style-type: none"> <li>Identify loud and soft</li> <li>Imitates vocal sound (copy cat, echoing, play)</li> </ul>	<b>Textbook:</b> "Hello, There" p. 6-7; "Candy Man"; "Salty Dog" p. 26	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.1.1 performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Performs a steady beat based on a personal and/or group sense of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between steady beat and no beat</li> </ul>		
<ul style="list-style-type: none"> <li>Echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes on simple rhythm instruments.</li> </ul>			
<ul style="list-style-type: none"> <li>Echoes simple melodic patterns on instruments (for example, barred instruments).</li> </ul>			
<ul style="list-style-type: none"> <li>Performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, rhythm sticks, triangle, wood block)</li> </ul>			
<ul style="list-style-type: none"> <li>Performs simple rhythmic patterns and sound effects on instruments to accompany poems, rhymes, chants, and songs.</li> </ul>			

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<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.1.2</b> performs expressively with dynamics and tempos on classroom and ethnic instruments.			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates expressive qualities (for example, loud-soft, fast-slow) while playing classroom and ethnic instruments.</li> </ul>			

<b>MU.A.3 The student reads and notates music.</b>			
<b>MU.A.3.1.1</b> reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>recognizes and performs sounds having long and short duration in response to visual representation</li> </ul>		<b>Music Maps</b>	
<ul style="list-style-type: none"> <li>recognizes and performs high and low sounds in response to visual representation</li> </ul>		<b>Textbook:</b> “High and Low, Away We Go” p. 16	
<ul style="list-style-type: none"> <li>demonstrates melodic direction (upward, downward, and same) and register (high and low) through physical response and visual representation</li> </ul>	MU.A.3.1.2	<b>Textbook:</b> The Up and down Kitten” p. 100	
<ul style="list-style-type: none"> <li>represents long and short sounds visually that have been performed by someone else</li> </ul>	MUA.3.1.3		

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**CREATION and COMMUNICATION**

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.1.1 improvises appropriate “music answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"><li>improvises a short rhythmic pattern in response to a musical prompt</li></ul>			

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.1.2 improvises simple rhythmic and melodic patterns and accompaniments</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"><li>improvises a short melodic pattern in response to a musical prompt.</li></ul>			

<b>MU.B.2 The student composes and arranges music within specific guidelines</b>			
<b>MU.B.2.1.1 creates simple accompaniments with classroom instruments</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"><li>improvises a short free-form song</li></ul>	<ul style="list-style-type: none"><li>exploration with the pentatonic scale</li></ul>		
<ul style="list-style-type: none"><li>creates sound effects for songs, poems, and stories</li></ul>		“Peter and the Wolf”	

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**CULTURAL AND HISTORICAL CONNECTIONS**

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.1.1 knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"><li>Knows that music is different in other places</li></ul>			
<ul style="list-style-type: none"><li>Recognizes music of contrasting cultures</li></ul>			

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.1.2 understands how rhythm and tone color are used in different types of music around the world.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"><li>Understands that music can differ in various cultures</li></ul>			

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.1.3 knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"><li>Knows that music is a part of celebrations and daily life</li></ul>		<b>Textbook:</b> pp 304-305	
<ul style="list-style-type: none"><li>Introduce simple patriotic songs</li></ul>		"America"	

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### AESTHETIC AND CRITICAL ANALYSIS

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.1 knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Responds to selected characteristics of music, including fast and slow, soft and loud, high and low, and upward and downward, through purposeful movement</li> </ul>			
<ul style="list-style-type: none"> <li>Differentiates between speaking and singing voices</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.2 identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies classroom instruments by sound source, including wood and metal</li> </ul>	<ul style="list-style-type: none"> <li>Non-melodic percussion</li> </ul>		
<ul style="list-style-type: none"> <li>Identifies a variety of environmental sound sources (rain, waves, wind, etc.)</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.3 knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes specific music characteristics using appropriate vocabulary (fast-slow, loud-soft, high-low, and upward-downward)</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.4 understands how music can communicate ideas suggesting events, feelings, moods, or images</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes feelings communicated through music</li> </ul>			

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<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.1.1 identifies simple criteria for the evaluation of performance and compositions.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Uses simple criteria for evaluating performance (for example, like or dislike, happy or sad)</li> </ul>			

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.1.1 knows how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Not covered in kindergarten</li> </ul>			

## APPLICATIONS TO LIFE

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.1.1 understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates basic understanding of concepts in music and the visual arts that are similar (for example, repetition).</li> </ul>		<u>Harold and the Purple Crayon</u>	

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<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.1.2 understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies ways in which language arts relates to music (for example, rhyming words, storybooks)</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.1 knows how music is used in daily life (e.g., for entertainment or relaxation)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Understands the use of music in daily life (for example, birthday parties, holidays)</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.2 knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance)</li> </ul>			Character Education

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.3 understands that musical preferences reflect one's own experiences.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies a personal preference for a specific song</li> </ul>			



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<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.4 understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
• Not covered in Kindergarten			

# FIRST GRADE Music Curriculum

## *Wakulla County Schools*

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### Skills and Techniques

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1.1 sings songs within a five-to-seven note range alone and maintains the tonal center.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sings melodic patterns and songs within a four to six-note range using sol, la, mi, re and do</li> </ul>			
<ul style="list-style-type: none"> <li>Echoes simple melodic patterns, using sol, la, mi, re, and do accurately</li> </ul>		<b>Textbook:</b> Echo/ Call and Response - p. 18	
<ul style="list-style-type: none"> <li>Demonstrate use of healthy singing techniques, including head tone, posture, and diction.</li> </ul>			

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1.2 sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>Introduce AB and ABA forms</li> </ul>	<b>Textbook:</b> Page 20	
<ul style="list-style-type: none"> <li>Sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality</li> </ul>			

