

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Music
Course Number: 1300010
Course Title: M/J Music Theory 2

A. Major concepts/content. The purpose of this course is to provide opportunities in the application of fundamental theoretical principles of music.

The content should include, but not be limited to the following:

- theory fundamentals and their application to music

B. Special note. All outcomes must be met for a semester course.

C. Intended outcomes. After successfully completing this course, the student will:

1. Write basic notation.
2. Relate scale patterns to key signatures.
3. Relate chordal progressions to traditional and contemporary music.
4. Read and apply simple and compound meters.
5. Create musical works in traditional and contemporary styles.
6. Apply musical terms and symbols to compositions.
7. Perform at sight rhythmic and diatonic patterns.

**Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8**

Subject Area: Music
Course Number: 1300000
Course Title: M/J Music Theory 1

A. Major concepts/content. The purpose of this course is to provide opportunities in the study of fundamental theoretical principles of music.

The content should include, but not be limited to the following:

- basic theory fundamentals and their application to music

B. Special note. All outcomes must be met for a semester course.

C. Intended outcomes. After successfully completing this course, the student will:

1. Read basic notation on the grand staff.
2. Recognize whole and half steps.
3. Recognize diatonic intervals within one octave.
4. Construct scale patterns.
5. Relate chord symbols to triads.
6. Read and interpret relative duration of notes and rests.
7. Identify basic rhythmic patterns.
8. Create short musical works.
9. Define and apply common musical terms and symbols.
10. Sight-sing common rhythmic and diatonic patterns.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Music
Course Number: 1300020
Course Title: M/J Theoretical and Applied Music Skills 1

A. Major concepts/content. The purpose of this course is to provide the opportunity to study fundamental theoretical music principles in depth and apply them to creative activities.

The content should include, but not be limited to the following:

- music theory fundamentals and related applications

B. Special note. This course is not appropriate for the exploratory wheel, nor is it to be offered as a one-semester course.

C. Intended outcomes. After successfully completing this course, the student will:

1. Read basic notation on the grand staff.
2. Aurally and visually recognize diatonic intervals in a variety of scales.
3. Realize a simple chord accompaniment for a melodic line.
4. Perform at sight rhythmic and diatonic patterns.
5. Transpose simple melodies and chord progressions.
6. Improvise short musical works.
7. Compose original musical works.
8. Define and apply musical terms and symbols.
9. Relate theoretical concepts to a variety of music literature.
10. Demonstrate beginning level keyboard skills.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Music
Course Number: 1300030
Course Title: M/J Theoretical and Applied Music Skills 2

A. Major concepts/content. The purpose of this course is to provide the opportunity to study theoretical music principles in depth and apply them to creative activities.

The content should include, but not be limited to the following:

- basic music theory and related applications

B. Special note. This course is not appropriate for the exploratory wheel, nor is it to be offered as a one-semester course.

C. Intended outcomes. After successfully completing this course, the student will:

1. Read music notation beyond the grand staff.
2. Aurally and visually identify melodic and rhythmic patterns in a variety of keys and modes.
3. Write and perform four-part harmonic passages.
4. Perform at sight rhythmic and harmonic patterns.
5. Apply transposition and modulation techniques to melodies and chord progressions.
6. Improvise on themes when given a simple music selection.
7. Compose original musical works.
8. Define and apply musical works.
9. Define and apply musical terms and symbols.
10. Relate theoretical concepts to a variety of music literature.

