

# State of Florida Middle School

Music Education Standards and Benchmark Alignment to Interactive Listening

Comprehensive Paper Edition

Based on CPALMS www.cpalms.org

The following standards were added on the last three rows of the guide as suggestions. Depending on how you choose to craft your lessons, they may or may not apply.

MAFS.K12.MP.5.1 MAFS.K12.MP.6.1 MAFS.K12.MP.7.1	Use appropriate tools strategically. Attend to precision. Look for and make use of structure.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3	Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 68 texts and topics.
LAFS.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
1 are you listening?	5	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7		DA.68.S.2.1
	5	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
	5	MU.68.F.2.2	Innovation, Technology and the Future	Careers in and related to the arts significantly and positively impact local and global economies.		increased revenues at restaurants, hotels , and travel agencies; venue maintenance, parking attendants	8			
why music?	6	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4	MAFS.K12. MP.6.1	DA.68.S.2.1
	6	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).  The 21st-century skills	Describe how American music has been influenced by other cultures.		9			
	6	MU.68.F.3.1		necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Describe how studying music can enhance citizenship,	dedication to mastering a task, problem-solving, self- dependability, ability to organize, cultural awareness, mutual respect	7			
musical reconstruction	8	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1
	8	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
	8	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9			

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
	8	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			
	8	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
	8	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Identify the works of representative composers within a specific style or time period.		9			
	8	MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8			
the science of music	12	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			
	12	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9	LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1
	12	MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8			
	12	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6			

							National			
		Music						Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards			Standards
musical instruments				Cognition and reflection are						
			Critical Thinking and	required to appreciate,	Develop atratagina for listaning	listanina mana sativa		LAFS.6.SL.2.4	MAFSK12.m	
	14	MU.68.C.1.1	Critical Thinking and Reflection	interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS.68.WHST.3.7	p.7.1	
	17	WIC.00.C.1.1	reneonon	artistic interit.	to diffarmilar musical works.	insterning, one exhibits	U	LAI 5.00. WIIST.5.7	p.7.1	
				Assessing our own and others'	Critique, using correct music					
				artistic work, using critical	vocabulary, changes in one's					
				3,1	own or others' musical	blend, balance, ensemble				
		MI (0 C 2 2	Critical Thinking and	decision-making skills, is		playing, sonority, technique,	7			
	14	MU.68.C.2.2	Reflection	central to artistic growth.	practice or rehearsal	tone quality	7			
				The process of critiquing works	Apply specific criteria to					
				of art lead to development of	evaluate why a musical work is					
			Critical Thinking and	critical-thinking skills	exemplar in a specific style or					
	14	MU.68.C.3.1	Reflection		genre.		7			
the elements of music				Cognition and reflection are				LATO COL 1.1		
			Critical Thinking and	required to appreciate, interpret, and create with	Develop strategies for listening	listening maps, active		IAFS.6.SL.1.1 LAFS.6.SL.2.4	MAFS.J12.M	
	17	MU.68.C.1.1	Reflection	artistic intent.	to unfamiliar musical works.	listening maps, active	6	LAFS.68.WHST.3.7	P.5.1	
	17	WIC.00.C.1.1	rtonouton	articus intern.	to diffarimal fraction works.	incoming, oriocidiote	0	L2 11 5.00. W1151.5.7	1.3.1	
					Compare, using correct music	quality recordings, peer				
				Cognition and reflection are	vocabulary, the aesthetic	group and individual				
				required to appreciate,		performances, composer				
	17	MU.68.C.1.2	Critical Thinking and Reflection	interpret, and create with	one's own hypothesis of the	notes, instrumentation,	6			
	17	MIU.08.C.1.2	Reflection	artistic intent.	composer's intent.	expressive elements, title	6			
				The process of critiquing works	Apply specific criteria to					
					evaluate why a musical work is					
			Critical Thinking and	critical-thinking skills	exemplar in a specific style or					
	17	MU.68.C.3.1	Reflection	transferrable to other contexts.	genre.		7			
						rhythm, layered texture, key				
						patterns, tonality, melodic				
						line, quarter- or semi-tones,				
				Through study in the arts, we		national folk melodies,				
				learn about and honor others	Classify authentic stylistic	improvisation,				
				and the worlds in which they	features in music originating	instrumentation, aural/oral				
	17	MU.68.H.1.4	Connections	live(d).	from various cultures.	traditions, drumming patterns	9			
seeing the melody				The arts are inherently experimental and actively						
				engage learners in the	Improvise rhythmic and					
				processes creating,	melodic phrases to accompany					
				interpreting, and responding to						
	18	MU.68.S.1.1	and Processes	art.	harmonic progressions.	blues, rock	5			

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
hearing the form	20	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1	
	20	MU.68.C.2.2	Critical Thinking and Reflection	Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal	blend, balance, ensemble playing, sonority, technique, tone quality	7		MAFS.K12. MP.7.1	
	20	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7			
		MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor Others and the worlds in which they live(d).	Identify the works of representative composers within a specific style or time period.		9			
	20	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
	-	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble				
	20	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6			
melodies as characters	28	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists		LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1	