# FIRST GRADE Music Curriculum

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<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1. sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates expressive qualities appropriate to the music, using phrasing, dynamic contrast and tempo change.</li> </ul>	<ul style="list-style-type: none"> <li>Review fast and slow</li> </ul>	Phrasing can be covered through movement activities.	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.1.1 performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Performs a steady beat based on a common group pulse</li> </ul>		<b>Textbook:</b> Pages 10, 50-51	
<ul style="list-style-type: none"> <li>Echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes on simple rhythm instruments.</li> </ul>			
<ul style="list-style-type: none"> <li>Performs two- and three-note melodic patterns on instruments (for example, barred instruments).</li> </ul>		<b>Textbook:</b> Pages 52-55	
<ul style="list-style-type: none"> <li>Performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, rhythm sticks, triangle, wood block, sleigh bells maracas) and pitched instruments (for example, xylophones, metallophones, resonator bells)</li> </ul>			

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<ul style="list-style-type: none"> <li>Performs simple rhythmic and melodic patterns and sound effects on instruments to accompany poems, rhymes, chants, and songs.</li> </ul>		<b>Textbook:</b> Pages 60-61	
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<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.1.2</b> performs expressively with dynamics and tempos on classroom and ethnic instruments.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Demonstrates expressive qualities, dynamics and tempo appropriate to the music, while playing classroom and ethnic instruments.</li> </ul>			

<b>MU.A.3 The student reads and notates music.</b>			
<b>MU.A.3.1.1</b> reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Reads and performs simple rhythmic patterns (quarter notes, quarter rests, and two eighth notes) in response to traditional and nontraditional notation.</li> </ul>		<b>Activity:</b> Use of “stick notes”	

# FIRST GRADE Music Curriculum

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### CREATION and COMMUNICATION

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.1.1 improvises appropriate “music answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>improvises a four-beat rhythmic pattern in response to a musical prompt</li> </ul>		<b>Activity:</b> Body Percussion (clapping, patting, stamping, snapping)	

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.1.2 improvises simple rhythmic and melodic patterns and accompaniments</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>improvises a four-beat melodic pattern in response to a musical prompt.</li> </ul>			

<b>MU.B.2 The student composes and arranges music within specific guidelines</b>			
<b>MU.B.2.1.1 creates simple accompaniments with classroom instruments</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>creates rhythmic and melodic patterns using classroom instruments for songs, poems, and stories.</li> </ul>			
<ul style="list-style-type: none"> <li>improvises simple rhythmic and melodic patterns to accompany for songs, poems, and stories</li> </ul>		<b>Activity:</b> <i>Holiday</i> - used with Orff	

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### CULTURAL AND HISTORICAL CONNECTIONS

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.1.1 knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Knows that music is different in other places and times</li> </ul>		Textbook: Pages 154-157	
<ul style="list-style-type: none"> <li>Recognizes music of contrasting cultures</li> </ul>			

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.1.2 understands how rhythm and tone color are used in different types of music around the world.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Compares timbres of contrasting examples of world music</li> </ul>			

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.1.3 knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies selected songs associated with celebrations and/or in varied cultures</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies music that reflects the cultural heritage of the community</li> </ul>		Example: "Clap, Clap, Clap Your Hands"	

# FIRST GRADE Music Curriculum

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### AESTHETIC AND CRITICAL ANALYSIS

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.1 knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Responds to selected characteristics of music, including tempo, dynamics, melodic contour, same and different patterns, through purposeful movement</li> </ul>		<b>Textbook:</b> Pages 44-47; 62-63	
<ul style="list-style-type: none"> <li>Differentiates between child voice and adult voice</li> </ul>			
<ul style="list-style-type: none"> <li>Differentiates between solo and group performance (for example, vocal solo and choir)</li> </ul>	<ul style="list-style-type: none"> <li>Call and Response</li> <li>Question and Answer</li> </ul>		

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.2 identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Classifies classroom instruments by sound source, including wood, metal, shaker or membrane</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies a variety of environmental sound sources (rain, waves, wind, etc.)</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.3 knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Describes specific music characteristics using appropriate vocabulary (fast, slow, high, low, loud, soft)</li> </ul>		<b>Activity:</b> Word Wall	

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<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.4 understands how music can communicate ideas suggesting events, feelings, moods, or images</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes feelings and images communicated through music</li> </ul>			

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.1.1 identifies simple criteria for the evaluation of performance and compositions.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Uses teacher-specified criteria for evaluating performance (Did we maintain a steady beat?)</li> </ul>		<b>Example:</b> Use of rubric for evaluation	

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.1.1 knows how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Not covered in first grade.</li> </ul>			

## APPLICATIONS TO LIFE

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.1.1 understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Demonstrates basic understanding of concepts in music and the visual arts that are similar (for example, shape, line, patterns).</li> </ul>		<b>Resource:</b> Greg and Steve CD "We All Live Together" – Volume III "Shape Song"	

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.1.2 understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies ways in which language arts relates to music (for example, rhyming words, storybooks)</li> </ul>			



# FIRST GRADE Music Curriculum

## *Wakulla County Schools*

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.1 knows how music is used in daily life (e.g., for entertainment or relaxation)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Understands the use of music in daily life (for example, parades, sporting events)</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.2 knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance)</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.3 understands that musical preferences reflect one's own experiences.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies a personal preference for a specific song</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.4 understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Not covered in First Grade</li> </ul>			

# SECOND GRADE Music Curriculum

## Wakulla County Schools

### Skills and Techniques

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1.1 sings songs within a five-to-seven note range alone and maintains the tonal center.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sings melodic patterns and songs, alone and with others and matching pitch, within a five to seven-note range.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between head voice and chest voice</li> </ul>	<b>Textbook:</b> p. 98 "Rock Mountain" Mi-Re-Do	
<ul style="list-style-type: none"> <li>Demonstrate the use of healthy singing techniques, including head tone, posture, diction and breath support.</li> </ul>		Mi-Re-Do	
<ul style="list-style-type: none"> <li>Echoes simple melodic patterns, using sol, la, mi, re, and do accurately and maintaining the tonal center.</li> </ul>		Mi-Re-Do	

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1.2 sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm and appropriate tone quality.</li> </ul>		<b>Textbook:</b> p. 310 "Lots of Worms" CD 11-19 p. 314 "Pluckin Patterns" CD 11-22 p. 330 "Zip a Dee Doo Dah" CD 12-4	
<ul style="list-style-type: none"> <li>Sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, rhymes).</li> </ul>		<b>Textbook:</b> p. 188 "Ja-Da" CD 7-12 p. 224-225	

## SECOND GRADE Music Curriculum

### *Wakulla County Schools*

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.1. sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates expressive qualities appropriate to the music, using phrasing, dynamic contrast and tempo change.</li> </ul>		<b>Textbook:</b> Page 7	<b>Language Arts:</b> Speaking skills; Using expression (prosody) when reading aloud.

