



Music Standards

GRADE: K

Big Idea: CRITICAL THINKING AND REFLECTION

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|--|
| MU.K.C.1.1 | Respond to music from various sound sources to show awareness of steady beat. | |
| MU.K.C.1.2 | Identify various sounds in a piece of music. | |
| MU.K.C.1.3 | Identify, visually and aurally, pitched and unpitched classroom instruments. | |
| MU.K.C.1.4 | Identify singing, speaking, and whispering voices. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse. | MU.K.C.1.Su.a Respond to music from various sources. | MU.K.C.1.Pa.a Attend to sounds from various sources. |
| MU.K.C.1.In.b Recognize selected sounds from various sound sources. | MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources. | |
| MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices. | MU.K.C.1.Su.c Explore sounds from various sound sources. | |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.K.C.2.1 | Identify similarities and/or differences in a performance. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.K.C.2.In.a Explore different performances of familiar songs. | MU.K.C.2.Su.a Respond to performances of familiar songs. | MU.K.C.2.Pa.a Attend to performances of familiar songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|---|
| MU.K.C.3.1 | Share opinions about selected pieces of music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent MU.K.C.3.In.a Identify preferred musical examples. | Supported MU.K.C.3.Su.a Respond to a variety of music. | Participatory MU.K.C.3.Pa.a Attend to a variety of music. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.K.S.1.1 | Improvise a response to a musical question sung or played by someone else. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent MU.K.S.1.In.a Respond to simple vocal or instrumental patterns or songs. | Supported MU.K.S.1.Su.a Explore simple vocal or instrumental patterns or songs. | Participatory MU.K.S.1.Pa.a Attend to simple vocal or instrumental patterns or songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.K.S.2.1 | Sing or play songs from memory. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent MU.K.S.2.In.a Sing or play songs from a model. | Supported MU.K.S.2.Su.a Explore familiar songs. | Participatory MU.K.S.2.Pa.a Attend to familiar songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|----------------------|
| MU.K.S.3.1 | Sing songs of limited range appropriate to the young child and use the head voice. | |
| MU.K.S.3.2 | Perform simple songs and accompaniments. | |
| MU.K.S.3.3 | Match pitches in a song or musical phrase in one or more keys. | |
| MU.K.S.3.4 | Imitate simple rhythm patterns played by the teacher or a peer. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |

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| MU.K.S.3.In.a Sing or play songs from a model. | MU.K.S.3.Su.a Explore familiar songs. | MU.K.S.3.Pa.a Attend to familiar songs. |
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Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.K.O.1.1 | Respond to beat, rhythm, and melodic line through imitation. |
| MU.K.O.1.2 | Identify similarities and differences in melodic phrases and/or rhythm patterns. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| MU.K.O.1.In.a Demonstrate awareness of beat and rhythm. | MU.K.O.1.Su.a Explore a variety of music. MU.K.O.1.Su.b Respond to a variety of music. | MU.K.O.1.Pa.a Attend to a variety of music. |

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.K.O.3.1 | Respond to music to demonstrate how it makes one feel. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| MU.K.O.3.In.a Demonstrate awareness of beat and rhythm. | MU.K.O.3.Su.a Explore a variety of music. | MU.K.O.3.Pa.a Attend to a variety of music. |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.K.H.1.1 | Respond to music from diverse cultures through singing and movement. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| MU.K.H.1.In.a Respond to music from a variety of cultures and musical periods. | MU.K.H.1.Su.a Explore music from a variety of cultures and musical periods. | MU.K.H.1.Pa.a Attend to music from a variety of cultures and musical periods. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.K.H.2.1 | Respond to and/or perform folk music of American cultural sub-groups. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.K.H.2.In.a Respond to music of American cultural sub-groups. | MU.K.H.2.Su.a Explore music of American cultural sub-groups. | MU.K.H.2.Pa.a Attend to music of American cultural sub-groups. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.K.H.3.1 | Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.K.H.3.In.a Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. | MU.K.H.3.Su.a Explore simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. | MU.K.H.3.Pa.a Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. |

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.K.F.1.1 | Respond to and explore music through creative play and found sounds in the music classroom. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.K.F.1.In.a Explore music through creative play and found sounds in the music classroom. | MU.K.F.1.Su.a Explore a variety of sounds in the classroom. | MU.K.F.1.Pa.a Attend to a variety of sounds in the classroom. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.K.F.3.1 | Exhibit age-appropriate music and life skills that will add to the success in the music classroom. | |
| Access Point for Students with Significant Cognitive Disabilities | | |

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
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| MU.K.F.3.In.a Demonstrate cooperative musical, classroom, and play behaviors. | MU.K.F.3.Su.a Cooperate in guided musical, classroom, and play activities. | MU.K.F.3.Pa.a Cooperate in guided musical activities. |

GRADE: 1

| Big Idea: CRITICAL THINKING AND REFLECTION | | |
|--|---|--|
| Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.1.C.1.1 | Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. | |
| MU.1.C.1.2 | Respond to music from various sound sources to show awareness of differences in musical ideas. | |
| MU.1.C.1.3 | Classify instruments into pitched and unpitched percussion families. | |
| MU.1.C.1.4 | Differentiate between music performed by one singer and music performed by a group of singers. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece. | MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece. | MU.1.C.1.Pa.a Explore sounds from various sound sources. |
| MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments. | MU.1.C.1.Su.b Recognize differences in pitch. | |
| MU.1.C.1.In.c Distinguish between instrumental music and vocal music. | | |

| Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. | | |
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| BENCHMARK CODE | BENCHMARK | |
| MU.1.C.2.1 | Identify the similarities and differences between two performances of a familiar song. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.C.2.In.a Recognize similarities and/or differences between two performances of a familiar song. | MU.1.C.2.Su.a Explore different performances of familiar songs. | MU.1.C.2.Pa.a Explore a variety of familiar songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.1.C.3.1 | Share different thoughts or feelings people have about selected pieces of music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.C.3.In.a Express an opinion about selected pieces of music. | MU.1.C.3.Su.a Select preferred musical examples. | MU.1.C.3.Pa.a Explore a variety of music. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.1.S.1.1 | Improvise a four-beat response to a musical question sung or played by someone else. | |
| MU.1.S.1.2 | Create short melodic and rhythmic patterns based on teacher-established guidelines. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs. | MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs. | MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|---------------------------------------|
| MU.1.S.2.1 | Sing or play songs, which may include changes in verses or repeats, from memory. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.S.2.In.a Sing or play songs from a model, including changes in verses or repeats. | MU.1.S.2.Su.a Respond to familiar songs. | MU.1.S.2.Pa.a Explore familiar songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|----------------|---|--|
| MU.1.S.3.1 | Sing simple songs in a group, using head voice and maintaining pitch. | |
| MU.1.S.3.2 | Play three- to five-note melodies and/or accompaniments on classroom instruments. | |
| MU.1.S.3.3 | Sing simple la-sol-mi patterns at sight. | |