11. Demonstrate keyboard skills beyond the beginning level.

**Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8**

Subject Area: Music
Course Number: 1300040
Course Title: M/J Theoretical and Applied Music Skills 3

- A. Major concepts/content.** The purpose of this course is to provide the opportunity to refine knowledge of theoretical music principles and apply creative activities.
- B. Special note.** This course is not appropriate for the exploratory wheel, nor is it to be offered as a one-semester course.
- C. Intended outcomes.** After successfully completing this course, the student will:
1. Read alternative notations.
 2. Identify aurally and visually melodic, rhythmic, and harmonic patterns in a variety of keys and modes.
 3. Create an arrangement of a simple musical selection for a vocal or instrumental ensemble.
 4. Perform at sight a musical composition.
 5. Apply nontraditional harmonies to chord progressions.
 6. Identify a variety of electronic applications, including performance media and compositional techniques.
 7. Relate theoretical concepts to contemporary and traditional forms.
 8. Compose original musical works.
 9. Improvise original and given compositions.
 10. Define and apply musical terms and symbols.
 11. Demonstrate intermediate-level keyboard skills appropriate to nontraditional music.

12. Compare characteristics such as timbre, range, and tone production process for a variety of instruments.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301000
Course Title: M/J General Music 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop music skills and an awareness of the elements, concepts, language, and applications of music.

The content should include, but not be limited to, the following:

- singing, moving, listening, playing instruments, and creating music
- melodic and rhythmic patterns and expressive markings
- melodic, rhythmic, and movement improvisation
- composition and arranging
- form, style, and genre
- performance analysis
- role and influence of music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Sing and perform, using classroom instruments, varied music literature to demonstrate awareness of the music-making process.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with *three- and four-part* harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (*e.g., embouchure, posture, or bow control*).
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, *easy to moderate* music literature from diverse genres and styles (*e.g., Renaissance, Baroque, folk, and patriotic*).
 - MU.A.2.3.3 perform with basic ensemble skills (*e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director*).

2. **Demonstrate knowledge of easy rhythmic and melodic patterns in simple meters.**
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in *simple and compound* meters.

3. **Improvise simple melodies, rhythm patterns, and movement patterns.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

4. **Demonstrate awareness of composition techniques used to create specific effects, forms, and stylistic characteristics (e.g., tempo, dynamics, articulation, tone quality, repetition, contrast).**
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

5. **Demonstrate use of criteria to analyze music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, *with exemplary models*, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, *appropriate to the style of music*, to evaluate one's own performance and the performance of others.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

6. Demonstrate awareness of the role and influence of music and musicians in history, culture, and society.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

7. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301010
Course Title: M/J General Music 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop music skills and knowledge of the elements, concepts, language, and applications of music.

The content should include, but not be limited to, the following:

- singing, moving, listening, playing instruments, and creating music
- melodic and rhythmic patterns and expressive markings
- melodic, rhythmic, and movement improvisation
- composition and arranging
- form, style, and genre
- performance analysis
- role and influence of music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Sing and perform, using classroom instruments, varied music literature to demonstrate knowledge of the music-making process.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with *three- and four-part* harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (*e.g., embouchure, posture, or bow control*).
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, easy to moderate music literature from diverse genres and styles (*e.g., Renaissance, Baroque, folk, and patriotic*).
 - MU.A.2.3.3 perform with basic ensemble skills (*e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director*).
2. **Demonstrate knowledge of rhythmic and melodic patterns in simple meters.**
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
3. **Improvise melodies, rhythm patterns, movement patterns, and harmonic accompaniments.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.
- MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
- MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

4. Demonstrate knowledge of composition techniques used to create specific effects, forms, and stylistic characteristics (e.g., tempo, dynamics, articulation, tone quality, repetition, contrast).

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.
- MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
- MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
- MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

5. Demonstrate use of criteria to analyze music performances as a participant or listener.

- MU.D.2.3.1 create criteria, *with exemplary models*, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, *appropriate to the style of music*, to evaluate one's own performance and the performance of others.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

6. **Demonstrate knowledge of the role and influence of music and musicians in history, culture, and society.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

7. **Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301020
Course Title: M/J General Music 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to advance their acquisition of music skills and to demonstrate use of the elements, concepts, language, and applications of music.

The content should include, but not be limited to, the following:

- singing, moving, listening, playing instruments, and creating music
- melodic and rhythmic patterns and expressive markings
- melodic, rhythmic, and movement improvisation
- composition and arranging
- form, style, and genre
- performance analysis
- role and influence of music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. Sing and perform, using classroom instruments, varied music literature to demonstrate understanding of the music-making process.

- MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with *three- and four-part* harmonies, with and without accompaniment.
- MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
- MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (*e.g., embouchure, posture, or bow control*).
- MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, easy to moderate music literature from diverse genres and styles (*e.g., Renaissance, Baroque, folk, and patriotic*).
- MU.A.2.3.3 perform with basic ensemble skills (*e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director*).

2. Demonstrate knowledge of rhythmic and melodic patterns in varied meters.

- MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

3. Improvise moderately complex melodies, rhythm patterns, movement patterns, and harmonic accompaniments.

- MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.
- MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
- MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

4. Demonstrate understanding of composition techniques used to create specific effects, forms, and stylistic characteristics (e.g., tempo, dynamics, articulation, tone quality, repetition, contrast).

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.
- MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
- MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
- MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

5. Demonstrate use of criteria to analyze music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

6. Demonstrate understanding of the role and influence of music and musicians in history, culture, and society.

- MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
- MU.C.1.3.2 know representative examples of various American music genres.
- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

7. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
- MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301030
Course Title: M/J Keyboard 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to demonstrate fundamental music concepts through development of keyboard performance skills.

The content should include, but not be limited to, the following:

- music concepts
- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- composition, arranging, and improvisation
- performance analysis
- role of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Perform varied easy keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**
 - MU.A.2.3.1 perform on *at least* one instrument (alone and in groups) using proper techniques (*e.g., embouchure, posture, or bow control*).
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, *easy to moderate* music literature from diverse genres and styles (*e.g., Renaissance, Baroque, folk, and patriotic*).

2. **Perform easy keyboard literature, at sight, in at least three keys and meters.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

3. **Compose, arrange, or improvise simple melodies and accompaniments for the keyboard.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

- MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
- MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

4. Demonstrate awareness of varied keys, forms, and styles in easy keyboard music.

- MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
- MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
- MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

5. Create a set of criteria and analyze keyboard performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

6. Demonstrate awareness of the role of keyboard music and musicians in history, culture, and society.

- MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

- MU.C.1.3.2 know representative examples of various American music genres.
- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

7. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
- MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301040
Course Title: M/J Keyboard 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to demonstrate concepts of style and expression through the application of keyboard performance and note reading skills.

The content should include, but not be limited to, the following:

- music concepts
- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- composition, arranging, and improvisation
- performance analysis
- historical and cultural influences
- role and influence of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Perform varied intermediate-level keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**
 - MU.A.2.3.1 perform on *at least* one instrument (alone and in groups) using proper techniques (*e.g., embouchure, posture, or bow control*).
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

2. **Perform intermediate-level keyboard literature, at sight, in varied keys and meters.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

3. **Compose, arrange, or improvise intermediate-level melodies and accompaniments for the keyboard.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

- MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
- MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

4. Demonstrate knowledge of varied keys, forms, and styles in intermediate-level keyboard music.

- MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
- MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
- MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

5. Create a set of criteria and analyze keyboard performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

6. Demonstrate knowledge of historical and cultural influences on keyboard music.

- MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

7. Demonstrate knowledge of the role and influence of keyboard music and musicians in history, culture, and society.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

8. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301050
Course Title: M/J Keyboard 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to demonstrate concepts of style and expression through the application of intermediate-level keyboard performance and note-reading skills.

The content should include, but not be limited to, the following:

- music concepts
- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- composition, arranging, and improvisation
- performance evaluation
- historical and cultural influences
- role and influence of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Perform varied intermediate-level keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**
 - MU.A.2.3.1 perform on *at least* one instrument (alone and in groups) using proper techniques (*e.g., embouchure, posture, or bow control*).
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

2. **Perform intermediate-level keyboard literature, at sight, in varied keys and meters.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

3. **Compose, arrange, and improvise intermediate-level melodies and accompaniments for the keyboard.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

- MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
- MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

4. Demonstrate knowledge of varied keys, forms, and styles in intermediate-level keyboard music.

- MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
- MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
- MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

5. Create a set of criteria and evaluate keyboard performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

6. Demonstrate understanding of historical and cultural influences on keyboard music.

- MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

7. Demonstrate knowledge of the role and influence of keyboard music and musicians in history, culture, and society.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

8. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301060
Course Title: M/J Guitar 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills in guitar performance, including interpretation of tablature, chord symbols, and standard music notation.