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.1.1 performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and and maintains a steady tempo</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Maintains a steady beat independently within simple rhythmic and melodic patterns</li> </ul>		<b>Textbook:</b> p. 334 "Play Into Sunset" CD 12-9	
<ul style="list-style-type: none"> <li>Echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes, half notes, and half rests on rhythm instruments.</li> </ul>		<b>Textbook:</b> p. 334	
<ul style="list-style-type: none"> <li>Performs melodies and melodic patterns within the pentatonic scale on instruments (for example, barred instruments).</li> </ul>			
<ul style="list-style-type: none"> <li>Performs with appropriate posture and position to produce a characteristic tone quality on non pitched instruments (for example, rhythm sticks, triangle, wood block, sleigh bells, maracas, tambourines, hand drums, guiro) and pitched instruments (for example, xylophones, metallophones, glockenspiels, resonator bells)</li> </ul>			
<ul style="list-style-type: none"> <li>maintains simple rhythmic or melodic patterns on instruments, in combination with other patterns, to accompany poems, rhymes, chants, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Simple ostinato – "C" and "G"; "E – C-G-D"</li> </ul>	<b>Textbook:</b> p. 182-183; p. 218-219 "Jungle Rhythms"	

## SECOND GRADE Music Curriculum

### *Wakulla County Schools*

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.1.2</b> performs expressively with dynamics and tempos on classroom and ethnic instruments.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Demonstrates expressive qualities of dynamics and tempo, appropriate to the music, while playing classroom and ethnic instruments.</li> </ul>		<b>Textbook:</b> Pages 112, 238, 256, 280, 372	

<b>MU.A.3 The student reads and notates music.</b>			
<b>MU.A.3.1.1</b> reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Reads and performs rhythmic patterns (quarter notes, quarter rests, two eighth notes, and half notes) in response to traditional and nontraditional notation.</li> </ul>		<b>Music Maps</b>	
<ul style="list-style-type: none"> <li>Reads and performs simple melodic patterns from traditional and nontraditional notation (for example, sol, la, mi, re, and do on a five-line staff)</li> </ul>		<b>Textbook:</b> Pages 406 – 417 Pentatonic Songs – Orff Book I	
<ul style="list-style-type: none"> <li>Reads and performs simple melodic patterns from traditional and nontraditional notation (for example, sol, la, mi, re, and do on a five-line staff)</li> </ul>		<b>Textbook:</b> Page 523	
<ul style="list-style-type: none"> <li>Writes notation, using manipulatives and visual representation, for simple melodic patterns, using sol, la, and mi on a five-line staff</li> </ul>		<b>Textbook:</b> Page 406	
<ul style="list-style-type: none"> <li>Notates rhythmic patterns (quarter notes, quarter rests, two eighth notes, and half notes) that have been performed by someone else.</li> </ul>		<b>Textbook:</b> Pages 407-408	

# SECOND GRADE Music Curriculum

## Wakulla County Schools

### CREATION and COMMUNICATION

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.1.1 improvises appropriate “music answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>improvises a short rhythmic pattern in response to a musical prompt</li> </ul>		Textbook: Page 410	

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.1.2 improvises simple rhythmic and melodic patterns and accompaniments</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>improvises rhythmic “answer phrases” in the same style as give “question phrases”.</li> </ul>		Textbook: Page 418	
<ul style="list-style-type: none"> <li>improvises melodic “answer phrases” in the same style as given “question phrases.”</li> </ul>			

<b>MU.B.2 The student composes and arranges music within specific guidelines</b>			
<b>MU.B.2.1.1 creates simple accompaniments with classroom instruments</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>improvises rhythmic and melodic pentatonic patterns to accompany songs, poems, or stories.</li> </ul>		Textbook: p. 108-109 “Abiyoyo”	
<ul style="list-style-type: none"> <li>creates simple accompaniments using classroom instruments for songs, poems, and stories</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		

# SECOND GRADE Music Curriculum

## Wakulla County Schools

### CULTURAL AND HISTORICAL CONNECTIONS

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.1.1 knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Understands that music is different in other places and times around the world</li> </ul>		<b>Textbook:</b> p. 396 "Free At Last"	
<ul style="list-style-type: none"> <li>Identifies vocal and instrumental music from different cultures (for example, Latin, Asian, African).</li> </ul>			

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.1.2 understands how rhythm and tone color are used in different types of music around the world.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Compares rhythm and timbres of contrasting examples of world music</li> </ul>		<b>Textbook:</b> p. 114-115 "Banana" CD 4-32	

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.1.3 knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies selected songs associated with historical events and celebrations in various cultures.</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies selected songs that reflect daily life in varied cultures</li> </ul>		<b>Textbook:</b> "Play Party" p. 80-81 "Tideo"	
<ul style="list-style-type: none"> <li>Identifies music that reflects the cultural heritage of the community</li> </ul>			
<ul style="list-style-type: none"> <li>identifies selected patriotic songs associated with the United States</li> </ul>		<i>America</i> <i>Yankee Doodle</i>	