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| MU.1.S.3.4 | Match simple aural rhythm patterns in duple meter with written patterns. | |
| MU.1.S.3.5 | Show visual representation of simple melodic patterns performed by the teacher or a peer. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.1.S.3.In.a Sing or play songs from memory. | MU.1.S.3.Su.a Sing or play songs from a model. | MU.1.S.3.Pa.a Respond to familiar songs. |
| MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. | MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. | MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. |
| MU.1.S.3.In.c Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. | MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. | MU.1.S.3.Pa.c Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. |

Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.1.O.1.1 | Respond to contrasts in music as a foundation for understanding structure. |
| MU.1.O.1.2 | Identify patterns of a simple, four-measure song or speech piece. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|---|--|---|
| MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure. | MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure. | MU.1.O.1.Pa.a Explore a variety of music. |
| MU.1.O.1.In.b Imitate patterns of a simple, four-measure song or speech piece. | MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm. | |

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.1.O.3.1 | Respond to changes in tempo and/or dynamics within musical examples. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|--|--|---|
| MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical | MU.1.O.3.Su.a Respond to a variety of music. | MU.1.O.3.Pa.a Explore a variety of music. |

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| MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical examples. | | |
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Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.1.H.1.1 | Perform simple songs, dances, and musical games from a variety of cultures. | |
| MU.1.H.1.2 | Explain the work of a composer. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures. | MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures. | MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.1.H.2.1 | Identify and perform folk music used to remember and honor America and its cultural heritage. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.H.2.In.a Respond to folk music used to remember and honor America and its cultural heritage. | MU.1.H.2.Su.a Explore folk music used to remember and honor America and its cultural heritage. | MU.1.H.2.Pa.a Attend to folk music used to remember and honor America and its cultural heritage. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.1.H.3.1 | Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.H.3.In.a Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or | MU.1.H.3.Su.a Explore the use of instruments and vocal sounds to enhance specified words or phrases. | MU.1.H.3.Pa.a Attend to the use of instruments and vocal sounds. |

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| MU.1.H.3.In.a Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. | | |
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Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.1.F.1.1 | Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.F.1.In.a Imitate a variety of sounds or movements using props, instruments, and/or found sounds. | MU.1.F.1.Su.a Explore a variety of sounds or movements using props, instruments, and/or found sounds. | MU.1.F.1.Pa.a Attend to a variety of sounds or movements using props, instruments, and/or found sounds. |

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

| BENCHMARK CODE | BENCHMARK | |
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| MU.1.F.2.1 | Describe how he or she likes to participate in music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.F.2.In.a Identify preferred ways to participate in music. | MU.1.F.2.Su.a Explore a variety of ways to participate in music. | MU.1.F.2.Pa.a Attend to a variety of ways of participating in music. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.1.F.3.1 | Demonstrate appropriate manners and teamwork necessary for success in a music classroom. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.1.F.3.In.a Contribute to collaborative tasks related to music. | MU.1.F.3.Su.a Cooperate in classroom and play activities. | MU.1.F.3.Pa.a Attend to tasks related to music. |

GRADE: 2

| Big Idea: CRITICAL THINKING AND REFLECTION | | |
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| Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.2.C.1.1 | Identify appropriate listening skills for learning about musical examples selected by the teacher. | |
| MU.2.C.1.2 | Respond to a piece of music and discuss individual interpretations. | |
| MU.2.C.1.3 | Classify unpitched instruments into metals, membranes, shakers, and wooden categories. | |
| MU.2.C.1.4 | Identify child, adult male, and adult female voices by timbre. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics. | MU.2.C.1.Su.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. | MU.2.C.1.Pa.a Attend to a teacher-selected musical characteristic in a song or instrumental piece. |
| MU.2.C.1.In.b Respond to a musical work in a variety of ways. | MU.2.C.1.Su.b Respond to a musical work. | MU.2.C.1.Pa.b Explore a variety of music. |
| MU.2.C.1.In.c Identify a variety of unpitched instruments. | MU.2.C.1.Su.c Explore unpitched classroom instruments. | MU.2.C.1.Pa.c Explore differences in pitch. |

| Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. | | |
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| BENCHMARK CODE | BENCHMARK | |
| MU.2.C.2.1 | Identify strengths and needs in classroom performances of familiar songs. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.C.2.In.a Identify preferred and non-preferred performances of familiar songs. | MU.2.C.2.Su.a Select preferred performances of familiar songs. | MU.2.C.2.Pa.a Respond to performances of familiar songs. |

| Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. | | |
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| BENCHMARK CODE | BENCHMARK | |
| MU.2.C.3.1 | Discuss why musical characteristics are important when forming and discussing opinions about music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |

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| MU.2.C.3.In.a Recognize characteristics of a variety of music. | MU.2.C.3.Su.a Respond to a variety of music characteristics. | MU.2.C.3.Pa.a Attend to a variety of music characteristics. |
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Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.2.S.1.1 | Improvise short phrases in response to a given musical question. | |
| MU.2.S.1.2 | Create simple ostinati to accompany songs or poems. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs. | MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs. | MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|--|
| MU.2.S.2.1 | Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.S.2.In.a Sing or play songs from memory. | MU.2.S.2.Su.a Sing or play songs from a model. | MU.2.S.2.Pa.a Respond to familiar songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---------------------------------------|
| MU.2.S.3.1 | Sing songs in an appropriate range, using head voice and maintaining pitch. | |
| MU.2.S.3.2 | Play simple melodies and/or accompaniments on classroom instruments. | |
| MU.2.S.3.3 | Sing simple la-sol-mi-do patterns at sight. | |
| MU.2.S.3.4 | Compare aural melodic patterns with written patterns to determine whether they are the same or different. | |
| MU.2.S.3.5 | Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.S.3.In.a Sing songs of limited range using the head voice. | MU.2.S.3.Su.a Sing or play songs from a model. | MU.2.S.3.Pa.a Explore familiar songs. |

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| MU.2.S.3.In.b Perform simple songs and accompaniments. | MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. | MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. |
| MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model. | | |
| MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer. | | |

Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.2.O.1.1 | Identify basic elements of music in a song or instrumental excerpt. | |
| MU.2.O.1.2 | Identify the form of a simple piece of music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt. | MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm. | MU.2.O.1.Pa.a Respond to a variety of music. |
| MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns. | | |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.2.O.3.1 | Describe changes in tempo and dynamics within a musical work. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.O.3.In.a Respond to music to demonstrate how it makes one feel. | MU.2.O.3.Su.a Demonstrate awareness of beat and rhythm. | MU.2.O.3.Pa.a Explore a variety of music. |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others

| and the worlds in which they live(d). | | |
|--|--|---|
| BENCHMARK CODE | BENCHMARK | |
| MU.2.H.1.1 | Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. | |
| MU.2.H.1.2 | Identify the primary differences between composed and folk music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures. | MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures. | MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures. |

| Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. | | |
|--|--|---|
| BENCHMARK CODE | BENCHMARK | |
| MU.2.H.2.1 | Discuss how music is used for celebrations in American and other cultures. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.H.2.In.a Identify music used for celebrations in American and other cultures. | MU.2.H.2.Su.a Match musical examples to their function. | MU.2.H.2.Pa.a Explore music used for celebrations in American and other cultures. |

| Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. | | |
|---|--|--|
| BENCHMARK CODE | BENCHMARK | |
| MU.2.H.3.1 | Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.H.3.In.a Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts. | MU.2.H.3.Su.a Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts. | MU.2.H.3.Pa.a Explore the use of instruments and vocal sounds. |

| Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE | | |
|---|---|--|
| Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.2.F.1.1 | Create a musical performance that brings a story or poem to life. | |
| Access Point for Students with Significant Cognitive Disabilities | | |

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

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.2.F.2.1 | Describe how people participate in music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.F.2.In.a Identify a variety of ways people participate in music. | MU.2.F.2.Su.a Recognize different ways people participate in music. | MU.2.F.2.Pa.a Explore different ways people participate in music. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.2.F.3.1 | Collaborate with others in a music presentation and discuss what was successful and what could be improved. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.2.F.3.In.a Demonstrate a variety of collaborative skills. | MU.2.F.3.Su.a Demonstrate a collaborative skill. | MU.2.F.3.Pa.a Contribute to a class musical performance. |

GRADE: 3

Big Idea: CRITICAL THINKING AND REFLECTION

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|---------------------------------|
| MU.3.C.1.1 | Describe listening skills and how they support appreciation of musical works. | |
| MU.3.C.1.2 | Respond to a musical work in a variety of ways and compare individual interpretations. | |
| MU.3.C.1.3 | Identify families of orchestral and band instruments. | |
| MU.3.C.1.4 | Discriminate between unison and two-part singing. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.C.1.In.a Use a variety of | MU.3.C.1.Su.a Recognize a | MU.3.C.1.Pa.a Explore a variety |

| | | |
|--|--|--|
| teacher-selected sensory skills to recognize specified musical characteristics. | variety of teacher-selected musical characteristics in a song or instrumental piece. | of teacher-selected musical characteristics in a song or instrumental piece. |
| MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas. | MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece. | MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments. |
| MU.3.C.1.In.c Identify a variety of orchestral and band instruments. | MU.3.C.1.Su.c Recognize selected orchestral and band instruments. | |
| MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers. | MU.3.C.1.Su.d Distinguish between music and song. | |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.3.C.2.1 | Evaluate performances of familiar music using teacher-established criteria. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.C.2.In.a Identify a reason for preferring one performance of a familiar song over another. | MU.3.C.2.Su.a Use a teacher-selected criterion to evaluate performances of familiar music. | MU.3.C.2.Pa.a Select preferred familiar songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.3.C.3.1 | Identify musical characteristics and elements within a piece of music when discussing the value of the work. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.C.3.In.a Recognize that musical characteristics influence our opinion of the piece. | MU.3.C.3.Su.a Recognize a variety of music characteristics. | MU.3.C.3.Pa.a Recognize a characteristic of music. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK |
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| MU.3.S.1.1 | Improvise rhythms or melodies over ostinati. | |
| MU.3.S.1.2 | Create an alternate ending to a familiar song. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.3.S.1.In.a Improvise simple vocal or instrumental musical patterns over ostinati. | MU.3.S.1.Su.a Imitate simple vocal or instrumental patterns over ostinati. | MU.3.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns over ostinati. |
| MU.3.S.1.In.b Improvise simple vocal or instrumental musical patterns. | MU.3.S.1.Su.b Imitate an alternate ending to a familiar song. | MU.3.S.1.Pa.b Recognize an alternate ending to a familiar song. |

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| Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.3.S.2.1 | Identify patterns in songs to aid the development of sequencing and memorization skills. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.3.S.2.In.a Imitate a variety of musical patterns in songs. | MU.3.S.2.Su.a Sing or play familiar songs from memory. | MU.3.S.2.Pa.a Recognize familiar songs. |

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| Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.3.S.3.1 | Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch. | |
| MU.3.S.3.2 | Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments. | |
| MU.3.S.3.3 | Sing simple la-sol-mi-re-do patterns at sight. | |
| MU.3.S.3.4 | Match simple aural rhythm patterns in duple and triple meter with written patterns. | |
| MU.3.S.3.5 | Notate simple rhythmic and melodic patterns using traditional notation. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. | MU.3.S.3.Su.a Sing or play songs or patterns from memory. | MU.3.S.3.Pa.a Sing or play songs from a model. |
| MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. | | MU.3.S.3.Pa.b Sing or play songs or patterns. |
| MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. | | |
| MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. | | |

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|--|--|--|
| MU.3.S.3.In.e Match aurally presented notes to traditional notation. | | |
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Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|--|
| MU.3.O.1.1 | Identify, using correct music vocabulary, the elements in a musical work. | |
| MU.3.O.1.2 | Identify and describe the musical form of a familiar song. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.O.1.In.a Recognize basic elements in a piece of music. | MU.3.O.1.Su.a Recognize a selected element in a piece of music. | MU.3.O.1.Pa.a Respond to rhythmic production. |
| MU.3.O.1.In.b Identify patterns in familiar songs. | MU.3.O.1.Su.b Imitate patterns in familiar songs. | MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.3.O.2.1 | Rearrange melodic or rhythmic patterns to generate new phrases. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.O.2.In.a Rearrange simple melodic or rhythmic patterns to generate new phrases. | MU.3.O.2.Su.a Imitate simple melodic or rhythmic patterns. | MU.3.O.2.Pa.a Respond to a variety of simple melodic or rhythmic patterns. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|----------------------|
| MU.3.O.3.1 | Describe how tempo and dynamics can change the mood or emotion of a piece of music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.O.3.In.a Identify the mood or emotion of a piece of music. | MU.3.O.3.Su.a Respond to music to demonstrate how it makes one feel. | |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.3.H.1.1 | Compare indigenous instruments of specified cultures. | |
| MU.3.H.1.2 | Identify significant information about specified composers and one or more of their musical works. | |
| MU.3.H.1.3 | Identify timbre(s) in music from a variety of cultures. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.H.1.In.a Identify indigenous instruments of specified cultures. | MU.3.H.1.Su.a Match selected instruments to specified cultures. | MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures. |
| MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures. | MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures. | MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.3.H.2.1 | Discuss how music in America was influenced by people and events in its history. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.H.2.In.a Recognize influences of culture and history on American music. | MU.3.H.2.Su.a Recognize a variety of music that represents American culture or history. | MU.3.H.2.Pa.a Associate musical examples with American culture or history. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.3.H.3.1 | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.H.3.In.a Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts. | MU.3.H.3.Su.a Explore the use of pattern, line, and form in music and other teacher-selected contexts. | MU.3.H.3.Pa.a Respond to the use of patterns in music. |

