

Kindergarten Instructional Plan

Kindergarten First 9 Weeks:

Benchmarks K: Critical Thinking and Reflection

MU.K.C.1.1: Respond to music from various sound sources to show awareness of steady beat.

Benchmarks K: Skills, Techniques, and Processes

MU.K.S.1.1: Improvise a response to a musical question sung or played by someone else.

MU.K.S.2.1: Sing or play songs from memory.

MU.K.S.3.1: Sing songs of limited range appropriate to the young child and use the head voice.

MU.K.S.3.4 : Imitate simple rhythm patterns played by the teacher or a peer.

Benchmarks K: Organizational Structure

MU.K.O.1.1: Respond to beat, rhythm, and melodic line through imitation.

Benchmarks K: Historical and Global Connections

MU.K.H.1.1: Respond to music from diverse cultures through singing and movement.

Kindergarten 2nd 9 Weeks:

Benchmarks K: Critical Thinking and Reflection

MU.K.C.1.2: Identify various sounds in a piece of music.

MU.K.C.1.4: Identify singing, speaking, and whispering voices.

Benchmarks K: Skills, Techniques, and Processes

MU.K.S.2.1: Sing or play songs from memory.

MU.K.S.3.3: Match pitches in a song or musical phrase in one or more keys.

Benchmarks K: Organizational Structure

MU.K.O.1.2: Identify similarities and differences in melodic phrases and/or rhythm patterns.

Benchmarks K: Historical, Global and Cultural

MU.K.H.2.1: Respond to and/or perform folk music of American cultural sub-groups.

MU.K.H.3.1: Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Benchmarks K: Innovation, Technology, and the Future

MU.K.F.1.1: Respond to and explore music through creative play and found sounds in the music classroom.

Kindergarten 3rd 9 weeks

Benchmarks K: Critical Thinking and Reflection

MU.K.C.1.3: Identify, visually and aurally, pitched and unpitched classroom instruments.

MU.K.C.2.1: Identify similarities and/or differences in a performance. .

Benchmarks K: Skills, Techniques, and Processes

MU.K.S.3.2: Perform simple songs and accompaniments.

Benchmarks K: Organizational Structure

MU.K.O.3.1: Respond to music to demonstrate how it makes one feel.

Kindergarten 4th 9 Weeks

Benchmarks K: Critical Thinking and Reflection

MU.K.C.3.1: Share opinions about selected pieces of music.

Benchmarks K: Skills, Techniques, and Processes

MU.K.S.3.4: Imitate simple rhythm patterns played by the teacher or a peer.

Benchmarks K: Innovation, Technology, and the Future

MU.K.F.3.1: Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

1st Grade Instructional Plan

First Grade 1st 9 weeks

Benchmarks 1: Critical Thinking and Reflection

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

MU.1.C.1.3: Classify instruments into pitched and unpitched percussion families.

Benchmarks 1: Skills, Techniques, and Processes

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

MU.1.S.3.1: Sing simple songs in a group, using head voice and maintaining pitch.

MU.1.S.3.2: Play three- to five-note melodies and/or accompaniments on classroom instruments.

Benchmarks 1: Organizational Structure

MU.1.O.1.1: Respond to contrasts in music as a foundation for understanding structure.

Benchmarks 1: Historical and Global Connections

MU.1.H.1.1: Perform simple songs, dances, and musical games from a variety of cultures.

First Grade 2nd 9 weeks

Benchmarks 1: Critical Thinking and Reflection

MU.1.C.1.4: Differentiate between music performed by one singer and music performed by a group of singers

MU.1.C.2.1: Identify the similarities and differences between two performances of a familiar song.

Benchmarks 1: Skills, Techniques, and Processes

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

MU.1.S.3.5: Show visual representation of simple melodic patterns performed by the teacher or a peer.

Benchmarks 1: Organizational Structure

MU.1.O.1.2: Identify patterns of a simple, four-measure song or speech piece.

Benchmarks 1: Historical and Global Connections

MU.1.H.2.1: Identify and perform folk music used to remember and honor America and its cultural heritage.

MU.1.H.3.1: Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

First Grade 3rd 9 weeks

Benchmarks 1: Critical Thinking and Reflection

MU.1.C.1.2: Respond to music from various sound sources to show awareness of differences in musical ideas.

Benchmarks 1: Skills, Techniques, and Processes

MU.1.S.1.2: Create short melodic and rhythmic patterns based on teacher-established guidelines.

