



Music Standards

GRADE: K

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.1.Su.a Respond to music from various sources. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.1.Pa.a Attend to sounds from various sources. <u>Date Adopted or Revised:</u> 12/10
MU.K.C.1.In.b Recognize selected sounds from various sound sources. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources. <u>Date Adopted or Revised:</u> 12/10	
MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.1.Su.c Explore sounds from various sound sources. <u>Date Adopted or Revised:</u> 12/10	

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.C.2.In.a Explore different performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.2.Su.a Respond to performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.2.Pa.a Attend to performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.K.C.3.In.a Identify preferred musical examples. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.3.Su.a Respond to a variety of music. <u>Date Adopted or Revised:</u> 12/10	MU.K.C.3.Pa.a Attend to a variety of music. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.K.S.1.In.a Respond to simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.K.S.1.Su.a Explore simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.K.S.1.Pa.a Attend to simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.K.S.2.In.a Sing or play songs from a model. <u>Date Adopted or Revised:</u> 12/10	MU.K.S.2.Su.a Explore familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.K.S.2.Pa.a Attend to familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.S.3.In.a Sing or play songs from a model. <u>Date Adopted or Revised:</u> 12/10	MU.K.S.3.Su.a Explore familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.K.S.3.Pa.a Attend to familiar songs. <u>Date Adopted or Revised:</u> 12/10

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.O.1.In.a Demonstrate awareness of beat and rhythm. <u>Date Adopted or Revised:</u> 12/10	MU.K.O.1.Su.a Explore a variety of music. <u>Date Adopted or Revised:</u> 12/10 MU.K.O.1.Su.b Respond to a variety of music. <u>Date Adopted or Revised:</u> 12/10	MU.K.O.1.Pa.a Attend to a variety of music. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.O.3.In.a Demonstrate awareness of beat and rhythm. <u>Date Adopted or Revised:</u> 12/10	MU.K.O.3.Su.a Explore a variety of music. <u>Date Adopted or Revised:</u> 12/10	MU.K.O.3.Pa.a Attend to a variety of music. <u>Date Adopted or Revised:</u> 12/10

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.K.H.1.In.a Respond to music from a variety of cultures and musical periods. <u>Date Adopted or Revised:</u> 12/10	MU.K.H.1.Su.a Explore music from a variety of cultures and musical periods. <u>Date Adopted or Revised:</u> 12/10	MU.K.H.1.Pa.a Attend to music from a variety of cultures and musical periods. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.K.H.2.In.a Respond to music of American cultural sub-groups. <u>Date Adopted or Revised:</u> 12/10	MU.K.H.2.Su.a Explore music of American cultural sub-groups. <u>Date Adopted or Revised:</u> 12/10	MU.K.H.2.Pa.a Attend to music of American cultural sub-groups. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.K.H.3.In.a Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. <u>Date Adopted or Revised:</u> 12/10	MU.K.H.3.Su.a Explore simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. <u>Date Adopted or Revised:</u> 12/10	MU.K.H.3.Pa.a Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. <u>Date Adopted or Revised:</u> 12/10

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.K.F.1.In.a Explore music through creative play and found sounds in the music classroom. <u>Date Adopted or Revised:</u> 12/10	MU.K.F.1.Su.a Explore a variety of sounds in the classroom. <u>Date Adopted or Revised:</u> 12/10	MU.K.F.1.Pa.a Attend to a variety of sounds in the classroom. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.K.F.3.In.a Demonstrate cooperative musical, classroom, and play behaviors. <u>Date Adopted or Revised:</u> 12/10	MU.K.F.3.Su.a Cooperate in guided musical, classroom, and play activities. <u>Date Adopted or Revised:</u> 12/10	MU.K.F.3.Pa.a Cooperate in guided musical activities. <u>Date Adopted or Revised:</u> 12/10

GRADE: 1

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.1.Pa.a Explore sounds from various sound sources. <u>Date Adopted or Revised:</u> 12/10
MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.1.Su.b Recognize differences in pitch. <u>Date Adopted or Revised:</u> 12/10	
MU.1.C.1.In.c Distinguish between instrumental music and vocal music. <u>Date Adopted or Revised:</u> 12/10		

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking,

problem-solving, and decision-making skills, is central to artistic growth.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.C.2.In.a Recognize similarities and/or differences between two performances of a familiar song. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.2.Su.a Explore different performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.2.Pa.a Explore a variety of familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.C.3.In.a Express an opinion about selected pieces of music. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.3.Su.a Select preferred musical examples. <u>Date Adopted or Revised:</u> 12/10	MU.1.C.3.Pa.a Explore a variety of music. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.S.2.In.a Sing or play songs from a model, including changes in verses or repeats. <u>Date Adopted or Revised:</u>	MU.1.S.2.Su.a Respond to familiar songs. <u>Date Adopted or Revised:</u>	MU.1.S.2.Pa.a Explore familiar songs. <u>Date Adopted or Revised:</u>

12/10	12/10	12/10
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Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.1.S.3.In.a Sing or play songs from memory. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.S.3.Su.a Sing or play songs from a model. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.S.3.Pa.a Respond to familiar songs. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.1.S.3.In.c Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.S.3.Pa.c Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. <u>Date Adopted or Revised:</u> 12/10</p>

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.O.1.Pa.a Explore a variety of music. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.1.O.1.In.b Imitate patterns of a simple, four-measure song or speech piece. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm. <u>Date Adopted or Revised:</u> 12/10</p>	