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.3.F.1.1 | Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.F.1.In.a Use sounds and movements to represent or enhance story or poem characteristics. | MU.3.F.1.Su.a Imitate sounds and movements to represent or enhance story or poem characteristics. | MU.3.F.1.Pa.a Respond to a variety of sounds and movements that represent or enhance story or poem characteristics. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.3.F.2.1 | Identify musicians in the school, community, and media. | |
| MU.3.F.2.2 | Describe opportunities for personal music-making. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.F.2.In.a Identify musicians in the school, community, or media. | MU.3.F.2.Su.a Recognize musicians in the school, community, or media. | MU.3.F.2.Pa.a Recognize that people who make music are called musicians. |
| MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making. | MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making. | MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.3.F.3.1 | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.3.F.3.In.a Sequence two or more components related to individual or collaborative musical projects. | MU.3.F.3.Su.a Complete one or more components of individual or collaborative musical projects. | MU.3.F.3.Pa.a Contribute to collaborative tasks related to music. |

GRADE: 4

| Big Idea: CRITICAL THINKING AND REFLECTION | | |
|--|---|--|
| Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.4.C.1.1 | Develop effective listening strategies and describe how they can support appreciation of musical works. | |
| MU.4.C.1.2 | Describe, using correct music vocabulary, what is heard in a specific musical work. | |
| MU.4.C.1.3 | Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard. | |
| MU.4.C.1.4 | Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics. | MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics. | MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. |
| MU.4.C.1.In.b Recognize families of orchestral and band instruments | MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments. | MU.4.C.1.Pa.b Recognize selected orchestral and band instruments. |
| MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts. | MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts. | MU.4.C.1.Pa.c Distinguish between two voice types. |

| Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. | | |
|---|--|---|
| BENCHMARK CODE | BENCHMARK | |
| MU.4.C.2.1 | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. | |
| MU.4.C.2.2 | Critique specific techniques in one's own and others' performances using teacher-established criteria. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others. | MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others. | MU.4.C.2.Pa.a Select a characteristic that makes music appealing. |
| MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others. | MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in performances of one's self and others. | |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.4.C.3.1 | Describe characteristics that make various musical works appealing. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.C.3.In.a Identify characteristics that make various musical works appealing. | MU.4.C.3.Su.a Recognize characteristics that make various musical works appealing. | MU.4.C.3.Pa.a Select a characteristic that makes a musical work appealing. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.4.S.1.1 | Improvise phrases, using familiar songs. | |
| MU.4.S.1.2 | Create melodic patterns using a variety of sound sources. | |
| MU.4.S.1.3 | Arrange a familiar song for voices or instruments by manipulating form. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs. | MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs. | MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|--|
| MU.4.S.2.1 | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.S.2.In.a Recognize patterns in music. | MU.4.S.2.Su.a Imitate musical patterns. | MU.4.S.2.Pa.a Recognize a musical pattern. |

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

| BENCHMARK CODE | BENCHMARK | |
|----------------|---|--|
| MU.4.S.3.1 | Sing rounds, canons, and/or partner songs in an appropriate range, using proper | |

| | vocal technique and maintaining pitch. |
|--|---|
| MU.4.S.3.2 | Play rounds, canons, or layered ostinati on classroom instruments. |
| MU.4.S.3.3 | Perform extended pentatonic melodies at sight. |
| MU.4.S.3.4 | Play simple ostinati, by ear, using classroom instruments. |
| MU.4.S.3.5 | Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. | MU.4.S.3.Su.a Sing songs of limited range using the head voice. |
| MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. | MU.4.S.3.Su.b Perform simple songs and accompaniments. |
| MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. | |
| Participatory | |
| | MU.4.S.3.Pa.a Sing or play songs or patterns from a model. |
| | MU.4.S.3.Pa.b Sing or play songs or patterns from a cue. |

| Big Idea: ORGANIZATIONAL STRUCTURE | |
|--|--|
| Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. | |
| BENCHMARK CODE | BENCHMARK |
| MU.4.O.1.1 | Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| MU.4.O.1.In.a Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles. | MU.4.O.1.Su.a Recognize selected elements of music in different types of music. |
| | Participatory |
| | MU.4.O.1.Pa.a Demonstrate awareness of beat and rhythm. |

| Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. | |
|--|--|
| BENCHMARK CODE | BENCHMARK |
| MU.4.O.2.1 | Create variations for selected melodies. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| MU.4.O.2.In.a Change the feeling of a musical phrase by altering the elements of music. | MU.4.O.2.Su.a Select an element to change in a musical phrase. |
| | Participatory |
| | MU.4.O.2.Pa.a Respond to a change in a musical phrase. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|---|
| MU.4.O.3.1 | Identify how expressive elements and lyrics affect the mood or emotion of a song. | |
| MU.4.O.3.2 | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or emotion of a song. MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result | MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion. | MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece. |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.4.H.1.1 | Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments. | |
| MU.4.H.1.2 | Describe the influence of selected composers on the musical works and practices or traditions of their time. | |
| MU.4.H.1.3 | Identify pieces of music that originated from cultures other than one's own. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.H.1.In.a Identify common uses of music within specific cultures. MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own. | MU.4.H.1.Su.a Recognize common uses of music within specific cultures. MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures. | MU.4.H.1.Pa.a Recognize a use of music common to cultures or times. MU.4.H.1.Pa.b Associate a piece of music with a specified culture. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|--|
| MU.4.H.2.1 | Perform, listen to, and discuss music related to Florida's history. | |
| MU.4.H.2.2 | Identify ways in which individuals of varying ages and cultures experience music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |

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

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| MU.4.H.3.1 | Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area. |

Access Point for Students with Significant Cognitive Disabilities

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

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| MU.4.F.1.1 | Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. |

Access Point for Students with Significant Cognitive Disabilities

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

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| MU.4.F.2.1 | Describe roles and careers of selected musicians. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
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|--|--|---|
| MU.4.F.2.In.a Identify two or more community opportunities in or related to music for employment or leisure. | MU.4.F.2.Su.a Recognize two or more community opportunities to participate in activities related to music. | MU.4.F.2.Pa.a Associate music with leisure or recreation. |
|--|--|---|