MU.1.S.3.4: Match simple aural rhythm patterns in duple meter with written patterns.

Benchmarks 1: Organizational Structure

MU.1.O.3.1: Respond to changes in tempo and/or dynamics within musical examples.

Benchmarks 1: Historical and Global Connections

MU.1.H.1.2: Explain the work of a composer

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Benchmarks 1: Innovation, Technology, and the Future

MU.1.F.3.1: Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

First Grade 4th 9 weeks

Benchmarks 1: Critical Thinking and Reflection

MU.1.C.3.1: Share different thoughts or feelings people have about selected pieces of music.

Benchmarks 1: Skills, Techniques, and Processes

MU.1.S.3.3: Sing simple la-sol-mi patterns at sight.

Benchmarks 1: Organizational Structure

MU.1.O.1.1: Respond to contrasts in music as a foundation for understanding structure.

MU.1.O.1.2: Identify patterns of a simple, four-measure song or speech piece.

MU.1.O.3.1: Respond to changes in tempo and/or dynamics within musical examples.

Benchmarks 1: Innovation, Technology, and the Future

MU.1.F.1.1: Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

MU.1.F.2.1: Describe how he or she likes to participate in music.

2nd Grade Instructional Plan

Second Grade 1st 9 weeks

Benchmarks 2: Critical Thinking and Reflection

MU.2.C.1.1: Identify appropriate listening skills for learning about musical examples selected by the teacher.

MU.2.C.1.3: Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

MU.2.C.2.1: Identify strengths and needs in classroom performances of familiar songs.

Benchmarks 2: Skills, Techniques, and Processes

MU.2.S.1.1: Improvise short phrases in response to a given musical question.

MU.2.S.3.1: Sing songs in an appropriate range, using head voice and maintaining pitch.

MU.2.S.3.2: Play simple melodies and/or accompaniments on classroom instruments.

Benchmarks 2: Organizational Structure

MU.2.O.1.1: Identify basic elements of music in a song or instrumental excerpt.

Benchmarks 2: Historical and Global Connections

MU.2.H.1.1: Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

Second Grade 2nd 9 weeks

Benchmarks 2: Critical Thinking and Reflection

MU.2.C.1.4: Identify child, adult male, and adult female voices by timbre.

Benchmarks 2: Skills, Techniques, and Processes

MU.2.S.2.1: Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

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

Benchmarks 2: Historical and Global Connections

MU.2.H.2.1: Discuss how music is used for celebrations in American and other cultures.

MU.2.H.3.1: Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

Second Grade 3rd 9 Weeks

Benchmarks 2: Critical Thinking and Reflection

MU.2.C.1.2: Respond to a piece of music and discuss individual interpretations.

Benchmarks 2: Skills, Techniques, and Processes

MU.2.S.1.2: Create simple ostinato to accompany songs or poems.

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

Benchmarks 2: Organizational Structure

MU.2.O.3.1: Describe changes in tempo and dynamics within a musical work.

Benchmarks 2: Historical and Global Connections

MU.2.H.1.2: Identify the primary differences between composed and folk music.

Benchmarks 2: Innovation, Technology, and the Future

MU.2.F.3.1: Collaborate with others in a music presentation and discuss what was successful and what could be improved.

Second Grade 4TH 9 Weeks

Benchmarks 2: Critical Thinking and Reflection

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MU.2.C.3.1: Discuss why musical characteristics are important when forming and discussing opinions about music.

Benchmarks 2: Skills, Techniques, and Processes

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

Benchmarks 2: Organizational Structure

MU.2.O.1.2: Identify the form of a simple piece of music.

Benchmarks 2: Innovation, Technology, and the Future

MU.2.F.1.1: Create a musical performance that brings a story or poem to life.

MU.2.F.2.1: Describe how people participate in music.

3rd Grade Instructional Plan

Third Grade First 9 Weeks

Benchmarks 3: Critical Thinking and Reflection

MU.3.C.1.1: Describe listening skills and how they support appreciation of musical works.

MU.3.C.1.3: Identify families of orchestral and band instruments.

MU.3.C.2.1: Evaluate performances of familiar music using teacher-established criteria.

Benchmarks 3: Skills, Techniques, and Processes

MU.3.S.1.1: Improvise rhythms or melodies over ostinato.

MU.3.S.3.1: Sing rounds, canons, or ostinato in an appropriate range, using head voice and maintaining pitch.