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical examples. <u>Date Adopted or Revised:</u> 12/10	MU.1.O.3.Su.a Respond to a variety of music. <u>Date Adopted or Revised:</u> 12/10	MU.1.O.3.Pa.a Explore a variety of music. <u>Date Adopted or Revised:</u> 12/10

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10	MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10	MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.H.2.In.a Respond to folk music used to remember and honor America and its cultural heritage. <u>Date Adopted or Revised:</u> 12/10	MU.1.H.2.Su.a Explore folk music used to remember and honor America and its cultural heritage. <u>Date Adopted or Revised:</u> 12/10	MU.1.H.2.Pa.a Attend to folk music used to remember and honor America and its cultural heritage. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 3: Connections among the arts and other disciplines strengthen

learning and the ability to transfer knowledge and skills to and from other fields.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.1.H.3.In.a Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.H.3.Su.a Explore the use of instruments and vocal sounds to enhance specified words or phrases. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.H.3.Pa.a Attend to the use of instruments and vocal sounds. <u>Date Adopted or Revised:</u> 12/10</p>

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.1.F.1.In.a Imitate a variety of sounds or movements using props, instruments, and/or found sounds. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.F.1.Su.a Explore a variety of sounds or movements using props, instruments, and/or found sounds. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.F.1.Pa.a Attend to a variety of sounds or movements using props, instruments, and/or found sounds. <u>Date Adopted or Revised:</u> 12/10</p>

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.1.F.2.In.a Identify preferred ways to participate in music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.F.2.Su.a Explore a variety of ways to participate in music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.1.F.2.Pa.a Attend to a variety of ways of participating in music. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.1.F.3.In.a Contribute to collaborative tasks related to music.</p>	<p>MU.1.F.3.Su.a Cooperate in classroom and play activities.</p>	<p>MU.1.F.3.Pa.a Attend to tasks related to music.</p>

<u>Date Adopted or Revised:</u> 12/10	<u>Date Adopted or Revised:</u> 12/10	<u>Date Adopted or Revised:</u> 12/10
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GRADE: 2

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.1.Su.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.1.Pa.a Attend to a teacher-selected musical characteristic in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10
MU.2.C.1.In.b Respond to a musical work in a variety of ways. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.1.Su.b Respond to a musical work. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.1.Pa.b Explore a variety of music. <u>Date Adopted or Revised:</u> 12/10
MU.2.C.1.In.c Identify a variety of unpitched instruments. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.1.Su.c Explore unpitched classroom instruments. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.1.Pa.c Explore differences in pitch. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.C.2.In.a Identify preferred and non-preferred performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.2.Su.a Select preferred performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.2.Pa.a Respond to performances of familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.C.3.In.a Recognize characteristics of a variety of music. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.3.Su.a Respond to a variety of music characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.2.C.3.Pa.a Attend to a variety of music characteristics. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.S.2.In.a Sing or play songs from memory. <u>Date Adopted or Revised:</u> 12/10	MU.2.S.2.Su.a Sing or play songs from a model. <u>Date Adopted or Revised:</u> 12/10	MU.2.S.2.Pa.a Respond to familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.S.3.In.a Sing songs of limited range using the head voice. <u>Date Adopted or Revised:</u>	MU.2.S.3.Su.a Sing or play songs from a model. <u>Date Adopted or Revised:</u>	MU.2.S.3.Pa.a Explore familiar songs. <u>Date Adopted or Revised:</u>

12/10	12/10	12/10
<p>MU.2.S.3.In.b Perform simple songs and accompaniments. <u>Date Adopted or Revised:</u> 12/10</p> <p>MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model. <u>Date Adopted or Revised:</u> 12/10</p> <p>MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. <u>Date Adopted or Revised:</u> 12/10</p>

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt. <u>Date Adopted or Revised:</u> 12/10</p> <p>MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.2.O.1.Pa.a Respond to a variety of music. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.O.3.In.a Respond to music to	MU.2.O.3.Su.a Demonstrate	MU.2.O.3.Pa.a Explore a

demonstrate how it makes one feel. <u>Date Adopted or Revised:</u> 12/10	awareness of beat and rhythm. <u>Date Adopted or Revised:</u> 12/10	variety of music. <u>Date Adopted or Revised:</u> 12/10
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Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10	MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10	MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.H.2.In.a Identify music used for celebrations in American and other cultures. <u>Date Adopted or Revised:</u> 12/10	MU.2.H.2.Su.a Match musical examples to their function. <u>Date Adopted or Revised:</u> 12/10	MU.2.H.2.Pa.a Explore music used for celebrations in American and other cultures. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.2.H.3.In.a Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts. <u>Date Adopted or Revised:</u> 12/10	MU.2.H.3.Su.a Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts. <u>Date Adopted or Revised:</u> 12/10	MU.2.H.3.Pa.a Explore the use of instruments and vocal sounds. <u>Date Adopted or Revised:</u> 12/10