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	28	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	evaluate why a musical work is exemplar in a specific style or genre.		7			
	28	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we	Identify the works of representative composers within a specific style or time period.		9			
	28	MU.68.H.1.3	Historical and Global Connections		Describe how American music has been influenced by other cultures.		9			
	28	MU.68.O.1.1	Organizational Structure	organizational structure of an	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6		MAFS.K12. MP.5.1	
	28	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6		MAFS.K12. MP.7.1	
articulating your opinions	33	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS.68.WHST.5.7		
	33	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS.68.WHST.5.7		
	33	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7			
	33	MU.68.F.3.1	Innovation, Technology and the Future	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Describe how studying music can enhance citizenship, leadership, and global thinking.	dedication to mastering a task, problem-solving, self- dependability, ability to organize, cultural awareness, mutual respect	7	LAFS.6.SL.1.1	MAFS.K12. MO.5.1	

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
orchestration	35	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS.68.RST.2.4		
	35	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9	LAFS/6.SL.1.3		DA.68.S.2.1
	35	MU.68.F.3.1	Innovation, Technology and the Future	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Describe how studying music can enhance citizenship, leadership, and global thinking.	dedication to mastering a task, problem-solving, self- dependability, ability to organize, cultural awareness, mutual respect	7			
the modern conductor	37	MU.68.F.3.1	Innovation, Technology and the Future	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Describe how studying music can enhance citizenship, leadership, and global thinking.	dedication to mastering a task, problem-solving, self- dependability, ability to organize, cultural awareness, mutual respect	7			
using the symphony	39	MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8	LAFS/6.SL.1.3		
	39	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6			
	39	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble		LAFS.68.RST.2.4		

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Pictures at an Exhibition	40	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6		MAFS.K12. MP.6.1	
	40	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS/6.SL.1.3		
	40	MU.68.C.2.2	Critical Thinking and Reflection	Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal	blend, balance, ensemble playing, sonority, technique, tone quality	7	LAFS.68.WHST.5.7		
	40	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
	40	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9		MAFS.K12. MP.7.1	
	40	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor Others and the worlds in which they live(d).	Identify the works of representative composers within a specific style or time period.		8	LAFS5.7.68.WHST.		DA.68.S.2.1
	40	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			
	40	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6		MAFS.K12. MO.5.1	
	40	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFS5.7.68.WHST.		

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2 the middle ages				Cognition and reflection are required to appreciate,		quality recordings, peer group and individual performances, composer				
	51	MU.68.C.1.2	Critical Thinking and Reflection	interpret, and create with artistic intent.	one's own hypothesis of the composer's intent.	notes, instrumentation, expressive elements, title	6	LAFS.6.SL.1.1	MAFS.K12. MP.6.1	DA.68.S.2.1
	51	MU.68.C.1.1		Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6			
	51	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
		MU.68.H.2.2	Historical and Global	The arts reflect and document cultural trends and historical events, and help explain how	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
Byzantium		MU.68.H.1.1		Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9	LAFA.6.SL.2.4	MAFS.K12. MO.5.1	
	55	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			DA.68.S.2.1
		MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFS.68.RST.2.4		

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	55	MU.68.S.3.1	Skills, Techniques, and Processes	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.		technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6			
the dark ages, feminism, and symbolism	56	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS/6.SL.1.3	MAFS.K12. MP.6.1	
	56	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
		MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9		.,	
	56	MU.68.H.1.3		Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			DA.68.S.2.1
	56	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9	LAFA.6.SL.2.4		
numerology in the middle ages		MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.			LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
	57	MU.68.H.1.4	Historical and Global	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9		MAFS.K12. MO.5.1	

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3 renaissance	62	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			
		MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		, ,	LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4		
	62	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
John Dowland	65	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			DA.68.S.2.1
	65	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9	LAFS/6.SL.1.3		
opera	67	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	to unfamiliar musical works.	listening maps, active listening, checklists	6		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
	67	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we	Identify the works of representative composers within a specific style or time period.		9		MAFS.K12. MP.6.1	
	67	MU.68.H.1.3	Historical and Global Connections	learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9		MAFS.K12. MO.5.1	

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
	67	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9	LAFS.6.SL.1.1		
	67	MU.68.O.1.1		Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
Monteverdi	69	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4		
	69	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
	69	MU.68.O.1.1		for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
4 baroque	74	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6			
	74	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	evaluate why a musical work is exemplar in a specific style or		7	LAFA.6.SL.2.4	MAFS.K12. MP.6.1	

		Music						Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards	Standards	Standards	Standards
	74	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
baroque ethos	74	WIC.08.11.1.4	Connections	Through study in the arts, we learn about and honor others	Describe the functions of music		7			
	74	MU.68.H.1.1	Historical and Global Connections	and the worlds in which they live(d).	from various cultures and time periods.		9			
	74	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			DA.68.S.2.1
moving in cycles			Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active		LAFS.6.SL.1.1		
		MU.68.C.1.1	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Classify the music being	ilstering, Criecklists	6	LAPS.0.SL.1.1		
fugue		MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			
	77	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9		MAFS.K12. MP.6.1	
contrast creates illusion	78	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS/6.SL.1.3		