# SECOND GRADE Music Curriculum

## Wakulla County Schools

### AESTHETIC AND CRITICAL ANALYSIS

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.1 knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same of different, the tempo is fast or slow, the volume is loud or soft)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Responds to selected characteristics of music, including tempo, dynamics, melodic contour, and form through purposeful movement</li> </ul>		<b>Textbook:</b> "Sing a Rainbow" A & B – CD 6-22	
<ul style="list-style-type: none"> <li>Differentiates between child singing in head tone and child singing in chest voice.</li> </ul>		<b>Textbook:</b> p. 238-239 Ella Fitzgerald CD 8-24	

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.2 identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Differentiates between solo and group performance (for example, vocal solo and choir, instrumental solo and band)</li> </ul>		<b>Textbook:</b> Pages 549-551	
<ul style="list-style-type: none"> <li>Classifies instruments by family when presented visually and aurally</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies selected instruments when presented visually and aurally</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.3 knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes specific music characteristics using appropriate vocabulary (tempo, dynamics, fast/slow, loud/soft)</li> </ul>		<b>Textbook:</b> Pages 549-551	

# SECOND GRADE Music Curriculum

## *Wakulla County Schools*

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.1.4 understands how music can communicate ideas suggesting events, feelings, moods, or images</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Describes how expressive qualities are used to convey feelings, images, moods, and events through music</li> </ul>		<b>Textbook:</b> p. 234 "Singing on Trail" p. 235-236 "Big Country" Listening Map CD8-21; 8-23	

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.1.1 identifies simple criteria for the evaluation of performance and compositions.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Selects one or two specific characteristics to evaluate within a composition or performance (for example starting together, performing correct pitches)</li> </ul>			

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.1.1 knows how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Evaluates one's own and other's performances, describes what was successful and what should be changed, and adjusts performance accordingly.</li> </ul>			



# SECOND GRADE Music Curriculum

## Wakulla County Schools

### APPLICATIONS TO LIFE

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.1.1 understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>The teacher will discuss similarities as appropriate music presents itself in the daily curriculum.</li> </ul>		<b>Textbook:</b> p. 79 “Two Little Sausages” “Painting Song with Clef”, 1967 (Accents)	

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.1.2 understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies ways that music is related to other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Sound vibration</li> <li>Math/fractions</li> </ul>		

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.1 knows how music is used in daily life (e.g., for entertainment or relaxation)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Understands the use of music in daily life (for example, worship, patriotic events, background music)</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.2 knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance)</li> </ul>			

## SECOND GRADE Music Curriculum

### *Wakulla County Schools*

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.3 understands that musical preferences reflect one's own experiences.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Explains a personal preference for a specific type of music in relation to his/her own experiences</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.1.4 understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identify the role of musicians (for example, song leader, conductor, composer, and performer)</li> </ul>		<b>Textbook:</b> p. 338 Amy Beech – Composer/Performer	

# THIRD GRADE Music Curriculum

## Wakulla County Schools

### Skills and Techniques

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.1 sings songs(e.g., descants, rounds, partner songs, two-and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings melodic patterns and songs, matching pitch, with an extended range</li> </ul>	<ul style="list-style-type: none"> <li>Continue to distinguish high and low.</li> <li>Continue two pitches as same and different</li> </ul>	<b>Textbook:</b> Page 124	
<ul style="list-style-type: none"> <li>Echoes simple melodic patterns using do, re, mi, fa, sol, la, ti, and do<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<b>Textbook:</b> Pages 72, 76-78	
<ul style="list-style-type: none"> <li>Demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels.</li> </ul>		<b>Textbook:</b> Pages 18, 32, 338	
<ul style="list-style-type: none"> <li>Sings unison songs and ostinati, with an without accompaniment, using accurate pitch and rhythm</li> </ul>		<b>Textbook:</b> Page 14	

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.2 sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>		<b>Textbook:</b> Pages 4, 20, 28	

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.3 uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings with expression and style appropriate to the music performed</li> </ul>		<b>Textbook:</b> Pages 54, 64, 142	

# THIRD GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.4 blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings with others, blending vocal timbres and matching dynamic levels</li> </ul>		<b>Textbook:</b> Page 140	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.1 independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>performs a song independently on a melodic instrument within a three-note range with tonal and rhythmic accuracy</li> </ul>		Orff songs	
<ul style="list-style-type: none"> <li>performs rhythmic, melodic, and harmonic instrumental accompaniments.</li> </ul>		<b>Textbook:</b> Pages 328, 333	
<ul style="list-style-type: none"> <li>Produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position)</li> </ul>		<b>Textbook:</b> Page 154	

<b>MU.A.3 The student reads and notates music.</b>			
<b>MU.A.2.2.2 performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Performs on pitched and no-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>		<b>Textbook:</b> Page 350	
<ul style="list-style-type: none"> <li>Performs on classroom and ethnic instruments with expression and style appropriate to the music</li> </ul>		<b>Textbook:</b> Pages 356, 366	

# THIRD GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.3 performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels</li> </ul>		<b>Textbook:</b> Pages 368, 398	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.4 performs simple music phrases by ear</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Echoes short rhythmic and melodic phrases on pitched and non-pitched instruments</li> </ul>		Orff activities	

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.1 sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests and dotted half notes, in duple and triple meter</li> </ul>		<b>Resource:</b> <i>Mallet Madness, Rhythm Rockets, Sneaky Snake</i> by Artie Almeida	
<ul style="list-style-type: none"> <li>Sight reads short melodic patterns using steps, repeated tones, and skips based on a triad</li> </ul>		<b>Textbook:</b> Pages 92, 107, 168, 392	

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.2 accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation and expression (for example piano, allegro, staccato) when performing</li> </ul>		<b>Textbook:</b> Page 206 <b>Resource:</b> Grace Nash books	

# THIRD GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.3 writes notation for simple melodic patterns that have been performed by someone else.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Writes notation for simple rhythmic patterns, including quarter notes, quarter rests, two eighth notes, and half notes that have been performed by someone else.</li> </ul>		Orff activities	
<ul style="list-style-type: none"> <li>Writes notation for simple melodic patterns presented aurally, using sol, la, mi, re, and do within the pentatonic scale</li> </ul>			