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.F.1.In.a Create, interpret, or respond to a musical performance that brings a story or poem to life. <u>Date Adopted or Revised:</u> 12/10	MU.2.F.1.Su.a Imitate sounds or movements that represent a story character, setting, or theme. <u>Date Adopted or Revised:</u> 12/10	MU.2.F.1.Pa.a Explore a variety of sounds and movements that represent a story character, setting, or theme. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.F.2.In.a Identify a variety of ways people participate in music. <u>Date Adopted or Revised:</u> 12/10	MU.2.F.2.Su.a Recognize different ways people participate in music. <u>Date Adopted or Revised:</u> 12/10	MU.2.F.2.Pa.a Explore different ways people participate in music. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.F.3.In.a Demonstrate a variety of collaborative skills. <u>Date Adopted or Revised:</u> 12/10	MU.2.F.3.Su.a Demonstrate a collaborative skill. <u>Date Adopted or Revised:</u> 12/10	MU.2.F.3.Pa.a Contribute to a class musical performance. <u>Date Adopted or Revised:</u> 12/10

GRADE: 3

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and

create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.3.C.1.In.c Identify a variety of orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.1.Su.c Recognize selected orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10</p>	
<p>MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.1.Su.d Distinguish between music and song. <u>Date Adopted or Revised:</u> 12/10</p>	

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.3.C.2.In.a Identify a reason for preferring one performance of a familiar song over another. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.2.Su.a Use a teacher-selected criterion to evaluate performances of familiar music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.C.2.Pa.a Select preferred familiar songs. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.C.3.In.a Recognize that musical characteristics influence our opinion of the piece. <u>Date Adopted or Revised:</u> 12/10	MU.3.C.3.Su.a Recognize a variety of music characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.3.C.3.Pa.a Recognize a characteristic of music. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.S.1.In.a Improve simple vocal or instrumental musical patterns over ostinati. <u>Date Adopted or Revised:</u> 12/10	MU.3.S.1.Su.a Imitate simple vocal or instrumental patterns over ostinati. <u>Date Adopted or Revised:</u> 12/10	MU.3.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns over ostinati. <u>Date Adopted or Revised:</u> 12/10
MU.3.S.1.In.b Improve simple vocal or instrumental musical patterns. <u>Date Adopted or Revised:</u> 12/10	MU.3.S.1.Su.b Imitate an alternate ending to a familiar song. <u>Date Adopted or Revised:</u> 12/10	MU.3.S.1.Pa.b Recognize an alternate ending to a familiar song. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.S.2.In.a Imitate a variety of musical patterns in songs. <u>Date Adopted or Revised:</u> 12/10	MU.3.S.2.Su.a Sing or play familiar songs from memory. <u>Date Adopted or Revised:</u> 12/10	MU.3.S.2.Pa.a Recognize familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory

<p>MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.S.3.Su.a Sing or play songs or patterns from memory. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.S.3.Pa.a Sing or play songs from a model. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10</p>		<p>MU.3.S.3.Pa.b Sing or play songs or patterns. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. <u>Date Adopted or Revised:</u> 12/10</p>		
<p>MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. <u>Date Adopted or Revised:</u> 12/10</p>		
<p>MU.3.S.3.In.e Match aurally presented notes to traditional notation. <u>Date Adopted or Revised:</u> 12/10</p>		

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.3.O.1.In.a Recognize basic elements in a piece of music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.O.1.Su.a Recognize a selected element in a piece of music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.O.1.Pa.a Respond to rhythmic production. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.3.O.1.In.b Identify patterns in familiar songs. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.O.1.Su.b Imitate patterns in familiar songs. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm. <u>Date Adopted or Revised:</u> 12/10</p>

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.O.2.In.a Rearrange simple melodic or rhythmic patterns to generate new phrases. <u>Date Adopted or Revised:</u> 12/10	MU.3.O.2.Su.a Imitate simple melodic or rhythmic patterns. <u>Date Adopted or Revised:</u> 12/10	MU.3.O.2.Pa.a Respond to a variety of simple melodic or rhythmic patterns. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.O.3.In.a Identify the mood or emotion of a piece of music. <u>Date Adopted or Revised:</u> 12/10	MU.3.O.3.Su.a Respond to music to demonstrate how it makes one feel. <u>Date Adopted or Revised:</u> 12/10	

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.H.1.In.a Identify indigenous instruments of specified cultures. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.1.Su.a Match selected instruments to specified cultures. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures. <u>Date Adopted or Revised:</u> 12/10
MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: The arts reflect and document cultural trends and historical events,

and help explain how new directions in the arts have emerged.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.H.2.In.a Recognize influences of culture and history on American music. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.2.Su.a Recognize a variety of music that represents American culture or history. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.2.Pa.a Associate musical examples with American culture or history. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.H.3.In.a Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.3.Su.a Explore the use of pattern, line, and form in music and other teacher-selected contexts. <u>Date Adopted or Revised:</u> 12/10	MU.3.H.3.Pa.a Respond to the use of patterns in music. <u>Date Adopted or Revised:</u> 12/10

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.F.1.In.a Use sounds and movements to represent or enhance story or poem characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.3.F.1.Su.a Imitate sounds and movements to represent or enhance story or poem characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.3.F.1.Pa.a Respond to a variety of sounds and movements that represent or enhance story or poem characteristics. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.F.2.In.a Identify musicians in	MU.3.F.2.Su.a Recognize musicians	MU.3.F.2.Pa.a Recognize that people

the school, community, or media. <u>Date Adopted or Revised:</u> 12/10	in the school, community, or media. <u>Date Adopted or Revised:</u> 12/10	who make music are called musicians. <u>Date Adopted or Revised:</u> 12/10
MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making. <u>Date Adopted or Revised:</u> 12/10	MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making. <u>Date Adopted or Revised:</u> 12/10	MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.3.F.3.In.a Sequence two or more components related to individual or collaborative musical projects. <u>Date Adopted or Revised:</u> 12/10	MU.3.F.3.Su.a Complete one or more components of individual or collaborative musical projects. <u>Date Adopted or Revised:</u> 12/10	MU.3.F.3.Pa.a Contribute to collaborative tasks related to music. <u>Date Adopted or Revised:</u> 12/10