Table of Content	Page #	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
	78	MU.68.C.2.2	Critical Thinking and Reflection	Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.	vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal	blend, balance, ensemble playing, sonority, technique, tone quality	7			
	78	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).  The arts reflect and document	Identify the works of representative composers within a specific style or time period.		9	LAFA.6.SL.2.4		
	78	MU.68.H.2.3	Historical and Global Connections	cultural trends and historical events, and help explain how new directions in the arts have emerged.	Classify the music being studied by genre, style, and or time period.		9			
5 classical	85	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9	LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4		DA.68.S.2.1
	85	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).		rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
	85	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9	LAFS.6.SL.1.1		
	85	MU.68.O.1.1		for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6		MAFS.K12. MP.6.1	
Haydn	86	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9			

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
	86	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9	LAFA.6.SL.2.4		
	86	MU.68.H.2.3	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Classify the music being studied by genre, style, and or time period.	The state of the s	9	2000		DA.68.S.2.1
sonata form	88	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).  The arts reflect and document	Identify the works of representative composers within a specific style or time period.		9			
	88	MU.68.H.2.3	Historical and Global Connections	cultural trends and historical events, and help explain how new directions in the arts have emerged.	Classify the music being studied by genre, style, and or time period.		9			
	88	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble				
Wolfgang	90	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists		LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.2.4	MAFS.K12. MP.6.1	DA.68.S.2.1
		MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6		A-14. (U.1	27.00.372.1

Table of Content	Page #	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
	90	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
the Mozart letters		MU.68.C.1.1	Critical Thinking and Reflection  Historical and Global Connections	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Develop strategies for listening to unfamiliar musical works.  Describe the functions of music from various cultures and time periods.	listening, checklists	6	LAFS.6.SL.1.1	MAFS.K12.	
		MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays		LAFS.6.SL.1.1	MP.6.1	
evolution of the concerto	96	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1
	96	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
		MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is	from harpsichord to piano; from phonograph to CD	9			
	96	MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8			

		Music					National Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards	Standards	Standards	Standards
evolution of the symphony				Through study in the arts, we	Identify the works of					
, , ,				learn about and honor others	representative composers					
				and the worlds in which they	within a specific style or time				MAFS.K12.	
	98	MU.68.H.1.2	Connections	live(d).	period.		9		MP.6.1	DA.68.S.2.1
				The arts reflect and document						
				cultural trends and historical	Analyze how technology has					
				events, and help explain how	changed the way music is					
			Historical and Global	new directions in the arts have		from harpsichord to piano;				
	98	MU.68.H.2.2	Connections	emerged.	and experienced.	from phonograph to CD	9	LAFS.6.SL.1.1		
	- 50		3	The arts reflect and document		processing april to ob				
				cultural trends and historical						
				events, and help explain how	Classify the music being					
			Historical and Global	new directions in the arts have	studied by genre, style, and or					
	98	MU.68.H.2.3	Connections	emerged.	time period.		9			
6 Beethoven				Cognition and reflection are						
o beethoven				required to appreciate,						
			Critical Thinking and	interpret, and create with	Develop strategies for listening					
	100	MU.68.C.1.1	Reflection	artistic intent.	to unfamiliar musical works.	listening, checklists	6			
				The process of critiquing works	Apply specific criteria to					
				of art lead to development of	evaluate why a musical work is					
			Critical Thinking and	critical-thinking skills	exemplar in a specific style or					
	100	MU.68.C.3.1	Reflection	transferrable to other contexts.	genre.		7	LAFA.6.SL.2.4		
				Through study in the arts, we	Identify the works of					
				learn about and honor others	representative composers					
			Historical and Global	and the worlds in which they	within a specific style or time					
	100	MU.68.H.1.2	Connections	live(d).	period.		9			
						rhythm, layered texture, key				
						patterns, tonality, melodic				
				Through study in the out-		line, quarter- or semi-tones,			MAFS.K12.	
				Through study in the arts, we learn about and honor others	Classify authentic stylistic	national folk melodies, improvisation,			MAFS.K12. MP.6.1	
			Historical and Global	and the worlds in which they	features in music originating	instrumentation, aural/oral			MAFS.K12.	
	100	MU.68.H.1.4	Connections	live(d).	from various cultures.	traditions, drumming patterns	9		MP.7.1	
	100		0311100110110		various saltaros.	a saliono, sramming patterns			1/11 . / . 1	
					Describe how the combination					
					of instrumentation and	tempo markings, expression				
				Every art form uses its own	expressive elements in a	markings, articulation				
				unique language, verbal and	musical work can convey a	markings, phrasing, scales,				
			Organizational	non-verbal, to document and	specific thought, idea, mood,	modes, harmonic structure,				
1	100	MU.68.O.3.1	Structure	communicate with the world.	and/or image.	timbre, rhythm, orchestration	6	LAFS.6.SL.1.1		DA.68.S.2.1