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.4.F.3.1 | Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. | |
| MU.4.F.3.2 | Discuss the safe, legal way to download songs and other media. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields. | MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be applied to other fields. MU.4.F.3.Su.b Recognize and respect the property of others. | MU.4.F.3.Pa.a Recognize a personal quality that supports success in life. MU.4.F.3.Pa.b Recognize the property of others |

GRADE: 5

Big Idea: CRITICAL THINKING AND REFLECTION

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.5.C.1.1 | Discuss and apply listening strategies to support appreciation of musical works. | |
| MU.5.C.1.2 | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. | |
| MU.5.C.1.3 | Identify, aurally, selected instruments of the band and orchestra. | |
| MU.5.C.1.4 | Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works. MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work. MU.5.C.1.In.c Identify families of | MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works. MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work. MU.5.C.1.Su.c Identify a variety of | MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works. MU.5.C.1.Pa.b Recognize that music examples convey meaning. MU.5.C.1.Pa.c Recognize selected orchestral and band |

| | | |
|--|--|---|
| orchestral and band instruments. MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass. | orchestral and band instruments. MU.5.C.1.Su.d Recognize differences between different voice parts. | instruments. MU.5.C.1.Pa.d Distinguish between two voices. |
|--|--|---|

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.5.C.2.1 | Define criteria, using correct music vocabulary, to critique one's own and others' performance. | |
| MU.5.C.2.2 | Describe changes, using correct music vocabulary, in one's own and/or others' performance over time. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance. MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance. | <i>Supported</i> MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance. MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance. | <i>Participatory</i> MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music. MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.5.C.3.1 | Develop criteria to evaluate an exemplary musical work from a specific period or genre. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> MU.5.C.3.In.a Use defined criteria to respond to musical work of a specified period or genre. | <i>Supported</i> MU.5.C.3.Su.a Use a teacher-selected criterion to respond to musical work of a specified period or genre. | <i>Participatory</i> MU.5.C.3.Pa.a Select preferred musical work of a specified period or genre. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.5.S.1.1 | Improvise rhythmic and melodic phrases to create simple variations on familiar melodies. |

| MU.5.S.1.2 | Compose short vocal or instrumental pieces using a variety of sound sources. |
|--|---|
| MU.5.S.1.3 | Arrange a familiar song by manipulating specified aspects of music. |
| MU.5.S.1.4 | Sing or play simple melodic patterns by ear with support from the teacher. |
| Access Point for Students with Significant Cognitive Disabilities | |
| <i>Independent</i> | <i>Supported</i> |
| MU.5.S.1.In.a Improve rhythmic or melodic phrases to create variations on familiar melodies. | MU.5.S.1.Su.a Improve simple rhythmic or melodic patterns to create variations on familiar melodies. |
| | MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns. MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns. |

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

| BENCHMARK CODE | BENCHMARK |
|--|--|
| MU.5.S.2.1 | Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance. |
| MU.5.S.2.2 | Apply performance techniques to familiar music. |
| MU.5.S.2.3 | Perform simple diatonic melodies at sight. |
| Access Point for Students with Significant Cognitive Disabilities | |
| <i>Independent</i> | <i>Supported</i> |
| MU.5.S.2.In.a Re-create musical patterns from familiar music. | MU.5.S.2.Su.a Imitate a variety of musical patterns. |
| MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch. | MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch. |
| MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments. | MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments. |
| MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation. | |
| | MU.5.S.2.Pa.a Match musical patterns to a model. MU.5.S.2.Pa.a Contribute to the performance of group songs. MU.5.S.2.Pa.b Sing or play songs or patterns from memory. |

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.5.S.3.1 | Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. |
| MU.5.S.3.2 | Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. |
| MU.5.S.3.4 | Play melodies and accompaniments, by ear, using classroom instruments. |
| MU.5.S.3.5 | Notate rhythmic phrases and simple diatonic melodies using traditional notation. |

Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.5.O.1.1 | Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.5.O.1.In.a Identify the musical elements in various styles of music using correct music vocabulary. | MU.5.O.1.Su.a Recognize basic elements in various styles of music. | MU.5.O.1.Pa.a Recognize a selected element in a piece of music. MU.5.O.1.Pa.a Recognize a selected element in a piece of music. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.5.O.2.1 | Create a new melody from two or more melodic motifs. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.5.O.2.In.a Rearrange melodic or rhythmic patterns to generate new phrases. | MU.5.O.2.Su.a Rearrange simple melodic or rhythmic patterns to generate new phrases. | MU.5.O.2.Pa.a Select preferred simple melodic or rhythmic patterns. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.5.O.3.1 | Examine and explain how expressive elements, when used in a selected musical work, affect personal response. | |
| MU.5.O.3.2 | Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music. MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece. | MU.5.O.3.Su.a Identify the mood or emotion of a piece of music. | MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel. MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel. |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.5.H.1.1 | Identify the purposes for which music is used within various cultures. | |
| MU.5.H.1.2 | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. | |
| MU.5.H.1.3 | Compare stylistic and musical features in works originating from different cultures. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures. | MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures. | MU.5.H.1.Pa.a Recognize the purpose of specified music. |
| MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures. | MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures. | MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| MU.5.H.2.1 | Examine the contributions of musicians and composers for a specific historical period. | |
| MU.5.H.2.2 | Describe how technology has changed the way audiences experience music. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.5.H.2.In.a Identify musicians and composers for a specific historical period. | MU.5.H.2.Su.a Recognize selected music for a specific historical period. | MU.5.H.2.Pa.a Explore music from a specific historical period. |
| MU.5.H.2.In.b Identify and use a variety of technologies to experience music. | MU.5.H.2.Su.b Recognize and use selected technologies to experience music. | MU.5.H.2.Pa.b Use a selected technology to experience music. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|--|
| MU.5.H.3.1 | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. | |
| Access Point for Students with Significant Cognitive Disabilities | | |

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

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

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

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| MU.5.F.1.In.a Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. | MU.5.F.1.Su.a Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. | MU.5.F.1.Pa.a Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. |

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| MU.5.F.2.1 | Describe jobs associated with various types of concert venues and performing arts centers. |
| MU.5.F.2.2 | Explain why live performances are important to the career of the artist and the success of performance venues. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure. | MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure. | MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure. |

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| MU.5.F.3.1 | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. |
| MU.5.F.3.2 | Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|--|--|--|
| MU.5.F.3.In.a Identify personal qualities that support success in music that can be applied to other fields. | MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields. | MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields. |
| MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music. | MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music. | MU.5.F.3.Pa.b Recognize and respect the property of others. |