GRADE: 4

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. <u>Date Adopted or Revised:</u> 12/10
MU.4.C.1.In.b Recognize families of orchestral and band instruments <u>Date Adopted or Revised:</u> 12/10	MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.1.Pa.b Recognize selected orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10

MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.1.Pa.c Distinguish between two voice types. <u>Date Adopted or Revised:</u> 12/10
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Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.2.Pa.a Select a characteristic that makes music appealing. <u>Date Adopted or Revised:</u> 12/10
MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in performances of one's self and others. <u>Date Adopted or Revised:</u> 12/10	

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.C.3.In.a Identify characteristics that make various musical works appealing. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.3.Su.a Recognize characteristics that make various musical works appealing. <u>Date Adopted or Revised:</u> 12/10	MU.4.C.3.Pa.a Select a characteristic that makes a musical work appealing. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory

MU.4.S.1.In.a Improve vocal or instrumental patterns using familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10
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Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.4.S.2.In.a Recognize patterns in music. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.2.Su.a Imitate musical patterns. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.2.Pa.a Recognize a musical pattern. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.3.Su.a Sing songs of limited range using the head voice. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.3.Pa.a Sing or play songs or patterns from a model. <u>Date Adopted or Revised:</u> 12/10
MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.3.Su.b Perform simple songs and accompaniments. <u>Date Adopted or Revised:</u> 12/10	MU.4.S.3.Pa.b Sing or play songs or patterns from a cue. <u>Date Adopted or Revised:</u> 12/10
MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. <u>Date Adopted or Revised:</u> 12/10		

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.4.O.1.In.a Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.4.O.1.Su.a Recognize selected elements of music in different types of music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.4.O.1.Pa.a Demonstrate awareness of beat and rhythm. <u>Date Adopted or Revised:</u> 12/10</p>

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.4.O.2.In.a Change the feeling of a musical phrase by altering the elements of music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.4.O.2.Su.a Select an element to change in a musical phrase. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.4.O.2.Pa.a Respond to a change in a musical phrase. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or emotion of a song. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result <u>Date Adopted or Revised:</u> 12/10</p>		

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.H.1.In.a Identify common uses of music within specific cultures. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.1.Su.a Recognize common uses of music within specific cultures. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.1.Pa.a Recognize a use of music common to cultures or times. <u>Date Adopted or Revised:</u> 12/10
MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.1.Pa.b Associate a piece of music with a specified culture. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.H.2.In.a Identify and listen to music related to Florida's history. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.2.Pa.a Associate musical examples with Florida culture or history. <u>Date Adopted or Revised:</u> 12/10
MU.4.H.2.In.b Identify a variety of venues to experience music. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.2.Su.b Recognize a variety of venues to experience music. <u>Date Adopted or Revised:</u> 12/10	MU.4.H.2.Pa.b Recognize a way to interact with music. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.H.3.In.a Compare the use of pattern, line, and form found in music with other teacher-selected contexts. <u>Date Adopted or Revised:</u>	MU.4.H.3.Su.a Connect the use of pattern, line, and form found in music with another teacher-selected context. <u>Date Adopted or Revised:</u>	MU.4.H.3.Pa.a Respond to the use of patterns in music and another teacher-selected context. <u>Date Adopted or Revised:</u>

12/10	12/10	12/10
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Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.F.1.In.a Change the feeling of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. <u>Date Adopted or Revised:</u> 12/10	MU.4.F.1.Su.a Imitate changes in sounds and movements of melodic or rhythmic pieces. <u>Date Adopted or Revised:</u> 12/10	MU.4.F.1.Pa.a Explore changes in sounds and movements of melodic or rhythmic pieces. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.F.2.In.a Identify two or more community opportunities in or related to music for employment or leisure. <u>Date Adopted or Revised:</u> 12/10	MU.4.F.2.Su.a Recognize two or more community opportunities to participate in activities related to music. <u>Date Adopted or Revised:</u> 12/10	MU.4.F.2.Pa.a Associate music with leisure or recreation. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10	MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10 MU.4.F.3.Su.b Recognize and respect the property of others. <u>Date Adopted or Revised:</u>	MU.4.F.3.Pa.a Recognize a personal quality that supports success in life. <u>Date Adopted or Revised:</u> 12/10 MU.4.F.3.Pa.b Recognize the property of others <u>Date Adopted or Revised:</u>

	12/10	12/10
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GRADE: 5

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works. <u>Date Adopted or Revised:</u> 12/10
MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Pa.b Recognize that music examples convey meaning. <u>Date Adopted or Revised:</u> 12/10
MU.5.C.1.In.c Identify families of orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Su.c Identify a variety of orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Pa.c Recognize selected orchestral and band instruments. <u>Date Adopted or Revised:</u> 12/10
MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Su.d Recognize differences between different voice parts. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.1.Pa.d Distinguish between two voices. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance.	MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance.	MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music.