## CREATION and COMMUNICATION

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.2.1 improvises “musical answers’ (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Improvises short rhythmic and melodic “answer phrases” in the same style as given “questions phrases.”</li> </ul>		<b>Activity:</b> Question /Answer with Orff xylophones	

<b>MU.B.1 The student improvises melodies, variations, and accompaniments</b>			
<b>MU.B.1.2.2 improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns ) and variations on familiar melodies.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Improvises rhythmic and melodic patterns and ostinati to accompany songs or poems</li> </ul>		<b>Activity:</b> Small group improvisation	

<b>MU.B.2 The student composes and arranges music within specific guidelines</b>			
<b>MU.B.2.2.1 knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Arranges short songs for classroom performance (for example, changing dynamics and timbre)</li> </ul>		Small group activities	

# THIRD GRADE Music Curriculum

## Wakulla County Schools

<ul style="list-style-type: none"> <li>Creates original vocal and instrumental melodic phrases using traditional and nontraditional sound sources</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		
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<b>MU.B.2 The student composes and arranges music within specific guidelines</b>			
<b>MU.B.2.2.2 understands how composed music communicates text, ideas, meanings, and emotion.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that communicate an idea or emotion</li> </ul>			

## CULTURAL AND HISTORICAL CONNECTIONS

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.2.1 knows music and composes that represent various historical periods and cultures (e.g., orchestral and ban, Baroque and Handel, Villa-Lobos and mariachi)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Classifies selected exemplary works by selected genre (for example, folk song), style (for example, popular, jazz), and composer</li> </ul>			

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.2.2 describes how basic elements of music (e., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Compares rhythm, timbre, and expressive devices of contrasting examples of world music</li> </ul>		<b>Textbook:</b> Page 563 Listening Map software	

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.2.3 understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies examples of music that represent various historical periods and events.</li> </ul>		<b>Textbook:</b> Page 564 Listening Maps	

# THIRD GRADE Music Curriculum

## Wakulla County Schools

<b>MU.C. 1 The student understands music in relation to culture and history</b>			
<b>MU.C.1.2.4 knows representative composers and well-know musicians (e.g., Sousa, Foster, Copeland, and Louis Armstrong) who influenced various types of American music</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies important composers who influence various genres of American music (for example Gershwin, Armstrong, Guthrie)</li> </ul>		<b>Textbook:</b> Page 563	

## AESTHETIC AND CRITICAL ANALYSIS

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.2.1 knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Listens to and analyzes a composition to identify meter (duple or triple) or form for example, verse-refrain, call-and-response, AB, ABA)</li> </ul>		<b>Textbook:</b> Page 159	
<ul style="list-style-type: none"> <li>Identifies solo voices (for example, soprano, bass)</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.2.2 identifies instruments and their “families” (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies string, brass, woodwind, percussion, and keyboard instruments and classifies them by family</li> </ul>		<b>Resource:</b> Animated Listening Maps <b>Textbook:</b> Pages 434-439	

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.2.3 uses perceptual skills and appropriate terminology to describe aural examples of diverse music</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes a variety of world music using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns)</li> </ul>		<b>Textbook:</b> Page 22, 29, 220, 134, 188	



# THIRD GRADE Music Curriculum

## Wakulla County Schools

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.2.1 knows how to devise simple criteria to evaluate performances and compositions</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Creates and applies criteria for evaluating one's own and other's performances and compositions</li> </ul>		<b>Activity:</b> Talent Days; creative small group activities; use of a rubric to evaluate performance	

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.2.2 uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Evaluates one's own and others' performances, describes what was successful and what should be changed and adjusts performance accordingly</li> </ul>		<b>Activity:</b> Talent Days	

## APPLICATIONS TO LIFE

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.2.1 knows similarities and differences in artistic vocabulary</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies common vocabulary and elements within and among dance, theatre, music, and the visual arts (for example, movement, form)</li> </ul>		<b>Word Wall</b>	

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.2.2 understands the relationship between music and other subjects (e.g., between folk songs and historical events)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Describes ways in which the subject matter of other disciplines is related to music (for example, rhythmic and numeric patterns in music and mathematics)</li> </ul>	<ul style="list-style-type: none"> <li>Notation</li> </ul>		<b>Mathematics:</b> Fractions

# THIRD GRADE Music Curriculum

## Wakulla County Schools

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.1 knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainments)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes various uses of music in daily experiences (for example, cartoons)</li> </ul>		<b>Textbook:</b> Pages 67, 249, 357	<b>Language Arts:</b> Identifying persuasive techniques.

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.2 knows and applies appropriate audience behavior in various musical setting (e.g., symphony concerts, school concerts, and parades)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, pep band performance at a sporting event)</li> </ul>		<b>Textbook:</b> Page 547 Holiday Musical attendance	<b>Character Education</b>

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.3 understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Explains how musical preferences reflect one's personal experiences</li> </ul>			
<ul style="list-style-type: none"> <li>Respects differing values and tastes in music</li> </ul>			<b>Character Education</b>

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.4 understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies the roles and importance of musicians in various settings and cultures</li> </ul>			<b>Social Studies:</b> Music in different cultures

# FOURTH GRADE Music Curriculum

## Wakulla County Schools

### Skills and Techniques

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.1</b> sings songs(e.g., descants, rounds, partner songs, two-and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings melodic patterns and songs, matching pitch, with an extended range</li> </ul>		<b>Textbook:</b> Page 262	
<ul style="list-style-type: none"> <li>Echoes simple melodic patterns using sol<sub>1</sub>, do, re, mi, fa, sol, la, ti, and do<sup>1</sup></li> </ul>		<b>Textbook:</b> Pages 536, 537	
<ul style="list-style-type: none"> <li>Demonstrates healthy singing techniques, including posture, breath support, voice placement, unified vowels and articulated consonants</li> </ul>		<b>Textbook:</b> Page 26-29	
<ul style="list-style-type: none"> <li>Sings unison songs, partner songs, rounds, ostinati, and other songs with two independently moving lines, with and without accompaniment, using accurate pitch and rhythm</li> </ul>		<b>Textbook:</b> Page 38-41	