GRADE: 68

| Big Idea: CRITICAL THINKING AND REFLECTION | | |
|--|--|--|
| Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. | | |
| BENCHMARK CODE | BENCHMARK | |
| MU.68.C.1.1 | Develop strategies for listening to unfamiliar musical works. | |
| MU.68.C.1.2 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. | |
| MU.68.C.1.3 | Identify, aurally, instrumental styles and a variety of instrumental ensembles. | |
| MU.68.C.1.4 | Identify, aurally, a variety of vocal styles and ensembles. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.68.C.1.In.a Develop effective sensory strategies and describe how they support appreciation of familiar musical works. | MU.68.C.1.Su.a Use appropriate sensory skills to support appreciation of familiar musical works. | MU.68.C.1.Pa.a Use the senses to support appreciation of familiar musical works. |
| MU.68.C.1.In.b Identify the composer's intent and aesthetic impact of a performance. | MU.68.C.1.Su.b Recognize the musical intent of the composer for a specific musical work. | MU.68.C.1.Pa.b Recognize the aesthetic impact of a performance. |
| MU.68.C.1.In.c Identify selected instrumental styles and ensembles. | MU.68.C.1.Su.c Recognize selected instrumental styles and ensembles. | MU.68.C.1.Pa.c Recognize selected instrumental styles. |
| MU.68.C.1.In.d Identify selected vocal styles and ensembles. | MU.68.C.1.Su.d Recognize selected vocal styles and ensembles. | MU.68.C.1.Pa.d Recognize selected vocal styles. |

| Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. | |
|---|---|
| BENCHMARK CODE | BENCHMARK |
| MU.68.C.2.1 | Critique personal performance, experiment with a variety of solutions, and make |

| | appropriate adjustments with guidance from teachers and peers. | |
|--|--|--|
| MU.68.C.2.2 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. | |
| MU.68.C.2.3 | Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.68.C.2.In.a Analyze and revise personal performance to meet established criteria with guidance from teachers and peers. | MU.68.C.2.Su.a Use defined criteria to analyze and revise personal performances with guidance from teachers and peers. | MU.68.C.2.Pa.b Use a teacher-selected criterion to recognize improvement in one's own or others' performances after practice or rehearsal. |
| MU.68.C.2.In.b Identify areas of improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. | MU.68.C.2.Su.b Use defined criteria to recognize improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. | |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.68.C.3.1 | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.68.C.3.In.a Use defined criteria to evaluate characteristics of exemplary musical work from a specific period or genre. | MU.68.C.3.Su.a Use teacher-selected criteria to identify characteristics of exemplary musical work from a specific period or genre. | MU.68.C.3.Pa.a Use a teacher-selected criterion to respond to characteristics of exemplary musical work from a specific period or genre. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.68.S.1.1 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. |
| MU.68.S.1.2 | Compose a short musical piece. |
| MU.68.S.1.3 | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| MU.68.S.1.4 | Sing or play melodies by ear with support from the teacher and/or peers. |
| MU.68.S.1.5 | Perform melodies with chord progressions. |
| MU.68.S.1.6 | Compose a melody, with or without lyrics, over a standard harmonic progression. |
| MU.68.S.1.7 | Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers. |
| MU.68.S.1.8 | Demonstrate specified mixing and editing techniques using selected software |

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|-------------|---|
| | and hardware. |
| MU.68.S.1.9 | Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance. |

Access Point for Students with Significant Cognitive Disabilities

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

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| MU.68.S.2.1 | Perform music from memory to demonstrate knowledge of the musical structure. |
| MU.68.S.2.2 | Transfer performance techniques from familiar to unfamiliar pieces. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|--|
| MU.68.S.2.In.a Perform musical patterns or music from memory. | MU.68.S.2.Su.a Re-create musical phrases or music from a given musical example. | MU.68.S.2.Pa.a Match a musical pattern or phrase to a given musical example. |

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| MU.68.S.3.1 | Sing and/or play age-appropriate repertoire expressively. |
| MU.68.S.3.2 | Demonstrate proper vocal or instrumental technique. |
| MU.68.S.3.3 | Sight-read standard exercises and simple repertoire. |
| MU.68.S.3.4 | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. |
| MU.68.S.3.5 | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. |
| MU.68.S.3.6 | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| MU.68.S.3.In.a Sing rounds, canons, and/or partner songs using proper vocal technique and maintaining pitch. | MU.68.S.3.Su.a Sing songs in an appropriate range using head voice and maintaining pitch. | MU.68.S.3.Pa.a Select notes, simple melodies, and/or accompaniments to perform. |

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| MU.68.S.3.In.b Perform melodies and accompaniments on classroom instruments. | MU.68.S.3.Su.b Perform simple melodies and/or accompaniments on classroom instruments. | MU.68.S.3.Pa.b Participate in a rehearsal strategy to apply to a skill or technique. |
| MU.68.S.3.In.c Sight-read notes and/or simple rhythmic phrases. | MU.68.S.3.Su.c Match aurally presented notes to traditional notation. | |
| MU.68.S.3.In.d Notate simple rhythmic phrases and/or melodies using traditional notation. | MU.68.S.3.Su.d Copy simple rhythmic and melodic patterns using traditional notation. | |
| MU.68.S.3.In.e Select rehearsal strategies to apply skills and techniques. | MU.68.S.3.Su.e Identify a rehearsal strategy to apply a skill or technique. | |

Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|----------------------|
| MU.68.O.1.1 | Compare performances of a musical work to identify artistic choices made by performers. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.O.1.In.a Compare musical elements in different types of music using correct music vocabulary. | MU.68.O.1.Su.a Identify elements of music in different types of music. | |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.68.O.2.1 | Create a composition, manipulating musical elements and exploring the effects of those manipulations. | |
| MU.68.O.2.2 | Demonstrate knowledge of major and minor tonalities through performance and composition. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.O.2.In.a Manipulate the elements of a musical piece and explore the effects of those manipulations. | MU.68.O.2.Su.a Change the feeling of a musical phrase by altering an element of music. | MU.68.O.2.Pa.a Select an element to change in a musical phrase. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.68.O.3.1 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. | |
| MU.68.O.3.2 | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.O.3.In.a Identify how instrumentation and expressive elements affect the mood or emotion of a song. | MU.68.O.3.Su.a Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. | MU.68.O.3.Pa.a Match instrumentation or expressive elements to mood or emotion. |
| MU.68.O.3.In.b Apply expressive elements to a vocal or instrumental piece. | MU.68.O.3.Su.b Change an expressive element in a vocal or instrumental piece and identify the result. | |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.68.H.1.1 | Describe the functions of music from various cultures and time periods. | |
| MU.68.H.1.2 | Identify the works of representative composers within a specific style or time period. | |
| MU.68.H.1.3 | Describe how American music has been influenced by other cultures. | |
| MU.68.H.1.4 | Classify authentic stylistic features in music originating from various cultures. | |
| MU.68.H.1.5 | Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.H.1.In.a Identify the functions of music from various cultures and time periods. | MU.68.H.1.Su.a Identify the purpose for which specified music is used within various cultures. | MU.68.H.1.Pa.a Recognize the purpose for which specified music is used within various cultures. |
| MU.68.H.1.In.b Identify a characteristic of music from another culture in selected American music. | MU.68.H.1.Su.b Recognize a characteristic of music from another culture in selected American music. | MU.68.H.1.Pa.b Recognize a similarity between a selected American piece and that of a selected piece from another culture. |
| MU.68.H.1.In.c Identify authentic stylistic features in music originating from various cultures. | MU.68.H.1.Su.c Recognize authentic stylistic features in music originating from various cultures. | MU.68.H.1.Pa.c Recognize a selected authentic stylistic feature in music originating from various cultures. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|---|
| MU.68.H.2.1 | Describe the influence of historical events and periods on music composition and performance. | |
| MU.68.H.2.2 | Analyze how technology has changed the way music is created, performed, acquired, and experienced. | |
| MU.68.H.2.3 | Classify the literature being studied by genre, style, and/or time period. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.H.2.In.a Identify the influence of historical events and periods on music composition and performance. | MU.68.H.2.Su.a Recognize the influence of selected historical or cultural events on music of the time. | MU.68.H.2.Pa.a Associate music with significant historical or cultural events. |
| MU.68.H.2.In.b Identify a variety of technologies to create, perform, acquire, and experience music. | MU.68.H.2.Su.b Recognize selected technologies to create, perform, acquire, and experience music. | MU.68.H.2.Pa.b Recognize selected ways to create, perform, acquire, and experience music. |
| MU.68.H.2.In.c Classify selected music by genre, style, and/or time period. | MU.68.H.2.Su.c Recognize the genre, style, and/or time period of selected music. | MU.68.H.2.Pa.c Recognize the genre of selected music. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| MU.68.H.3.1 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. | |
| MU.68.H.3.2 | Discuss how the absence of music would affect other content areas and contexts. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.H.3.In.a Integrate music with skills and concepts from other content areas and contexts. | MU.68.H.3.Su.a Integrate music with selected skills and concepts from other content areas or contexts. | MU.68.H.3.Pa.a Select music to enhance other content areas or contexts. |

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.68.F.1.1 | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. |
| MU.68.F.1.2 | Create an original composition that reflects various performances that use |

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

| Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies. | | |
|---|---|--|
| BENCHMARK CODE | BENCHMARK | |
| MU.68.F.2.1 | Describe several routes a composition or performance could travel from creator to consumer. | |
| MU.68.F.2.2 | Describe how concert attendance can financially impact a community. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.F.2.In.a Identify two or more employment and leisure opportunities in or relating to music and pair with the necessary skills and training. | MU.68.F.2.Su.a Recognize two or more employment and leisure opportunities in or relating to music and pair with a prerequisite. | MU.68.F.2.Pa.a Distinguish employment or leisure opportunities that are music-related vs. non-music-related. |

| Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. | | |
|--|---|---|
| BENCHMARK CODE | BENCHMARK | |
| MU.68.F.3.1 | Describe how studying music can enhance citizenship, leadership, and global thinking. | |
| MU.68.F.3.2 | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. | |
| MU.68.F.3.3 | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.68.F.3.In.a Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom. | MU.68.F.3.Su.a Identify a personal quality that supports success in music that can be applied to other fields. | MU.68.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields. |
| MU.68.F.3.In.b Individually or | MU.68.F.3.Su.b Individually or collaboratively demonstrate the safe, legal, and responsible use of selected technology tools to produce or listen | MU.68.F.3.Pa.b Select technology tools to access |

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| collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music. MU.68.F.3.In.c Prioritize, monitor, and complete tasks related to individual or collaborative projects. | to music as a citizen, consumer, or worker. MU.68.F.3.Su.c Individually or collaboratively organize and execute music projects having three or more components. | music as a citizen, consumer, or worker. MU.68.F.3.Pa.c Contribute to the organization and execution of a music project. |
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GRADE: 912

Big Idea: CRITICAL THINKING AND REFLECTION

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

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.912.C.1.1 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. |
| MU.912.C.1.2 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. |
| MU.912.C.1.3 | Analyze instruments of the world and classify them by common traits. |
| MU.912.C.1.4 | Compare and perform a variety of vocal styles and ensembles. |

Access Point for Students with Significant Cognitive Disabilities

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

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

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| MU.912.C.2.1 | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2 | Evaluate performance quality in recorded and/or live performances. |

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| MU.912.C.2.3 | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| MU.912.C.2.In.a Analyze and revise personal performance in solo and ensembles to meet established criteria with guidance from teachers and peers. | MU.912.C.2.Su.a Use defined criteria to analyze and revise personal performance in solo and ensembles with guidance from teachers and peers. | MU.912.C.2.Pa.a Use a teacher-selected criterion to analyze and revise personal performances in solo and ensembles with guidance from teachers and peers. |

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

| BENCHMARK CODE | BENCHMARK |
|--|---|
| MU.912.C.3.1 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| MU.912.C.3.In.a Use defined criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. | MU.912.C.3.Su.a Use teacher-selected criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. |
| Participatory | MU.912.C.3.Pa.a Use a teacher-selected criterion to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

| BENCHMARK CODE | BENCHMARK |
|---|--|
| MU.912.S.1.1 | Improvise rhythmic and melodic phrases over harmonic progressions. |
| MU.912.S.1.2 | Compose music for voices and/or acoustic, digital, or electronic instruments. |
| MU.912.S.1.3 | Arrange a musical work by manipulating two or more aspects of the composition. |
| MU.912.S.1.4 | Perform and notate, independently and accurately, melodies by ear. |
| MU.912.S.1.5 | Research and report on the impact of MIDI as an industry-standard protocol. |
| MU.912.S.1.6 | Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge. |
| MU.912.S.1.7 | Combine and/or create virtual and audio instruments. |
| MU.912.S.1.8 | Record, mix, and edit a recorded performance. |
| MU.912.S.1.9 | Score music and use Foley art for a video segment or full video. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| MU.912.S.1.In.a Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. | MU.912.S.1.Su.a Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. |
| Participatory | MU.912.S.1.Pa.a Participate in an improvisation with vocal or instrumental patterns using familiar songs. |

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| | | MU.912.S.1.Pa.b Improvise vocal or instrumental patterns using familiar songs. |
|--|--|--|