<u>Date Adopted or Revised:</u> 12/10 MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance. <u>Date Adopted or Revised:</u> 12/10	<u>Date Adopted or Revised:</u> 12/10 MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance. <u>Date Adopted or Revised:</u> 12/10	<u>Date Adopted or Revised:</u> 12/10 MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers. <u>Date Adopted or Revised:</u> 12/10
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Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.5.C.3.In.a Use defined criteria to respond to musical work of a specified period or genre. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.3.Su.a Use a teacher-selected criterion to respond to musical work of a specified period or genre. <u>Date Adopted or Revised:</u> 12/10	MU.5.C.3.Pa.a Select preferred musical work of a specified period or genre. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns. <u>Date Adopted or Revised:</u> 12/10 MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: Development of skills, techniques, and processes in the arts

strengthens our ability to remember, focus on, process, and sequence information.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.5.S.2.In.a Re-create musical patterns from familiar music. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.2.Su.a Imitate a variety of musical patterns. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.2.Pa.a Match musical patterns to a model. <u>Date Adopted or Revised:</u> 12/10
MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.2.Pa.a Contribute to the performance of group songs. <u>Date Adopted or Revised:</u> 12/10
MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10	MU.5.S.2.Pa.b Sing or play songs or patterns from memory. <u>Date Adopted or Revised:</u> 12/10
MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation. <u>Date Adopted or Revised:</u> 12/10		

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

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.5.O.1.In.a Identify the musical elements in various styles of music using correct music vocabulary. <u>Date Adopted or Revised:</u> 12/10	MU.5.O.1.Su.a Recognize basic elements in various styles of music. <u>Date Adopted or Revised:</u> 12/10	MU.5.O.1.Pa.a Recognize a selected element in a piece of music. <u>Date Adopted or Revised:</u> 12/10
		MU.5.O.1.Pa.a Recognize a selected element in a piece of music. <u>Date Adopted or Revised:</u>

		12/10
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Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.O.2.In.a Rearrange melodic or rhythmic patterns to generate new phrases. <u>Date Adopted or Revised:</u> 12/10	MU.5.O.2.Su.a Rearrange simple melodic or rhythmic patterns to generate new phrases. <u>Date Adopted or Revised:</u> 12/10	MU.5.O.2.Pa.a Select preferred simple melodic or rhythmic patterns. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music. <u>Date Adopted or Revised:</u> 12/10	MU.5.O.3.Su.a Identify the mood or emotion of a piece of music. <u>Date Adopted or Revised:</u> 12/10	MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel. <u>Date Adopted or Revised:</u> 12/10
MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece. <u>Date Adopted or Revised:</u> 12/10		MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel. <u>Date Adopted or Revised:</u> 12/10

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures. <u>Date Adopted or Revised:</u>	MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures. <u>Date Adopted or Revised:</u>	MU.5.H.1.Pa.a Recognize the purpose of specified music. <u>Date Adopted or Revised:</u> 12/10

12/10 MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures. <u>Date Adopted or Revised:</u> 12/10	12/10 MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions. <u>Date Adopted or Revised:</u> 12/10
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Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.5.H.2.In.a Identify musicians and composers for a specific historical period. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.2.Su.a Recognize selected music for a specific historical period. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.2.Pa.a Explore music from a specific historical period. <u>Date Adopted or Revised:</u> 12/10
MU.5.H.2.In.b Identify and use a variety of technologies to experience music. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.2.Su.b Recognize and use selected technologies to experience music. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.2.Pa.b Use a selected technology to experience music. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.5.H.3.In.a Examine the steps of a critical-thinking process in music and apply them to another teacher-selected discipline. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.3.Su.a Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline. <u>Date Adopted or Revised:</u> 12/10	MU.5.H.3.Pa.a Explore the use of pattern, line, and form in music and other teacher-selected contexts. <u>Date Adopted or Revised:</u> 12/10

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the

imagination and encourage innovation and creative risk-taking.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.5.F.1.In.a Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.1.Su.a Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.1.Pa.a Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <u>Date Adopted or Revised:</u> 12/10</p>

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.5.F.3.In.a Identify personal qualities that support success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.5.F.3.Pa.b Recognize and respect the property of others. <u>Date Adopted or Revised:</u> 12/10</p>

GRADE: 68

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.68.C.1.In.a Develop effective sensory strategies and describe how they support appreciation of familiar musical works. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Su.a Use appropriate sensory skills to support appreciation of familiar musical works. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Pa.a Use the senses to support appreciation of familiar musical works. <u><i>Date Adopted or Revised:</i></u> 12/10</p>
<p>MU.68.C.1.In.b Identify the composer's intent and aesthetic impact of a performance. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Su.b Recognize the musical intent of the composer for a specific musical work. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Pa.b Recognize the aesthetic impact of a performance. <u><i>Date Adopted or Revised:</i></u> 12/10</p>
<p>MU.68.C.1.In.c Identify selected instrumental styles and ensembles. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Su.c Recognize selected instrumental styles and ensembles. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Pa.c Recognize selected instrumental styles. <u><i>Date Adopted or Revised:</i></u> 12/10</p>
<p>MU.68.C.1.In.d Identify selected vocal styles and ensembles. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Su.d Recognize selected vocal styles and ensembles. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.1.Pa.d Recognize selected vocal styles. <u><i>Date Adopted or Revised:</i></u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.68.C.2.In.a Analyze and revise personal performance to meet established criteria with guidance from teachers and peers. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.2.Su.a Use defined criteria to analyze and revise personal performances with guidance from teachers and peers. <u><i>Date Adopted or Revised:</i></u> 12/10</p>	<p>MU.68.C.2.Pa.a Use a teacher-selected criterion to recognize improvement in one's own or others' performances after practice or rehearsal. <u><i>Date Adopted or Revised:</i></u> 12/10</p>
<p>MU.68.C.2.In.b Identify areas of</p>	<p>MU.68.C.2.Su.b Use defined criteria to</p>	

improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. <u>Date Adopted or Revised:</u> 12/10	recognize improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. <u>Date Adopted or Revised:</u> 12/10	
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Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.68.C.3.In.a Use defined criteria to evaluate characteristics of exemplary musical work from a specific period or genre. <u>Date Adopted or Revised:</u> 12/10	MU.68.C.3.Su.a Use teacher-selected criteria to identify characteristics of exemplary musical work from a specific period or genre. <u>Date Adopted or Revised:</u> 12/10	MU.68.C.3.Pa.a Use a teacher-selected criterion to respond to characteristics of exemplary musical work from a specific period or genre. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.68.S.1.In.a Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. <u>Date Adopted or Revised:</u> 12/10	MU.68.S.1.Su.a Improvise vocal or instrumental patterns using familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.68.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs. <u>Date Adopted or Revised:</u> 12/10
MU.68.S.1.In.b Improvise phrases using familiar songs. <u>Date Adopted or Revised:</u> 12/10	MU.68.S.1.Su.b Perform simple instrumental musical patterns. <u>Date Adopted or Revised:</u> 12/10	MU.68.S.1.Pa.b Participate in simple instrumental patterns. <u>Date Adopted or Revised:</u> 12/10
MU.68.S.1.In.c Perform a familiar melody with instrumental musical patterns. <u>Date Adopted or Revised:</u> 12/10		

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.68.S.2.In.a Perform musical patterns or music from memory. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.2.Su.a Re-create musical phrases or music from a given musical example. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.2.Pa.a Match a musical pattern or phrase to a given musical example. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.68.S.3.In.a Sing rounds, canons, and/or partner songs using proper vocal technique and maintaining pitch. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Su.a Sing songs in an appropriate range using head voice and maintaining pitch. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Pa.a Select notes, simple melodies, and/or accompaniments to perform. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.S.3.In.b Perform melodies and accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Su.b Perform simple melodies and/or accompaniments on classroom instruments. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Pa.b Participate in a rehearsal strategy to apply to a skill or technique. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.S.3.In.c Sight-read notes and/or simple rhythmic phrases. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Su.c Match aurally presented notes to traditional notation. <u>Date Adopted or Revised:</u> 12/10</p>	
<p>MU.68.S.3.In.d Notate simple rhythmic phrases and/or melodies using traditional notation. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Su.d Copy simple rhythmic and melodic patterns using traditional notation. <u>Date Adopted or Revised:</u> 12/10</p>	
<p>MU.68.S.3.In.e Select rehearsal strategies to apply skills and techniques. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.S.3.Su.e Identify a rehearsal strategy to apply a skill or technique. <u>Date Adopted or Revised:</u> 12/10</p>	

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Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.O.1.In.a Compare musical elements in different types of music using correct music vocabulary. <u>Date Adopted or Revised:</u> 12/10	MU.68.O.1.Su.a Identify elements of music in different types of music. <u>Date Adopted or Revised:</u> 12/10	

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.O.2.In.a Manipulate the elements of a musical piece and explore the effects of those manipulations. <u>Date Adopted or Revised:</u> 12/10	MU.68.O.2.Su.a Change the feeling of a musical phrase by altering an element of music. <u>Date Adopted or Revised:</u> 12/10	MU.68.O.2.Pa.a Select an element to change in a musical phrase. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.O.3.In.a Identify how instrumentation and expressive elements affect the mood or emotion of a song. <u>Date Adopted or Revised:</u> 12/10	MU.68.O.3.Su.a Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. <u>Date Adopted or Revised:</u> 12/10	MU.68.O.3.Pa.a Match instrumentation or expressive elements to mood or emotion. <u>Date Adopted or Revised:</u> 12/10
MU.68.O.3.In.b Apply expressive elements to a vocal or instrumental piece. <u>Date Adopted or Revised:</u> 12/10	MU.68.O.3.Su.b Change an expressive element in a vocal or instrumental piece and identify the result. <u>Date Adopted or Revised:</u> 12/10	

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Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.68.H.1.In.a Identify the functions of music from various cultures and time periods. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.1.Su.a Identify the purpose for which specified music is used within various cultures. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.1.Pa.a Recognize the purpose for which specified music is used within various cultures. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.H.1.In.b Identify a characteristic of music from another culture in selected American music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.1.Su.b Recognize a characteristic of music from another culture in selected American music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.1.Pa.b Recognize a similarity between a selected American piece and that of a selected piece from another culture. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.H.1.In.c Identify authentic stylistic features in music originating from various cultures. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.1.Su.c Recognize authentic stylistic features in music originating from various cultures. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.1.Pa.c Recognize a selected authentic stylistic feature in music originating from various cultures. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.68.H.2.In.a Identify the influence of historical events and periods on music composition and performance. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.2.Su.a Recognize the influence of selected historical or cultural events on music of the time. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.2.Pa.a Associate music with significant historical or cultural events. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.H.2.In.b Identify a variety of technologies to create, perform, acquire, and experience music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.2.Su.b Recognize selected technologies to create, perform, acquire, and experience music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.H.2.Pa.b Recognize selected ways to create, perform, acquire, and experience music. <u>Date Adopted or Revised:</u> 12/10</p>