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.2</b> sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>		<b>Textbook:</b> Page 25 – Tsuki	<b>Social Studies:</b> Music in Florida's history
<ul style="list-style-type: none"> <li>Sings with expression and style appropriate to the music performed</li> </ul>		<b>Textbook:</b> Page 56 – Joe Turner Blues	

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.3</b> uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation)</li> </ul>		<b>Activity:</b> Musical, Orff Band	<b>Language Arts:</b> Reading with expression (prosody)

# FOURTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.4 blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings with others, blending vocal timbres, matching dynamic levels. And responding to the cues of a conductor</li> </ul>		<b>Activity:</b> Musical, Orff Band	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.1 independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>performs a song independently on a melodic instrument within a pentatonic scale with tonal and rhythmic accuracy</li> </ul>		<b>Resource:</b> <i>Music with Children #1</i> Keetman/Orff	
<ul style="list-style-type: none"> <li>Performs rhythmic, melodic, and harmonic instrumental accompaniments.</li> </ul>		<b>Textbook:</b> Unit 2, Lesson 8	
<ul style="list-style-type: none"> <li>Produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position)</li> </ul>		<b>Activity:</b> Musical, Orff Band	

<b>MU.A.3 The student reads and notates music.</b>			
<b>MU.A.2.2.2 performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Performs on pitched and no-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>		<b>Resource:</b> Orff Accompaniment <b>Textbook:</b> p. 300, 313, 180	<b>Social Studies:</b> Relating music to the different periods of Florida's history
<ul style="list-style-type: none"> <li>Performs on classroom and ethnic instruments with expression and style appropriate to the music</li> </ul>		<b>Textbook:</b> p. 76-77	

# FOURTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.3 performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels</li> </ul>		<b>Orff Band</b>	
<ul style="list-style-type: none"> <li>Responds to the tempo and dynamics cues of a conductor</li> </ul>		<b>Orff Band</b>	
<ul style="list-style-type: none"> <li>Performs on classroom and ethnic instruments with expression and style appropriate to the music</li> </ul>		<b>Textbook: Pages 130-133</b>	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.4 performs simple music phrases by ear</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Echoes rhythmic and melodic phrases on pitched and no-pitches instruments</li> </ul>		<b>Orff Band</b>	

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.1 sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests and dotted half notes, and simple syncopated patterns, in duple and triple meter</li> </ul>		<b>Textbook: Page 100</b>	<b>Mathematics: Fractions</b>
<ul style="list-style-type: none"> <li>Sight reads short patterns and melodies within the pentatonic scale</li> </ul>			

# FOURTH GRADE Music Curriculum

## *Wakulla County Schools*

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.2 accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation and expression (for example crescendo, fermata, andante, legato) when performing</li> </ul>		<b>Textbook:</b> Page 442-453	

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.3 writes notation for simple melodic patterns that have been performed by someone else.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Writes notation for rhythmic patterns, including quarter notes, quarter rests, two eighth notes, half notes, half rests, eighth notes, whole notes, and dotted half notes that have been performed by someone else.</li> </ul>			<b>Mathematics:</b> Fractions
<ul style="list-style-type: none"> <li>Writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips based triads using do, re, mi, fa, sol, la, ti, and do<sup>1</sup> within the diatonic scale.</li> </ul>			

# FOURTH GRADE Music Curriculum

## Wakulla County Schools

### CREATION and COMMUNICATION

#### MU.B.1 The student improvises melodies, variations, and accompaniments

##### MU.B.1.2.1 improvises “musical answers’ (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”</li> </ul>			

#### MU.B.1 The student improvises melodies, variations, and accompaniments

##### MU.B.1.2.2 improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns ) and variations on familiar melodies.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Improvises rhythmic and melodic patterns and creates simple variations on familiar melodies.</li> </ul>		Textbook: Page 76	

#### MU.B.2 The student composes and arranges music within specific guidelines

##### MU.B.2.2.1 knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Arranges short songs for classroom performance (for example, changing dynamics, timbre, and form)</li> </ul>		Textbook: Page 161	
<ul style="list-style-type: none"> <li>Creates short vocal and instrumental works containing contrasting musical ideas (for example, unity, repetition) using traditional and nontraditional sound sources</li> </ul>			

#### MU.B.2 The student composes and arranges music within specific guidelines

##### MU.B.2.2.2 understands how composed music communicates text, ideas, meanings, and emotion.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicate an idea or emotion</li> </ul>		Animated Listening Maps	Language Arts: Author’s Point of View and Purpose; Voice in literature expressed through word choice

# FOURTH GRADE Music Curriculum

## Wakulla County Schools

### CULTURAL AND HISTORICAL CONNECTIONS

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.1 knows music and composes that represent various historical periods and cultures (e.g., orchestral and ban, Baroque and Handel, Villa-Lobos and mariachi)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Classifies selected exemplary works from various historical periods by genre, style, and composer.</li> </ul>			

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.2 describes how basic elements of music (e., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Explains how use of specific musical elements (for example, rhythm, melody, timbre, expressive devices) is characteristic of music from various world cultures.</li> </ul>		Textbook: Page 220 – <i>Carnival Animals</i>	

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.3 understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies music that represents the history and diverse cultures of Florida</li> </ul>			

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.4 knows representative composers and well-know musicians (e.g., Sousa, Foster, Copland, and Lois Armstrong) who influenced various types of American music			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies important composers who influenced various genres of American music (for example, Foster, Copland, Estefan)</li> </ul>			