		Music					National Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards			Standards
Symphony no. 3	102	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9		MAFS.K12. MP.6.1	
	102	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFS/6.SL.1.3		
Symphony no. 5	103	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
		MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration		LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7		
String Quartet Op. 132	104	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
7 the romantic era		MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1

		Music					National Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards	• •	Standards	
Romantic Music Ethos	106	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			
	106	MU.68.H.2.3	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Classify the music being studied by genre, style, and or time period.		9		MAFS.K12. MP.6.1	
	106	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
Capriccio Espagnol	108	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7	LAFS.6.SL.1.1		
Waltz of the Flowers from the Nutcracker Suite	108	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7			DA.68.S.2.1
	108	MU.68.H.2.3	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Classify the music being studied by genre, style, and or time period.		9		MAFS.K12. MP.6.1	
8 20th century	112	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6			
	112	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Identify the works of representative composers within a specific style or time period.		9			
	112	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	

Table of Content	Page #	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
expressionism	115	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFA.6.SL.2.4		
	115	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			DA.68.S.2.1
key composers	115	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
european serialism	118	MU.68.O.1.1		Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
	118	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6		MAFS.K12. MP.6.1	
american minimalism	119	MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8	LAFS.6.SL.1.1		
	119	MU.68.S.3.1	Skills, Techniques, and Processes	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	appropriate repertoire	technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6			DA.68.S.2.1

	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example			Math Standards	Dance Standards
				Compare, using correct music	quality recordings, peer				
					0				
		Critical Thinking and							
123	MII 68 C 1 2					6			
123	WIC.06.C.1.2	reneonor		Composer S interit.	expressive elements, title	U			
			,	Describe the functions of music					
				from various cultures and time					
123	MU.68.H.1.1	Connections	( )	periods.		9			
122	MII 60 II 1 2					0		10.0	
123	MU.08.H.1.3	Connections	live(u).	Cultures.		9		WIP./.1	
				Compare, using correct music	quality recordings, peer				
			Cognition and reflection are	vocabulary, the aesthetic	group and individual				
			required to appreciate,	impact of a performance to	performances, composer				
		9	• •	7.					
124	MU.68.C.1.2	Reflection	artistic intent.	composer's intent.	expressive elements, title	6			
			Associag our own and others'	Critique using correct music					
			, ,		blend, balance, ensemble				
124	MU.68.C.2.2				tone quality	7			
124	MU.68.H.1.1	Connections		periods.		9			
					dedication to mastering a				
				Describe how studying music					
124	MU.68.F.3.1	<u> </u>				7			DA.68.S.2
	123 123 123 124	Page # Benchmark #	Page # Benchmark # Big Idea/ Standard  Critical Thinking and Reflection  Historical and Global Connections  Historical and Global Connections  Critical Thinking and Reflection  Critical Thinking and Reflection  Critical Thinking and Reflection  Historical and Global Connections  Critical Thinking and Reflection  Historical and Global Connections  Innovation, Technology and the	Page # Benchmark #  Big Idea/ Standard  Critical Thinking and Reflection  123 MU.68.C.1.2  Historical and Global Connections  Historical and Global Connections  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Connections  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Page # Benchmark # Big Idea/ Standard Enduring Understanding  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  123 MU.68.H.1.3 Connections  MU.68.H.1.3 Connections  MU.68.C.1.2 Page # Benchmark # Big Idea/ Standard Reflection are required to appreciate, interpret, and create with artistic intent.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Conpare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance and time periods.  Compare, using correct music vocabulary, the aesthetic impact of a performance resulting from various cultures.  Compare, using correct music vocabulary, the aesthetic impact of aperformance resulting from precions.  Critical Thinking and Reflection  Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.  Through study in the arts, we learn about on one's own hypothesis of the composer's intent.  Through study in the arts, we learn about on one's own hypothesis of the composer's intent.  Through study in the arts, we learn about on one's own or others artistic or rehearsal from the vorles	Page # Benchmark # Big Idea/ Standard Enduring Understanding Description Remarks/Example  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  MU.68.H.1.1 Connections  MU.68.C.1.2 Connections  MU.68.C.1.2 Connections  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Connections  Compare, using correct music vocabulary, the aesthetic impact of a performances, composer notes, instrumentation, expressive elements, title periods.  Describe the functions of music from various cultures and time periods.  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and oreate with artistic impact of a performance to one's own hypothesis of the composer's intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  Compare, using correct music vocabulary, the aesthetic impact of a performance resource the functions of the composer's intent.  Critical Thinking and Reflection  Trough study in the arts, we learn about and ho	Music Page # Benchmark #  Big Idea/ Standard  Enduring Understanding  Description  Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the learn about and honor others and the worlds in which they live(d).  MU.68.C.1.2  MU.68.C.1.2  MU.68.C.1.2  MU.68.C.1.2  Reflection  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Cognition and reflection are required to appreciate, interpret, and create with aristic intent.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Cognition and reflection are required to appreciate, interpret, and create with artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.  Through study in the arts, we learn about and honor others artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  Cognition and reflection are required to appreciate, interpret, and create with artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).  The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are accided in the study of the extraction on the study	Music Page # Benchmark # Big Idea/ Standard Enduring Understanding    Compare   United Standard   Compare   United	Music Page # Benchmark # Big Idea/ Standard    Page # Benchmark # Big Idea/ Standard   Enduring Understanding   Description   Remarks/Example   Standards   Standa

