



State of Florida

Middle School

Music Education Standards  
and Benchmark Alignment  
to Interactive Listening  
Comprehensive Paper Edition

Based on CPALMS

[www.cpalms.org](http://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	Use appropriate tools strategically.
MAFS.K12.MP.6.1	Attend to precision.
MAFS.K12.MP.7.1	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 speaker's 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 6-8 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.

M/J EXPLORATION OF MUSIC 1  
COURSE # 1301090

Table of Content	Music						National Core Standards	Language Arts Standards	Math Standards	Dance Standards
	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
<b>1</b> 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.	Describe how concert attendance can financially impact a community.	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).	Describe how American music has been influenced by other cultures.		9			
	6	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			
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			

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Music							National Core Standards	Language Arts Standards	Math Standards	Dance Standards
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
	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			

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	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
musical instruments	14	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.2.4 LAFS.68.WHST.3.7	MAFSK12.m p.7.1	
	14	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			
	14	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			
the elements of music	17	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	IAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.J12.M P.5.1	
	17	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			
	17	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			
	17	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			
seeing the melody	18	MU.68.S.1.1	Skills, Techniques, and Processes	The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to art.	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.	blues, rock	5			

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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			
	20	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			
	20	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			
	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	6	LAFS.6.SL.1.1 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12.MP.6.1	

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Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
	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.	Apply specific criteria to 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).	Identify the works of representative composers within a specific style or time period.		9			
	28	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			
	28	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.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	

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Music							National Core Standards	Language Arts Standards	Math Standards	Dance Standards
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
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 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	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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<b>2 the middle ages</b>	51	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	MAFS.K12.MP.6.1	DA.68.S.2.1
	51	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			
	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			
	51	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			
Byzantium	55	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.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
	55	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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Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards	Standards	Standards	Standards
	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.	Sing and/or play age-appropriate repertoire expressively.	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	
	56	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	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			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	LAFS.6.SL.2.4		
	numerology in the middle ages	57	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.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 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.MO.5.1	

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<b>3 renaissance</b>	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			
	62	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		
	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.	Develop strategies for listening 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).	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	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	

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	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	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			
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	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			
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.	Apply specific criteria to evaluate why a musical work is exemplar in a specific style or genre.		7	LAFS.6.SL.2.4	MAFS.K12.MP.6.1	

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	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	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			
	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	76	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		
	76	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			
fugue	77	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		

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	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.	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			
	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).	Identify the works of representative composers within a specific style or time period.		9	LAFS.6.SL.2.4		
	78	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			
<b>5 classical</b>	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).	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			
	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	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.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		

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Music							National Core Standards	Language Arts Standards	Math Standards	Dance Standards
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	Standards	Standards	Standards	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	LAFS.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.		9			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).	Identify the works of representative composers within a specific style or time period.		9			
	88	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			
	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	6			
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	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
	90	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			



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	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	94	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			
	94	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	MAFS.K12.MP.6.1	
	94	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.2.4		
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			
	96	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			
	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			

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evolution of the symphony	98	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		MAFS.K12.MP.6.1	DA.68.S.2.1
	98	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		
	98	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			
<b>6 Beethoven</b>	100	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			
	100	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.2.4		
	100	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			
	100	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	
	100	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		DA.68.S.2.1

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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			
	103	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		
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			
<b>7 the romantic era</b>	106	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

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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	
<b>8 20th century</b>	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	

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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	LAFS.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	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			
	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 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.1.1		
	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.	Sing and/or play age-appropriate repertoire expressively.	technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6			DA.68.S.2.1

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<b>9 Africa</b>	123	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			
	123	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			
	123	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	
global connections to Africa	124	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			
	124	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			
	124	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			
	124	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			DA.68.S.2.1

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<b>10</b> 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	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	
	128	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	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.	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	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		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			

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	129	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			
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.	Sing and/or play age-appropriate repertoire expressively.	technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6			
<b>11 latino</b>	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	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			
	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			



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	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	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	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
<b>12 blues</b>	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.	Classify the music being studied by genre, style, and or time period.		9	LAFS.6.SL.1.1	MAFS.K12.MP.6.1	DA.68.S.2.1
	144	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.MP.6.1 MAFS.K12.MP.7.1	

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<b>13 jazz</b>	150	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			
	150	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			
	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
	155	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			
	155	MU.68.S.1.1	Skills, Techniques, and Processes	The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to art.	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.	blues, rock	5			

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modern jazz structure	156	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	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	
	156	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			
<b>14</b> american pop	159	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	DA.68.S.2.1
pop musical characteristics	159	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		
	159	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			
	159	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	LAFS5.7.68.WHST.		
	159	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		
	159	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.	Sing and/or play age-appropriate repertoire expressively.	technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response	6		MAFS.K12.MO.5.1	DA.68.S.2.1

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15 soul	162	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.5.7.68.WHST.		
	162	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.	Sing and/or play age-appropriate repertoire expressively.	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	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			
	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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<b>16 country</b>	167	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.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.		9	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			
<b>17 rock and roll</b>	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	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	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			
	171	MU.68.S.1.1	Skills, Techniques, and Processes	The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to art.	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard 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.	Sing and/or play age-appropriate repertoire expressively.	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	175	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		
	175	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.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				

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Elvis and race	177	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	
the big picture	178	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		
	178	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			
	178	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.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
	180	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			
	180	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	LAFS.6.SL.1.1		

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Desolation Row	182	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		MAFS.K12.MO.5.1	
beatlemania	183	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			
	183	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		MAFS.K12.MP.6.1 MAFS.K12.MP.7.1	
	183	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			
	183	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 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	
	183	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			
	183	MU.68.S.1.1	Skills, Techniques, and Processes	The arts are inherently experimental and actively engage learners in the processes creating, interpreting, and responding to art.	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.	blues, rock	5	LAFS.6.SL.1.1	MAFS.K12.MO.5.1	DA.68.S.2.1
	after the 1960's	191	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		



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Music								National Core Standards	Language Arts Standards	Math Standards	Dance Standards
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example	National Core Standards	Language Arts Standards	Math Standards	Dance 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	6				
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	6				
	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	LAFS.6.SL.2.4			

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Table of Content	Music						National Core Standards	Language Arts Standards	Math Standards	Dance Standards
	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
nirvana	193	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	LAFS.68.RST.2.4		DA.68.S.2.1
radiohead	195	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			
<b>18 the icons</b>	198	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.2.4 LAFS.68.WHST.3.7	MAFS.K12.MO.5.1	
pop ethos	198	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			
pop music form: verse and chorus	198	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			
	198	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.	Describe how concert attendance can financially impact a community.	increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants	8			
sampling	200	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.6.SL.2.4		DA.68.S.2.1
	201	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.2.4 LAFS.68.WHST.3.7		

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Music							National Core Standards	Language Arts Standards	Math Standards	Dance Standards
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
	201	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		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	Careers in and related to the arts significantly and positively 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	204	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.68.RST.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

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Music							National Core Standards	Language Arts Standards	Math Standards	Dance Standards
Table of Content	Page #	Benchmark #	Big Idea/ Standard	Enduring Understanding	Description	Remarks/Example				
music torture	209	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			
today	211	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 LAFS.6.SL.2.4 LAFS.68.WHST.3.7	MAFS.K12.MO.5.1	