MU.3.S.3.2: Play melodies and layered ostinato, using proper instrumental technique, on pitched and unpitched instruments. .

Benchmarks 3: Organizational Structure

MU.3.O.1.1: Identify, using correct music vocabulary, the elements in a musical work.

Benchmarks 3: Historical and Global Connections

MU.3.H.1.2: Identify significant information about specified composers and one or more of their musical works.

Benchmarks 3: Innovation, Technology, and the Future

MU.3.F.2.2: Describe opportunities for personal music-making.

Third Grade 2nd 9 weeks

Benchmarks 3: Critical Thinking and Reflection

MU.3.C.1.4: Discriminate between unison and two-part singing.

Benchmarks 3: Skills, Techniques, and Processes

MU.3.S.2.1: Identify patterns in songs to aid the development of sequencing and memorization skills.

MU.3.S.3.5: Notate simple rhythmic and melodic patterns using traditional notation.

Benchmarks 3: Organizational Structure

MU.3.O.1.2: Identify and describe the musical form of a familiar song.

Benchmarks 3: Historical and Global Connections

MU.3.H.1.1: Compare indigenous instruments of specified cultures.

MU.3.H.2.1: Discuss how music in America was influenced by people and events in its history.

Benchmarks 3: Innovation, Technology, and the Future.

MU.3.F.2.1: Identify musicians in the school, community, and media.

Third Grade 3rd 9 weeks

Benchmarks 3: Critical Thinking and Reflection

MU.3.C.1.2: Respond to a musical work in a variety of ways and compare individual interpretations.

Benchmarks 3: Skills, Techniques, and Processes

MU.3.S.1.2: Create an alternate ending to a familiar song.

MU.3.S.3.4: Match simple aural rhythm patterns in duple and triple meter with written patterns.

Benchmarks 3: Organizational Structure

MU.3.O.2.1: Rearrange melodic or rhythmic patterns to generate new phrases.

MU.3.O.3.1: Describe how tempo and dynamics can change the mood or emotion of a piece of music. :

Benchmarks 3: Historical and Global Connections

MU.3.H.1.3: Identify timbre(s) in music from a variety of cultures.

Benchmarks 3: Innovation, Technology, and the Future

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

Third Grade 4th 9 weeks

Benchmarks 3: Critical Thinking and Reflection

MU.3.C.3.1: Identify musical characteristics and elements within a piece of music when discussing the value of the work.

Benchmarks 3: Skills, Techniques, and Processes

MU.3.S.3.3: Sing simple la-sol-mi-re-do patterns at sight.

Benchmarks 3: Organizational Structure

MU.3.O.3.1: Describe how tempo and dynamics can change the mood or emotion of a piece of music. :

Benchmarks 3: Historical and Global Connections

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

Benchmarks 3: Innovation, Technology, and the Future

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

4th Grade Instructional Plan

Fourth Grade 1st 9 Weeks

Benchmarks 4: Critical Thinking and Reflection

MU.4.C.1.1: Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.C.1.2: Describe, using correct music vocabulary, what is heard in a specific musical work.

MU.4.C.1.3: Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

MU.4.C.1.4: Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.

Benchmarks 4: Skills, Techniques, and Processes

MU.4.S.1.1: Improvise phrases, using familiar songs.

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

MU.4.S.3.2: Play rounds, canons, or layered ostinato on classroom instruments.

Benchmarks 4: Organizational Structure

MU.4.O.1.1: Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

Benchmarks 4: Historical and Global Connections

MU.4.H.1.2: Describe the influence of selected composers on the musical works and practices or traditions of their time.

Benchmarks 4: Innovation, Technology, and the Future

MU.4.F.2.1: Describe roles and careers of selected musicians.

Fourth Grade 2nd 9 Weeks

Benchmarks 4: Critical Thinking and Reflection

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

Benchmarks 4: Skills, Techniques, and Processes

MU.4.S.1.3: Arrange a familiar song for voices or instruments by manipulating form.

MU.4.S.2.1: Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Benchmarks 4: Organizational Structure

MU.4.O.3.1: Identify how expressive elements and lyrics affect the mood or emotion of a song.

Benchmarks 4: Historical and Global Connections

MU.4.H.2.1: Perform, listen to, and discuss music related to Florida's history.