# FOURTH GRADE Music Curriculum

## Wakulla County Schools

### AESTHETIC AND CRITICAL ANALYSIS

**MU.D.1 The student listens to, analyzes, and describes music.**

**MU.D.1.2.1 knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain)**

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Listens to and analyzes a composition to identify meter (duple, triple, or compound), rhythmic and melodic elements (for example, syncopation, melodic contour), and form for example, ABA, rondo, theme and variation</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies solo voices (for example, soprano, alto, tenor, bass)</li> </ul>			

**MU.D.1 The student listens to, analyzes, and describes music.**

**MU.D.1.2.2 identifies instruments and their “families” (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet)**

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies and classifies instruments, instrumental families, and ensembles (for example, orchestra, band)</li> </ul>		<b>Textbook:</b> Page 371 - <i>Four Seasons</i>	

**MU.D.1 The student listens to, analyzes, and describes music.**

**MU.D.1.2.3 uses perceptual skills and appropriate terminology to describe aural examples of diverse music**

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes diverse styles of music found in Florida using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns, form)</li> </ul>			<b>Social Studies:</b> Florida History

**MU.D.2 The student evaluates music and music performances**

**MU.D.2.2.1 knows how to devise simple criteria to evaluate performances and compositions**

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Creates and applies criteria for evaluating one’s own and other’s performances and compositions</li> </ul>		<b>Activity:</b> Creating a rubric to evaluate a performance	

# FOURTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.2.2 uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Evaluates one's own and others' performances, describes what was successful and what should be changed and adjusts performance accordingly</li> </ul>			

### APPLICATIONS TO LIFE

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.2.1 knows similarities and differences in artistic vocabulary</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies and describes elements within and among dance, theatre, music, and the visual arts (for example, movement, form, and repetition)</li> </ul>		<b>Word Wall</b>	<b>Visual Arts:</b> the use of the terms movement, form, repetition <b>Physical Education:</b> the use of the terms movement, form, repetition

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.2.2 understands the relationship between music and other subjects (e.g., between folk songs and historical events)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Describes ways in which the subject matter of other disciplines is related to music (for example, folk songs and connections to history)</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.1 knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainments)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Describes the use of music in the media (for example, television commercials)</li> </ul>		<b>Activity:</b> Music Journal	

# FOURTH GRADE Music Curriculum

## *Wakulla County Schools*

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.2 knows and applies appropriate audience behavior in various musical setting (e.g., symphony concerts, school concerts, and parades)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, appropriate times to enter or leave a concert setting, applause after jazz solos)</li> </ul>			Character Education

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.3 understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Explains how musical preferences reflect one's personal experiences</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies and respects differing values and tastes in music</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.4 understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>describes the roles and importance of musicians in various settings and cultures</li> </ul>		<b>Textbook:</b> Page 9 – Tony Bennett	

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

### Skills and Techniques

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.1 sings songs(e.g., descants, rounds, partner songs, two-and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings melodic patterns and songs, matching pitch, with an extended range</li> </ul>			
<ul style="list-style-type: none"> <li>Echoes simple melodic patterns using sol<sub>1</sub>, la<sub>1</sub>, ti<sub>1</sub>, do, re, mi, fa, sol, la, ti, and do<sup>1</sup></li> </ul>		<b>Textbook:</b> Page 344 – <i>Cattle Call</i>	
<ul style="list-style-type: none"> <li>Demonstrates healthy singing techniques, including posture, breath support, voice placement, unified vowels and articulated consonants</li> </ul>			<b>Health:</b> Posture and Healthy Habits
<ul style="list-style-type: none"> <li>Sings unison songs, partner songs, rounds, ostinati, descants, and other songs with two and three independently moving lines, with and without accompaniment, using accurate pitch and rhythm</li> </ul>			

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.2 sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>			<b>Social Studies:</b> American History
<ul style="list-style-type: none"> <li>Sings with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>	Connect to: MU.C.1.2.4		

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.1 The student sings, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.3 uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation)</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings with expression and style appropriate to the music performed</li> </ul>			<b>Language Arts:</b> Reading with expression (prosody)

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.1.2.4 blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</li> </ul>		<b>Activity:</b> Musicals, Orff Band	

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.1 independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.</b>			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Performs a song independently on a melodic instrument within the diatonic scale with tonal and rhythmic accuracy</li> </ul>			
<ul style="list-style-type: none"> <li>Performs rhythmic, melodic, and harmonic instrumental accompaniments.</li> </ul>			
<ul style="list-style-type: none"> <li>Produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position)</li> </ul>			

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.3 The student reads and notates music.</b>			
<b>MU.A.2.2.2 performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Performs on pitched and no-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</li> </ul>			<b>Social Studies:</b> Instruments in America's history
<ul style="list-style-type: none"> <li>Performs on classroom and ethnic instruments with expression and style appropriate to the music</li> </ul>			

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.3 performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels</li> </ul>			
<ul style="list-style-type: none"> <li>Responds to the tempo, dynamics, and expressive cues of a conductor</li> </ul>			
<ul style="list-style-type: none"> <li>Performs on classroom and ethnic instruments with expression and style appropriate to the music</li> </ul>			

<b>MU.A.2 The student performs on instruments, alone and with others, a varied repertoire of music.</b>			
<b>MU.A.2.2.4 performs simple music phrases by ear</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Echoes extended rhythmic and melodic phrases on pitched and non-pitched instruments</li> </ul>			

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.1 sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests and dotted half notes, dotted quarter notes, triplets, and syncopated patterns, in duple and triple meter</li> </ul>			<b>Mathematics:</b> Fractions
<ul style="list-style-type: none"> <li>Sight reads short melodies within the diatonic scale of two or more major keys</li> </ul>			

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.2 accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation and expression (for example, mezzo-forte, adagio, retard, accent, pizzicato) when performing</li> </ul>			