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.912.S.2.1 | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. | |
| MU.912.S.2.2 | Transfer expressive elements and performance techniques from one piece of music to another. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.912.S.2.In.a Create or re-create a variety of musical phrases to incorporate in a new musical example. | MU.912.S.2.Su.a Re-create musical phrases or music from a variety of musical examples. | MU.912.S.2.Pa.a Match musical patterns or phrases to a variety of musical examples. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|---|--|
| MU.912.S.3.1 | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. | |
| MU.912.S.3.2 | Sight-read music accurately and expressively to show synthesis of skills. | |
| MU.912.S.3.3 | Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. | |
| MU.912.S.3.4 | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.912.S.3.In.a Sing and/or play age-appropriate repertoire expressively. | MU.912.S.3.Su.a Sing rounds, canons, and/or partner songs. | MU.912.S.3.Pa.a Select melodies and/or accompaniments to perform. |
| MU.912.S.3.In.b Sight-read standard exercises and simple repertoire. | MU.912.S.3.Su.b Sight-read notes and/or simple rhythmic phrases. | MU.912.S.3.Pa.b Participate in rehearsal strategies to apply skills or techniques. |
| MU.912.S.3.In.c Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. | MU.912.S.3.Su.c Select rehearsal strategies to apply skills and techniques. | |

Big Idea: ORGANIZATIONAL STRUCTURE

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.912.O.1.1 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent MU.912.O.1.In.a Compare performances of a musical work to identify artistic choices made by performers. | Supported MU.912.O.1.Su.a Compare musical elements in different types of music. | Participatory MU.912.O.1.Pa.a Recognize elements of music in different types of music. |

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

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| MU.912.O.2.1 | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. | |
| MU.912.O.2.2 | Transpose melodies into different modalities through performance and composition. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent MU.912.O.2.In.a Select and use elements and principles of music composition to create music in different and/or unusual ways. MU.912.O.2.In.b Create variations for selected melodies. | Supported MU.912.O.2.Su.a Use a teacher-selected element or principle of music composition to create music in a different and/or unusual way | Participatory MU.912.O.2.Pa.a Select an element to change in a musical piece. |

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

| BENCHMARK CODE | BENCHMARK | |
|--|--|---|
| MU.912.O.3.1 | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. | |
| MU.912.O.3.2 | Interpret and perform expressive elements indicated by the musical score and/or conductor. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent MU.912.O.3.In.a Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. | Supported MU.912.O.3.Su.a Identify how instrumentation and expressive elements affect the mood or emotion of a song. | Participatory MU.912.O.3.Pa.a Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. |

| | | |
|--|---|--|
| MU.912.O.3.In.b Perform the expressive elements of a musical work indicated by the musical score and/or conductor and transfer new knowledge and experiences to other musical works. | MU.912.O.3.Su.b Apply expressive elements to a vocal or instrumental piece. | |
|--|---|--|

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.912.H.1.1 | Investigate and discuss how a culture's traditions are reflected through its music. |
| MU.912.H.1.2 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. |
| MU.912.H.1.3 | Compare two or more works of a composer across performance media. |
| MU.912.H.1.4 | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5 | Analyze music within cultures to gain understanding of authentic performance practices. |

Access Point for Students with Significant Cognitive Disabilities

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

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

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.912.H.2.1 | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2 | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.2.3 | Analyze the evolution of a music genre. |
| MU.912.H.2.4 | Examine the effects of developing technology on composition, performance, and acquisition of music. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| MU.912.H.2.In.a Examine the social impact of music on historical periods or cultural evolution. | MU.912.H.2.Su.a Recognize the social impact of selected music on historical periods or cultural events. | MU.912.H.2.Pa.a Match selected music with significant historical periods or cultural events |
| MU.912.H.2.In.b Examine musical | MU.912.H.2.Su.b Recognize | |

| | | |
|--|---|--|
| trends, including venues for accessing musical performances, to understand the past, present, and future of music. MU.912.H.2.In.c Examine how technology has changed the way music is created, performed, acquired, and experienced. | significant musical developments, including venues for accessing musical performances, to understand that it is dynamic. MU.912.H.2.Su.c Identify a variety of technologies to create, perform, acquire, and experience music. | MU.912.H.2.Pa.b Recognize selected technologies to create, perform, acquire, and experience music. |
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Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

| BENCHMARK CODE | BENCHMARK | |
|---|--|--|
| MU.912.H.3.1 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. | |
| MU.912.H.3.2 | Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.912.H.3.In.a Use music to communicate ideas, emotions, or information from non-music contexts. | MU.912.H.3.Su.a Use music to enhance the communication of ideas, emotions, or information from non-music contexts. | MU.912.H.3.Pa.a Use a variety of music to enhance other content areas or contexts. |

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

| BENCHMARK CODE | BENCHMARK | |
|---|---|---|
| MU.912.F.1.1 | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. | |
| MU.912.F.1.2 | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.912.F.1.In.a Demonstrate the use of a variety of technology tools to produce, store, or listen to music as a citizen, consumer, or worker. | MU.912.F.1.Su.a Demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker. | MU.912.F.1.Pa.a Collaboratively demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker. |

Enduring Understanding 2: Careers in and related to the arts significantly and positively

| impact local and global economies. | | |
|---|---|--|
| BENCHMARK CODE | BENCHMARK | |
| MU.912.F.2.1 | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. | |
| MU.912.F.2.2 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. | |
| MU.912.F.2.3 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.912.F.2.In.a Analyze employment and leisure opportunities in or relating to music and pair with the necessary skills and training. | MU.912.F.2.Su.a Connect employment and leisure opportunities in or relating to music with the necessary skills, training, or prerequisites. | MU.912.F.2.Pa.a Distinguish employment and leisure opportunities that are music-related vs. non-music-related. |

| Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. | | |
|--|--|---|
| BENCHMARK CODE | BENCHMARK | |
| MU.912.F.3.1 | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. | |
| MU.912.F.3.2 | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. | |
| MU.912.F.3.3 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. | |
| MU.912.F.3.4 | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| MU.912.F.3.In.a Identify personal examples of leadership in school and/or non-school settings. | MU.912.F.3.Su.a Identify personal qualities that support success in music that can be applied to other fields. | MU.912.F.3.Pa.a Recognize personal qualities that support success in music that can be applied to other fields. |
| MU.912.F.3.In.b Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. | MU.912.F.3.Su.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music. | MU.912.F.3.Pa.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a selected technology tool to produce or listen to music as a citizen, consumer, or worker. |
| MU.912.F.3.In.c Prioritize, monitor, and complete tasks related to individual and collaborative music projects. | MU.912.F.3.Su.c Organize and complete music projects having three or more components. | MU.912.F.3.Pa.c Contribute to the organization and execution of music projects. |



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