The content should include, but not be limited to, the following:

- technical skills
- tablature, chord symbols, and notation
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance analysis
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate fundamental technical skills (e.g., tuning, strumming, hand position, fingering) in individual and ensemble performance.**
MU.A.2.3.1 perform on *at least* one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
2. **Demonstrate use of tuning skills with assistance.**
3. **Interpret tablature, chord symbols, and standard music notation through sight reading and practiced performance.**
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
4. **Demonstrate use of major and minor chords in three or more keys.**
5. **Sing two- and three-chord songs having varied keys and meters while accompanying oneself and/or others.**
MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
6. **Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

7. Improvise simple melodies and accompaniments, alone or with others, appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for guitar using fundamental composition techniques.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Analyze varied guitar performances as a participant or listener.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

10. **Demonstrate care and preventive maintenance of one's instrument.**

11. **Demonstrate awareness of the role and influence of guitar music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

12. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301070
Course Title: M/J Guitar 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of tablature, chord symbols, and standard music notation.

The content should include, but not be limited to, the following:

- technical skills
- tablature, chord symbols, and notation
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance analysis
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate basic technical skills (e.g., tuning, strumming, hand position, fingering) in individual and ensemble performance.**
MU.A.2.3.1 perform on *at least* one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
2. **Demonstrate use of tuning skills with minimal assistance.**
3. **Interpret tablature, chord symbols, and standard music notation through sight reading and practiced performance.**
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
4. **Demonstrate use of major, minor, and seventh chords in four or more keys.**
5. **Sing three- and four-chord songs having varied keys and meters while accompanying oneself and/or others.**
MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

- 6. Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

- 7. Improvise simple melodies and accompaniments, alone or with others, appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose or arrange music for guitar using basic composition techniques.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 9. Analyze varied guitar performances as a participant or listener.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate knowledge of the role and influence of guitar music and musicians in history, culture, society, and one's own life.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

12. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1301080
Course Title: M/J Guitar 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in guitar performance, including interpretation of tablature, chord symbols, and standard music notation.

The content should include, but not be limited to, the following:

- technical skills
- tablature, chord symbols, and notation
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance evaluation
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate intermediate-level technical skills (e.g., tuning, strumming, hand position, fingering) in individual and ensemble performance.**
MU.A.2.3.1 perform on *at least* one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
2. **Demonstrate use of tuning skills.**
3. **Interpret tablature, chord symbols, and standard music notation through sight reading and practiced performance.**
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.
4. **Demonstrate use of major, minor, and seventh chords in five or more keys.**
5. **Sing multiple-chord songs having varied keys and meters while accompanying oneself and/or others.**
MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

- 6. Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

- 7. Improvise melodies and accompaniments, alone or with others, appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose or arrange music for guitar using intermediate-level composition techniques.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 9. Evaluate varied guitar performances as a participant or listener.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate knowledge of the role and influence of guitar music and musicians in history, culture, society, and one's own life.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

12. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Music
Course Number: 1301090
Course Title: M/J Music Appreciation 1

- A. Major concepts/content.** The purpose of this course is to provide the knowledge needed to develop the skills necessary for musical discrimination.

The content should include, but not be limited to the following:

- development of aural skills
- knowledge of varied musical styles
- appropriate vocabulary

- B. Special note.** Outcomes 1-3, 5, 7, and 8 must be met for a semester course.

Outcomes 1-3 and 8 should be included if the course is in an exploratory wheel.