<b>MU.A.3 The student reads and notates music</b>			
<b>MU.A.3.2.3 writes notation for simple melodic patterns that have been performed by someone else.</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Writes notation for rhythmic patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, and dotted quarter notes that have been performed by someone else.</li> </ul>			<b>Mathematics:</b> Fractions
<ul style="list-style-type: none"> <li>Writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips based on triads using do, re, mi, fa, sol, la, ti, and do<sup>1</sup> within the diatonic scale.</li> </ul>			

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

### CREATION and COMMUNICATION

#### MU.B.1 The student improvises melodies, variations, and accompaniments

##### MU.B.1.2.1 improvises “musical answers’ (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”</li> </ul>			

#### MU.B.1 The student improvises melodies, variations, and accompaniments

##### MU.B.1.2.2 improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns ) and variations on familiar melodies.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Improvises rhythmic and melodic patterns and creates simple variations on familiar melodies.</li> </ul>			

#### MU.B.2 The student composes and arranges music within specific guidelines

##### MU.B.2.2.1 knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Arranges short songs for classroom performance (for example, changing dynamics, timbre, and form; varying rhythm and melody)</li> </ul>			
<ul style="list-style-type: none"> <li>Composes vocal and instrumental music to express a poem, story, idea, or feeling using traditional and nontraditional sound sources.</li> </ul>			Language Arts: Poetry, Mood, Tone

#### MU.B.2 The student composes and arranges music within specific guidelines

##### MU.B.2.2.2 understands how composed music communicates text, ideas, meanings, and emotion.

Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicate ideas, meanings, or emotion.</li> </ul>			



# FIFTH GRADE Music Curriculum

## Wakulla County Schools

### CULTURAL AND HISTORICAL CONNECTIONS

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.1 knows music and composes that represent various historical periods and cultures (e.g., orchestral and ban, Baroque and Handel, Villa-Lobos and mariachi)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Classifies selected exemplary works from various historical periods by genre, style, and composer.</li> </ul>			<b>Social Studies:</b> American History

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.2 describes how basic elements of music (e., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Explains how use of specific musical elements (for example, rhythm, melody, timbre, expressive devices) is characteristic of music from various world cultures.</li> </ul>			<b>Social Studies:</b> Compare and contrast the elements of music in America's history

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.3 understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa)			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Describes the impact of regional traditions and historical events on generating various types of music.</li> </ul>			

MU.C. 1 The student understands music in relation to culture and history			
MU.C.1.2.4 knows representative composers and well-know musicians (e.g., Sousa, Foster, Copeland, and Louis Armstrong) who influenced various types of American music			
Grade Level Expectation	Supporting Skills	Resources/Activity	Related Content Area(s)
<ul style="list-style-type: none"> <li>Identifies important composers, songwriters, and performers who generated or influenced various genres of American music (for example, Bernstein, Sousa, Ellington, Presley)</li> </ul>			<b>Social Studies:</b> Composers and songwriters in American History

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

### AESTHETIC AND CRITICAL ANALYSIS

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.2.1 knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Listens to and analyzes a composition to identify meter (duple, triple, or compound), rhythmic and melodic elements (for example, syncopation, melodic contour), form (for example, ABA, rondo, theme and variation, through-composed), and tonality (major and minor).</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies solo voices (for example, soprano, alto, tenor, bass) and vocal ensembles (for example, choir, quartet)</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.2.2 identifies instruments and their “families” (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Identifies and classifies electronic, orchestral, and wind instruments, their families, and ensembles (for example, string quartet, jazz ensemble).</li> </ul>			

<b>MU.D.1 The student listens to, analyzes, and describes music.</b>			
<b>MU.D.1.2.3 uses perceptual skills and appropriate terminology to describe aural examples of diverse music</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Describes diverse styles popular, folk, classical, and world music using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns, form).</li> </ul>			

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.2.1 knows how to devise simple criteria to evaluate performances and compositions</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Creates, applies, and explains criteria for evaluating one's own and other's performances and compositions</li> </ul>			

<b>MU.D.2 The student evaluates music and music performances</b>			
<b>MU.D.2.2.2 uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Evaluates one's own and others' performances, describes what was successful and what should be changed and adjusts performance accordingly</li> </ul>			

### APPLICATIONS TO LIFE

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.2.1 knows similarities and differences in artistic vocabulary</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Compares and contrasts elements within and among dance, theatre, music, and the visual arts (for example, movement, form, repetition, texture, contour)</li> </ul>		Word Wall	

<b>MU.E.1 The student understands the relationship between music, the other arts, and disciplines outside the arts.</b>			
<b>MU.E.1.2.2 understands the relationship between music and other subjects (e.g., between folk songs and historical events)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Compares and contrasts the subject matter of other disciplines with music (for example, jazz, blues, and connections to American history; acoustics in music and science)</li> </ul>			<b>Social Studies:</b> Music in America's History <b>Science:</b> Principles of sound and acoustics

# FIFTH GRADE Music Curriculum

## Wakulla County Schools

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.1 knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainments)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Analyzes multiple uses of music in the media (for example, film scores, instructional media).</li> </ul>			<b>Language Arts:</b> Advertising techniques
<ul style="list-style-type: none"> <li>Describes characteristics that make music suitable for specific purposes.</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.2 knows and applies appropriate audience behavior in various musical setting (e.g., symphony concerts, school concerts, and parades)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, holding applause between movements of a major work, turning off watches and other electronic devices for concerts).</li> </ul>			<b>Character Education</b>

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.3 understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>Explains how musical preferences reflect one's personal experiences</li> </ul>			
<ul style="list-style-type: none"> <li>Identifies and respects differing values and tastes in music</li> </ul>			

<b>MU.E.2 The student understands the relationship between music and the world beyond the school setting.</b>			
<b>MU.E.2.2.4 understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master)</b>			
<b>Grade Level Expectation</b>	<b>Supporting Skills</b>	<b>Resources/Activity</b>	<b>Related Content Area(s)</b>
<ul style="list-style-type: none"> <li>analyzes the roles and importance of musicians in various settings and cultures</li> </ul>			<b>Social Studies:</b> Musicians in America's history