Table of Content	Page #	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
10 gospel	128	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title		LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
		MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9			
	128	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
	128	MU.68.H.3.2	Historical and Global	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8			
gospel music structure	129	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.  Through study in the arts, we	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6	LAFS.6.SL.1.1	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
	129	MU.68.H.1.2	Historical and Global Connections	learn about and honor others and the worlds in which they live(d).	representative composers within a specific style or time period.		9		MAFS.K12. MP.6.1	DA.68.S.2.1
	129	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			

		Music					National Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards		Standards	
			Historical and Global	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other	Discuss how the absence of music would affect other	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious				
Prighter Day	129	MU.68.H.3.2	Connections	fields.	content areas and contexts.	ceremonies, plays	8			
Brighter Day	132	MU.68.S.3.1	Skills, Techniques, and Processes	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.		technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6			
11 latino	134	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7		DA.68.S.2.1
	134	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			
	134	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9		MAFS.K12. MP.6.1	
	134	MU.68.F.3.1		The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Describe how studying music can enhance citizenship, leadership, and global thinking.	dedication to mastering a task, problem-solving, self- dependability, ability to organize, cultural awareness, mutual respect	7			
	139	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
latin music tattoos American music	139	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			

Table of Content	Page #	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
	141	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9		MAFS.K12. MO.5.1	
	141	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			
historic Latinos in American media	141	MU.68.O.1.1		Understanding the organizational structure of an	Compare performances of a	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble		LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1
12 blues	144	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6			
the Lead Belly problem	144	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
	144	MU.68.H.2.3	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	time period.		9	LAFS.6.SL.1.1	MAFS.K12. MP.6.1	DA.68.S.2.1
	144	MU.68.F.3.2		The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.		8		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	

Table of Content	Page #	Music Benchmark#	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Language Arts Standards	Math Standards	Dance Standards
13 jazz			Critical Thinking and	Cognition and reflection are required to appreciate, interpret, and create with	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the	quality recordings, peer group and individual performances, composer notes, instrumentation,				
		MU.68.C.1.2 MU.68.H.1.1	Reflection  Historical and Global Connections	artistic intent.  Through study in the arts, we learn about and honor others and the worlds in which they live(d).	composer's intent.  Describe the functions of music from various cultures and time periods.	expressive elements, title	9			
	150	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
performing jazz	155	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			
	155	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9		MAFS.K12. MO.5.1	
	155	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			DA.68.S.2.1
		MU.68.O.1.1		Understanding the organizational structure of an	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			D11.00.5.2.1
	123			The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to	Improvise rhythmic and melodic phrases to accompany					

Table of Content	Page #	Music Benchmark#	Rig Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
modern jazz structure	" "	Denominar ii	Jig raca, standara	The arts reflect and document		nemarko, zxampie				
iniodeni jazz stracture				cultural trends and historical				LAFS.6.SL.1.1	MAFS.K12.	
				events, and help explain how	Classify the music being			LAFS.6.SL.2.4	MP.6.1	
			Historical and Global	new directions in the arts have	studied by genre, style, and or			LAFS.68.WHST.3.7	MAFS.K12.	
	156	MU.68.H.2.3	Connections	emerged.	time period.		9		MP.7.1	
				Understanding the						
				organizational structure of an		rhythm, melody, timbre, form,				
				art form provides a foundation	Compare performances of a	tonality, harmony, expressive				
			Organizational	for appreciation of artistic	musical work to identify artistic	elements; choral, orchestral,				
	156	MU.68.O.1.1	Structure	works.	choices made by performers.	band, ensemble	6			
14 american pop				Through study in the arts, we						
14 american pop				learn about and honor others	Describe the functions of music					
			Historical and Global	and the worlds in which they	from various cultures and time				MAFS.K12.	
	159	MU.68.H.1.1	Connections	live(d).	periods.		9		MO.5.1	DA.68.S.2.1
pop musical characteristics										
					Compare, using correct music	quality recordings, peer				
				Cognition and reflection are	vocabulary, the aesthetic	group and individual				
				required to appreciate,	impact of a performance to	performances, composer				
			Critical Thinking and	interpret, and create with	one's own hypothesis of the	notes, instrumentation,				
	159	MU.68.C.1.2	Reflection	artistic intent.	composer's intent.	expressive elements, title	6	LAFS.6.SL.1.1		
				Connections among the arts		theatre and dance, movies,				
				and other disciplines		sporting events, video				
				strengthen learning and the		games, commercial				
				ability to transfer knowledge	Discuss how the absence of	advertising, social				
			Historical and Global	and skills to and from other	music would affect other	gatherings, civic and religious				
	159	MU.68.H.3.2	Connections	fields.	content areas and contexts.	ceremonies, plays	8			
				The 21st century skills	Investigate and discuss laws					
				necessary for success as	that protect intellectual					
					property, and practice safe,					
			Innovation,	in a global economy are	legal, and responsible					
			Technology and the	embedded in the study of the	acquisition and use of musical					
	159	MU.68.F.3.2	Future	arts.	media.		8	LAFS5.7.68.WHST.		
					Describe how the combination					
					of instrumentation and	tempo markings, expression				
				Every art form uses its own		markings, articulation				
				unique language, verbal and		markings, phrasing, scales,				
			Organizational	non-verbal, to document and	specific thought, idea, mood,	modes, harmonic structure,				
	159	MU.68.O.3.1	Structure	communicate with the world.	and/or image.	timbre, rhythm, orchestration	6	LAFS.6.SL.1.1		
				World.		,,,				
				Through purposeful practice,		technique, phrasing,				
				artists learn to manage,	Sing and/or play age-	dynamics, tone quality,				
			Skills, Techniques,	master, and refine simple, then		blend, balance, intonation,			MAFS.K12.	
	150	MU.68.S.3.1	and Processes	complex, skills and techniques.		kinesthetic support/response	6		MO.5.1	DA.68.S.2.1