MU.68.H.2.In.c Classify selected music by genre, style, and/or time period. <u>Date Adopted or Revised:</u> 12/10	MU.68.H.2.Su.c Recognize the genre, style, and/or time period of selected music. <u>Date Adopted or Revised:</u> 12/10	MU.68.H.2.Pa.c Recognize the genre of selected music. <u>Date Adopted or Revised:</u> 12/10
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Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.68.H.3.In.a Integrate music with skills and concepts from other content areas and contexts. <u>Date Adopted or Revised:</u> 12/10	MU.68.H.3.Su.a Integrate music with selected skills and concepts from other content areas or contexts. <u>Date Adopted or Revised:</u> 12/10	MU.68.H.3.Pa.a Select music to enhance other content areas or contexts. <u>Date Adopted or Revised:</u> 12/10

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.68.F.1.In.a Create new interpretations of melodic or rhythmic pieces by using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <u>Date Adopted or Revised:</u> 12/10	MU.68.F.1.Su.a Change the feeling of melodic or rhythmic pieces using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <u>Date Adopted or Revised:</u> 12/10	MU.68.F.1.Pa.a Participate in the production of changes in sounds and movements of melodic or rhythmic pieces. <u>Date Adopted or Revised:</u> 12/10
MU.68.F.1.In.b Create, interpret, and respond to music that integrates traditional and contemporary technologies. <u>Date Adopted or Revised:</u> 12/10	MU.68.F.1.Su.b Create, interpret, or respond to music that integrates traditional and contemporary technologies. <u>Date Adopted or Revised:</u> 12/10	MU.68.F.1.Pa.b Explore music that integrates traditional and contemporary technologies. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.68.F.2.In.a Identify two or more employment and leisure opportunities in or relating to music and pair with the necessary skills and training. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.2.Su.a Recognize two or more employment and leisure opportunities in or relating to music and pair with a prerequisite. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.2.Pa.a Distinguish employment or leisure opportunities that are music-related vs. non-music-related. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.68.F.3.In.a Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.3.Su.a Identify a personal quality that supports success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.F.3.In.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.3.Su.b Individually or collaboratively demonstrate the safe, legal, and responsible use of selected technology tools to produce or listen to music as a citizen, consumer, or worker. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.3.Pa.b Select technology tools to access music as a citizen, consumer, or worker. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.68.F.3.In.c Prioritize, monitor, and complete tasks related to individual or collaborative projects. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.3.Su.c Individually or collaboratively organize and execute music projects having three or more components. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.68.F.3.Pa.c Contribute to the organization and execution of a music project. <u>Date Adopted or Revised:</u> 12/10</p>

GRADE: 912

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.912.C.1.In.a Develop effective sensory strategies and describe how they support appreciation of unfamiliar musical works. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Su.a Use appropriate sensory strategies to support appreciation of unfamiliar musical works. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Pa.a Use sensory strategies to support appreciation of unfamiliar musical works. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.912.C.1.In.b Identify the composer's intent and aesthetic impact of two or more performances. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Su.b Recognize the aesthetic impact of two or more performances. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Pa.b Recognize the musical intent of two or more performances. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.912.C.1.In.c Identify, aurally, selected instruments of the world. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Su.c Recognize selected instruments of the world. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Pa.c Recognize a variety of instruments. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.912.C.1.In.d Identify and perform a variety of vocal styles and ensembles. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Su.d Recognize and perform selected vocal styles and ensembles. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.1.Pa.d Contribute to the performance of selected vocal styles and ensembles. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>MU.912.C.2.In.a Analyze and revise personal performance in solo and ensembles to meet established criteria with guidance from teachers and peers. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.2.Su.a Use defined criteria to analyze and revise personal performance in solo and ensembles with guidance from teachers and peers. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.C.2.Pa.a Use a teacher-selected criterion to analyze and revise personal performances in solo and ensembles with guidance from teachers and peers. <u>Date Adopted or Revised:</u> 12/10</p>

Enduring Understanding 3: The processes of critiquing works of art lead to development of

critical-thinking skills transferable to other contexts.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.C.3.In.a Use defined criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. <u>Date Adopted or Revised:</u> 12/10	MU.912.C.3.Su.a Use teacher-selected criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. <u>Date Adopted or Revised:</u> 12/10	MU.912.C.3.Pa.a Use a teacher-selected criterion to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. <u>Date Adopted or Revised:</u> 12/10

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.S.1.In.a Improve rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.1.Su.a Improve rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.1.Pa.a Participate in an improvisation with vocal or instrumental patterns using familiar songs. <u>Date Adopted or Revised:</u> 12/10 MU.912.S.1.Pa.b Improve vocal or instrumental patterns using familiar songs. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.S.2.In.a Create or re-create a variety of musical phrases to incorporate in a new musical example. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.2.Su.a Re-create musical phrases or music from a variety of musical examples. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.2.Pa.a Match musical patterns or phrases to a variety of musical examples. <u>Date Adopted or Revised:</u> 12/10

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.S.3.In.a Sing and/or play age-appropriate repertoire expressively. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.3.Su.a Sing rounds, canons, and/or partner songs. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.3.Pa.a Select melodies and/or accompaniments to perform. <u>Date Adopted or Revised:</u> 12/10
MU.912.S.3.In.b Sight-read standard exercises and simple repertoire. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.3.Su.b Sight-read notes and/or simple rhythmic phrases. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.3.Pa.b Participate in rehearsal strategies to apply skills or techniques. <u>Date Adopted or Revised:</u> 12/10
MU.912.S.3.In.c Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. <u>Date Adopted or Revised:</u> 12/10	MU.912.S.3.Su.c Select rehearsal strategies to apply skills and techniques. <u>Date Adopted or Revised:</u> 12/10	