Benchmarks 4: Innovation, Technology, and the Future

MU.4.F.3.1: Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

Fourth Grade 3rd 9 Weeks

Benchmarks 4: Critical Thinking and Reflection

MU.4.C.2.2: Critique specific techniques in one's own and others' performances using teacher-established criteria.

Benchmarks 4: Skills, Techniques, and Processes

MU.4.S.3.4: Play simple ostinato, by ear, using classroom instruments.

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MU.4.S.3.5: Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

Benchmarks 4: Organizational Structure

MU.4.O.2.1: Create variations for selected melodies.

Benchmarks 4: Historical and Global Connections

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music

Benchmarks 4: Innovation, Technology, and the Future

MU.4.F.3.2: Discuss the safe, legal way to download songs and other media.

Fourth Grade 4th 9 Weeks

Benchmarks 4: Critical Thinking and Reflection

MU.4.C.3.1: Describe characteristics that make various musical works appealing.

Benchmarks 4: Skills, Techniques, and Processes

MU.4.S.3.4: Play simple ostinato, by ear, using classroom instruments.

MU.4.S.3.5: Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

Benchmarks 4: Organizational Structure

MU.4.O.2.1: Create variations for selected melodies.

Benchmarks 4: Historical and Global Connections

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.

MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music.

Benchmarks 4: Innovation, Technology, and the Future

MU.4.F.3.2: Discuss the safe, legal way to download songs and other media.

5th Grade Instructional Plan

Fifth Grade 1st Nine Weeks

Benchmarks 5: Critical Thinking and Reflection

- MU.5.C.1.1: Discuss and apply listening strategies to support appreciation of musical works.
- MU.5.C.1.2: Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
- MU.5.C.1.3: Identify, aurally, selected instruments of the band and orchestra.
- MU.5.C.1.4: Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

Benchmarks 5: Skills, Techniques, and Processes

- MU.5.S.1.4: Sing or play simple melodic patterns by ear with support from the teacher.
- MU.5.S.2.1: Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
- MU.5.S.2.3: Perform simple diatonic melodies at sight.
- MU.5.S.3.1: Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

Benchmarks 5: Organizational Structure

- MU.5.O.1.1: Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Benchmarks 5: Historical and Global Connections

- MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
- MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period.

Benchmarks 5: Innovation, Technology, and the Future

- MU.5.F.2.1: Describe jobs associated with various types of concert venues and performing art centers.

Fifth Grade 2nd Nine Weeks

Benchmarks 5: Critical Thinking and Reflection

- MU.5.C.2.1: Define criteria, using correct music vocabulary, to critique one's own and others' performance.

Benchmarks 5: Skills, Techniques, and Processes

- MU.5.S.1.1: Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
- MU.5.S.1.3: Arrange a familiar song by manipulating specified aspects of music.
- MU.5.S.2.2: Apply performance techniques to familiar music.
- MU.5.S.3.4: Play melodies and accompaniments, by ear, using classroom instruments.

Benchmarks 5: Organizational Structure

- MU.5.O.3.1: Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

Benchmarks 5: Historical and Global Connections

- MU.5.H.2.2: Describe how technology has changed the way audiences experience music.

Benchmarks 5: Innovation, Technology, and the Future

- MU.5.F.2.2: Explain why live performances are important to the career of the artist and the success of performance venues.
- MU.5.F.3.2: Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

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Fifth Grade 3rd Nine Weeks

Benchmarks 5: Critical Thinking and Reflection

MU.5.C.2.2: Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.

MU.5.C.3.1: Develop criteria to evaluate an exemplary musical work from a specific period or genre.

Benchmarks 5: Skills, Techniques, and Processes

MU.5.S.3.3: Perform simple diatonic melodies at sight.

MU.5.S.3.5: Notate rhythmic phrases and simple diatonic melodies using traditional notation.

Benchmarks 5: Organizational Structure

MU.5.O.3.2: Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

Benchmarks 5: Historical and Global Connections

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.

Benchmarks 5: Innovation, Technology, and the Future

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

Fifth Grade 4th 9 Weeks

Benchmarks 5: Skills, Techniques, and Processes

MU.5.S.1.2: compose short vocal or instrumental pieces using a variety of sound sources.

Benchmarks 5: Organizational Structure

MU.5.O.2.1: Create a new melody from two or more melodic motifs.

enchmarks 5: Historical and Global Connections

MU.5.H.3.1: Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Benchmarks 5: Innovation, Technology, and the Future

MU.5.F.1.1: Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.