							National			
Table of Content	Page #	Music Benchmark #	Rig Idea/Standard	Enduring Understanding	Description	Remarks/Example	Core Standards	Language Arts	Math Standards	Dance Standards
15 soul		MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9	LAFS5.7.68.WHST.	Standards	Standards
		MU.68.S.3.1		Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Sing and/or play age- appropriate repertoire	technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
	162	MU.68.S.1.3	Skills, Techniques, and Processes	The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to art.	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.		8	LAFS.6.SL.1.1		
Motown	163	MU.68.C.3.1	Critical Thinking and Reflection		Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7			
	163	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.		9		MAFS.K12. MO.5.1	
Motown ethos	164	MU.68.C.1.1	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6			
	164	MU.68.C.3.1	Critical Thinking and Reflection	The process of critiquing works of art lead to development of critical-thinking skills transferrable to other contexts.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7	LAFS.6.SL.1.1	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
	164	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			
	164	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			

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16 country	167	MU.68.C.1.1	Critical Thinking and Reflection	required to appreciate, interpret, and create with artistic intent.	Develop strategies for listening to unfamiliar musical works.	listening maps, active listening, checklists	6		MAFS.K12. MO.5.1	
	167	MU.68.H.1.1	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe the functions of music from various cultures and time periods.			LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7		
	167	MU.68.H.1.2	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Identify the works of representative composers within a specific style or time period.		9			
	167	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			
	167	MU.68.F.3.2	Innovation, Technology and the Future	The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.		8			
17 rock and roll	171	MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.		9			
rock and roll ethos	171	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title		LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1
	171	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
	1/1	10.00.11.2.2	Skills, Techniques,	The arts are inherently experimental and actively engage learners in the processes creating,	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard	inom phonograph to OD				
	171	MU.68.S.1.1	and Processes	art.	harmonic progressions.	blues, rock	5	LAFS.6.SL.1.1		

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	171	MU.68.S.3.1	Skills, Techniques, and Processes	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	appropriate repertoire	technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6			
	172	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
Bill Haley and the Comets	172	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			
	172	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFS.6.SL.1.1		
the king		MU.68.H.1.3	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Describe how American music has been influenced by other cultures.	umbre, myumi, oronestration	9	LAW U.V.JL.1.1	MAFS.K12. MO.5.1	
	175	MU.68.H.2.2	Historical and Global Connections	emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7		
	175	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble	6			DA.68.S.2.1
	175	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6			

		Music					National Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Standards	Standards	Standards
Elvis and race	177	MU.68.H.1.4	Historical and Global	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
the big picture	177	MU.00.H.1.4	Historical and Global	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have	Analyze how technology has changed the way music is	from harpsichord to piano;	9		MF./.1	
	178	MU.68.H.2.2	Connections Organizational	emerged. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic	and experienced.  Compare performances of a musical work to identify artistic	from phonograph to CD rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral,	9	LAFS.6.SL.1.1		
		MU.68.O.1.1 MU.68.O.3.1	Structure  Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	choices made by performers.  Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MO.5.1	
Bob Dylan	180	MU.68.C.1.2	Critical Thinking and Reflection	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.	quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title	6			DA.68.S.2.1
		MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how	Analyze how technology has changed the way music is	from harpsichord to piano; from phonograph to CD	9			
	180	MU.68.O.1.1	Organizational Structure	organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble		LAFS.6.SL.1.1		