Big Idea: ORGANIZATIONAL STRUCTURE

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.O.1.In.a Compare performances of a musical work to identify artistic choices made by performers. <u>Date Adopted or Revised:</u> 12/10	MU.912.O.1.Su.a Compare musical elements in different types of music. <u>Date Adopted or Revised:</u> 12/10	MU.912.O.1.Pa.a Recognize elements of music in different types of music. <u>Date Adopted or Revised:</u> 12/10

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.O.2.In.a Select and use elements and principles of music composition to create music in different and/or unusual ways. <u>Date Adopted or Revised:</u>	MU.912.O.2.Su.a Use a teacher-selected element or principle of music composition to create music in a different and/or unusual way <u>Date Adopted or Revised:</u>	MU.912.O.2.Pa.a Select an element to change in a musical piece. <u>Date Adopted or Revised:</u> 12/10

12/10	12/10	
MU.912.O.2.In.b Create variations for selected melodies. <u>Date Adopted or Revised:</u> 12/10		

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.912.O.3.In.a Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <u>Date Adopted or Revised:</u> 12/10	MU.912.O.3.Su.a Identify how instrumentation and expressive elements affect the mood or emotion of a song. <u>Date Adopted or Revised:</u> 12/10	MU.912.O.3.Pa.a Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. <u>Date Adopted or Revised:</u> 12/10
MU.912.O.3.In.b Perform the expressive elements of a musical work indicated by the musical score and/or conductor and transfer new knowledge and experiences to other musical works. <u>Date Adopted or Revised:</u> 12/10	MU.912.O.3.Su.b Apply expressive elements to a vocal or instrumental piece. <u>Date Adopted or Revised:</u> 12/10	

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
MU.912.H.1.In.a Identify how a culture's traditions are supported by music. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.1.Su.a Recognize how a selected culture's tradition is supported by music. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.1.Pa.a Associate a selected culture's tradition with a piece of music. <u>Date Adopted or Revised:</u> 12/10
MU.912.H.1.In.b Compare stylistic and musical features in works originating from different	MU.912.H.1.Su.b Identify similarities and differences between styles and features of music produced by different	MU.912.H.1.Pa.b Recognize similarities or differences between styles or features of music produced by different cultures.

cultures. <u>Date Adopted or Revised:</u> 12/10	cultures. <u>Date Adopted or Revised:</u> 12/10	<u>Date Adopted or Revised:</u> 12/10
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Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.912.H.2.In.a Examine the social impact of music on historical periods or cultural evolution. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.2.Su.a Recognize the social impact of selected music on historical periods or cultural events. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.2.Pa.a Match selected music with significant historical periods or cultural events <u>Date Adopted or Revised:</u> 12/10
MU.912.H.2.In.b Examine musical trends, including venues for accessing musical performances, to understand the past, present, and future of music. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.2.Su.b Recognize significant musical developments, including venues for accessing musical performances, to understand that it is dynamic. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.2.Pa.b Recognize selected technologies to create, perform, acquire, and experience music. <u>Date Adopted or Revised:</u> 12/10
MU.912.H.2.In.c Examine how technology has changed the way music is created, performed, acquired, and experienced. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.2.Su.c Identify a variety of technologies to create, perform, acquire, and experience music. <u>Date Adopted or Revised:</u> 12/10	

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.912.H.3.In.a Use music to communicate ideas, emotions, or information from non-music contexts. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.3.Su.a Use music to enhance the communication of ideas, emotions, or information from non-music contexts. <u>Date Adopted or Revised:</u> 12/10	MU.912.H.3.Pa.a Use a variety of music to enhance other content areas or contexts. <u>Date Adopted or Revised:</u> 12/10

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.912.F.1.In.a Demonstrate the use of a variety of technology tools to produce, store, or listen to music as a citizen, consumer, or worker. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.1.Su.a Demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.1.Pa.a Collaboratively demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker. <u>Date Adopted or Revised:</u> 12/10</p>

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.912.F.2.In.a Analyze employment and leisure opportunities in or relating to music and pair with the necessary skills and training. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.2.Su.a Connect employment and leisure opportunities in or relating to music with the necessary skills, training, or prerequisites. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.2.Pa.a Distinguish employment and leisure opportunities that are music-related vs. non-music-related. <u>Date Adopted or Revised:</u> 12/10</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>MU.912.F.3.In.a Identify personal examples of leadership in school and/or non-school settings. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.3.Su.a Identify personal qualities that support success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.3.Pa.a Recognize personal qualities that support success in music that can be applied to other fields. <u>Date Adopted or Revised:</u> 12/10</p>
<p>MU.912.F.3.In.b Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.3.Su.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.3.Pa.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a selected technology tool to produce or listen to music as a citizen, consumer, or worker. <u>Date Adopted or Revised:</u> 12/10</p>

<p>MU.912.F.3.In.c Prioritize, monitor, and complete tasks related to individual and collaborative music projects. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.3.Su.c Organize and complete music projects having three or more components. <u>Date Adopted or Revised:</u> 12/10</p>	<p>MU.912.F.3.Pa.c Contribute to the organization and execution of music projects. <u>Date Adopted or Revised:</u> 12/10</p>
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