							National			
		Music						Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards	<b>.</b> .	Standards	
Desolation Row	1			Connections among the arts		theatre and dance, movies,				
Desolution Now				and other disciplines		sporting events, video				
				strengthen learning and the		games, commercial				
				ability to transfer knowledge	Discuss how the absence of	advertising, social				
			Historical and Global	and skills to and from other	music would affect other	gatherings, civic and religious			MAFS.K12.	
	182	MU.68.H.3.2	Connections	fields.	content areas and contexts.	ceremonies, plays	8		MO.5.1	
beatlemania				Through study in the arts, we						
bedterrania				learn about and honor others	Describe the functions of music					
			Historical and Global	and the worlds in which they	from various cultures and time					
	183	MU.68.H.1.1	Connections	live(d).	periods.		9			
ı				Through study in the arts, we	Identify the works of				MAFS.K12.	
				learn about and honor others	representative composers				MP.6.1	
1			Historical and Global	and the worlds in which they	within a specific style or time				MAFS.K12.	
	183	MU.68.H.1.2	Connections	live(d).	period.		9		MP.7.1	
				Through study in the arts, we						
				learn about and honor others	Describe how American music					
			Historical and Global	and the worlds in which they	has been influenced by other					
	183	MU.68.H.1.3	Connections	live(d).	cultures.		9			
						rhythm, layered texture, key				
						patterns, tonality, melodic				
						line, quarter- or semi-tones,				
				Through study in the arts, we		national folk melodies,		LAFS.6.SL.1.1		
				learn about and honor others	Classify authentic stylistic	improvisation,		LAFS.6.SL.2.4		
			Historical and Global	and the worlds in which they	features in music originating	instrumentation, aural/oral		LAFS.68.WHST.3.7		
	183	MU.68.H.1.4	Connections	live(d).	from various cultures.	traditions, drumming patterns	9	En 6.00. W1151.5.7		
	103	WIC.00.11.1.4	Connections	invo(d).	Tom various caltares.	traditions, araniming patterns	,			
ı				The arts reflect and document						
1				cultural trends and historical	Analyze how technology has					
				events, and help explain how	changed the way music is					
			Historical and Global	new directions in the arts have		from harpsichord to piano;				
	183	MU.68.H.2.2	Connections	emerged.	and experienced.	from phonograph to CD	9			
	103	WIU.00.H.Z.Z	Connections	The arts are inherently	ани ехрепенсей.	I Phonograph to CD	9			
				experimental and actively						
				engage learners in the	Improvise rhythmic and					
				processes creating,	melodic phrases to accompany					
			Skills, Techniques,						MAFS.K12.	
	183	MU.68.S.1.1	and Processes	lart.	familiar songs and/or standard	blues, rock	5	LAFS.6.SL.1.1	MAFS.K12. MO.5.1	DA 69 C 2 1
-ftth 1000l-	183	IVIU.08.5.1.1	and Processes	Connections among the arts	harmonic progressions.	theatre and dance, movies,	3	LAFS.0.5L.1.1	IVIO.3.1	DA.68.S.2.1
after the 1960's				and other disciplines		sporting events, video				
				strengthen learning and the		games, commercial				
					Diaguag how the change of					
			Historical cond Olal	ability to transfer knowledge	Discuss how the absence of	advertising, social				
	4	MILCOMA	Historical and Global	and skills to and from other	music would affect other	gatherings, civic and religious				
	191	MU.68.H.3.2	Connections	fields.	content areas and contexts.	ceremonies, plays	8			

		Music					National Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example		Standards		Standards
	191	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band. ensemble				
heavy metal	191	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	
jazz rock	192	MU.68.H.1.4	Historical and Global Connections	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Classify authentic stylistic features in music originating from various cultures.	rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns	9			DA.68.S.2.1
	192	MU.68.H.3.2	Historical and Global Connections	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8			
	192	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
	192	MU.68.O.1.1	Organizational Structure	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works.	Compare performances of a musical work to identify artistic choices made by performers.	rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble				
	192	MU.68.O.3.1	Organizational Structure	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration	6	LAFA.6.SL.2.4		

							National			
		Music						Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards		Standards	Standards
nirvana				Through study in the arts, we	Identify the works of					
				learn about and honor others	representative composers					
			Historical and Global	and the worlds in which they	within a specific style or time					
	193	MU.68.H.1.2	Connections	live(d).	period.		9	LAFS.68.RST.2.4		DA.68.S.2.1
radiohead				The arts reflect and document						
				cultural trends and historical	Analyze how technology has					
				events, and help explain how	changed the way music is					
			Historical and Global	new directions in the arts have	created, performed, acquired,	from harpsichord to piano;				
	195	MU.68.H.2.2	Connections	emerged.	and experienced.	from phonograph to CD	9			
10		1.10.001112.12		Through study in the arts, we	and expensions.	mem phonograph to 02		LAFS.6.SL.1.1		
18 the icons				learn about and honor others	Describe the functions of music			LAFS.6.SL.2.4		
			Historical and Global	and the worlds in which they	from various cultures and time			LAFS.68.WHST.3.7	MAFS.K12.	
	198	MU.68.H.1.1	Connections	live(d).	periods.		9		MO.5.1	
pop ethos										
					Compare, using correct music	quality recordings, peer				
				Cognition and reflection are	vocabulary, the aesthetic	group and individual				
			0 30 1 71 1 1 1	required to appreciate,	impact of a performance to	performances, composer				
	400	MILCOCIO	Critical Thinking and	interpret, and create with	one's own hypothesis of the	notes, instrumentation,				
pop music form: verse and chorus	198	MU.68.C.1.2	Reflection	artistic intent.	composer's intent.	expressive elements, title	6			
pop music form: verse and chorus				The arts reflect and document						
				cultural trends and historical	Analyze how technology has					
				events, and help explain how	changed the way music is					
			Historical and Global	· · · · · · · · · · · · · · · · · · ·	created, performed, acquired,	from harpsichord to piano;				
	198	MU.68.H.2.2	Connections	emerged.	and experienced.	from phonograph to CD	9			
						increased revenues at				
				Careers in and related to the		restaurants, hotels , and				
			Innovation,	arts significantly and positively	Describe how concert	travel agencies; venue				
			Technology and the	impact local and global	attendance can financially	maintenance, parking				
	198	MU.68.F.2.2	Future	economies.	impact a community.	attendants	8			
sampling				The 21st century skills	Investigate and discuss laws					
				necessary for success as citizens, workers, and leaders	that protect intellectual property, and practice safe,					
			Innovation,	in a global economy are	legal, and responsible					
			Technology and the	embedded in the study of the	acquisition and use of musical					
	200	MU.68.F.3.2	Future	arts.	media.		8	LAFA.6.SL.2.4		DA.68.S.2.1
				The arts reflect and document						
				cultural trends and historical	Analyze how technology has			LAFS.6.SL.1.1		
				events, and help explain how	changed the way music is			LAFS.6.SL.2.4		
			Historical and Global		created, performed, acquired,	from harpsichord to piano;		LAFS.68.WHST.3.7		
	201	MU.68.H.2.2	Connections	emerged.	and experienced.	from phonograph to CD	9			

Table of Content	Page #	Music Benchmark #	Big Idea/ Standard	Enduring Understanding Connections among the arts	Description	Remarks/Example theatre and dance, movies,	National Core Standards	Language Arts Standards	Math Standards	Dance Standards
	201	MU.68.H.3.2	Historical and Global Connections	and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Discuss how the absence of music would affect other content areas and contexts.	sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays	8		MAFS.K12. MP.6.1 MAFS.K12. MP.7.1	DA.68.S.2.1
the amen break	201	MU.68.F.2.2	Innovation, Technology and the Future	impact local and global economies.	Describe how concert attendance can financially impact a community.	increased revenues at restaurants, hotels , and travel agencies; venue maintenance, parking attendants	8			
	201	MU.68.F.3.2	Innovation, Technology and the Future	The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.		8	LAFS.68.RST.2.4		
	201	MU.68.S.1.3	Skills, Techniques, and Processes	The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to art.	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.		8			
underground		MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD		LAFA.6.SL.2.4 LAFS.68.RST.2.4		
	204	MU.68.F.3.2	Innovation, Technology and the Future	The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.		8		MAFS.K12. MO.5.1	
shadowy figures	205	MU.68.H.2.2	Historical and Global Connections	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	Analyze how technology has changed the way music is created, performed, acquired, and experienced.	from harpsichord to piano; from phonograph to CD	9			
	205	MU.68.F.3.2	Innovation, Technology and the Future	The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.		8		MAFS.K12. MO.5.1	DA.68.S.2.1

							National			
		Music					Core	Language Arts	Math	Dance
Table of Content	Page #	Benchmark #	Big Idea/ Standard	<b>Enduring Understanding</b>	Description	Remarks/Example	Standards	Standards	Standards	Standards
music torture				Connections among the arts		theatre and dance, movies,				
				and other disciplines		sporting events, video				
				strengthen learning and the		games, commercial				
				ability to transfer knowledge	Discuss how the absence of	advertising, social				
			Historical and Global	and skills to and from other	music would affect other	gatherings, civic and religious				
	209	MU.68.H.3.2	Connections	fields.	content areas and contexts.	ceremonies, plays	8			
today										
						rhythm, layered texture, key				
						patterns, tonality, melodic				
						line, quarter- or semi-tones,				
				Through study in the arts, we		national folk melodies,				
					Classify authentic stylistic	improvisation,		LAFS.6.SL.1.1		
				and the worlds in which they	features in music originating	instrumentation, aural/oral			MAFS.K12.	
	211	MU.68.H.1.4	Connections	live(d).	from various cultures.	traditions, drumming patterns	9	LAFS.68.WHST.3.7	MO.5.1	