- C. Intended outcomes.** After successfully completing this course, the student will:

1. Identify the elements of music.
2. Identify a variety of musical instruments and vocal classifications.
3. Develop listening skills.
4. Name the major musical eras and representative composers.
5. Identify a variety of musical ensembles.
6. Identify varied ethnic or cultural musical styles.
7. State musical preferences with appropriate vocabulary.
8. Identify careers in music.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Music
Course Number: 1301100
Course Title: M/J Music Appreciation 2

A. Major concepts/content. The purpose of this course is to provide opportunities to apply discriminative skills in listening.

The content should include, but not be limited to the following:

- development of the skills and knowledge necessary to identify major musical eras and make musical judgments

B. Special note. None.

C. Intended outcomes. After successfully completing this course, the student will:

1. Identify the form and structure of musical compositions.
2. Identify aurally a variety of instrumental and vocal timbres.
3. Demonstrate listening skills.
4. Identify selected compositions from major composers of major musical eras.
5. Identify characteristics of varied ethnic or cultural musical styles.
6. Develop criteria for selection of musical preferences using appropriate vocabulary.
7. Identify opportunities for careers in music.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Music
Course Number: 1301110
Course Title: M/J Music Appreciation 3

A. Major concepts/content. The purpose of this course is to provide opportunities to make informed musical judgments.

The content should include, but not be limited to the following:

- refinement of knowledge and skills necessary to make valid musical judgments

B. Special note. None.

C. Intended outcomes. After successfully completing this course, the student will:

1. Identify form and structure of compositions of major musical eras.
2. Identify aurally instrumental and vocal timbres and textures in various ensembles.
3. Refine listening skills.
4. Identify forms of selected compositions by composers from major musical eras.
5. Analyze characteristics that distinguish various ethnic and cultural musical styles.
6. Demonstrate justification for judgments on musical performance.
7. Demonstrate awareness of community resources for careers in music.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Music
Course Number:	1302000
Course Title:	M/J Band 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate fundamental technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate fundamental ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate fundamental music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. **Notate from dictation the rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, and tonality in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. **Demonstrate care and preventive maintenance of one's instrument.**

13. **Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302010
Course Title: M/J Band 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate basic technical skills, including production of characteristic tone and tuning one's instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. **Demonstrate care and preventive maintenance of one's instrument.**

13. **Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302020
Course Title: M/J Band 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate intermediate-level technical skills, including production of characteristic tone and tuning one's instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate intermediate-level ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

4. Notate from dictation the pitch and rhythm of a moderately simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose and arrange music for specific uses such as sight reading or warm-ups.

- MU.A.3.3.2 use notation and symbols to organize musical ideas.
- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 11. Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 12. Consistently demonstrate care and preventive maintenance of one's instrument.**

- 13. Consistently demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302030
Course Title: M/J Band 4

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis and evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient technical skills, including production of characteristic tone and tuning one's instrument, in individual and ensemble performance.**

MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

- 2. Demonstrate proficient ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**

MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

- 3. Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**

MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.

(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

4. Notate from dictation the pitch and rhythm of a moderately simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate understanding of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 9. Analyze and evaluate varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 10. Demonstrate understanding of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 11. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
- 12. Consistently demonstrate care and preventive maintenance of one's instrument.**
- 13. Consistently demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302040
Course Title: M/J Orchestra 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate fundamental technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate fundamental ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate fundamental music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
(**Note:** In this course, alto clef should be added for viola players.)

4. Notate from dictation the rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, and tonality in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose or arrange music for specific uses such as sight reading.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

- 9. Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 12. Demonstrate care and preventive maintenance of one's instrument.**

- 13. Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302050
Course Title: M/J Orchestra 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate basic technical skills, including production of characteristic tone and tuning one's instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
(**Note:** In this course, alto clef should be added for viola players.)

4. Notate from dictation the pitch and rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for specific uses such as sight reading or warm-ups.

- MU.A.3.3.2 use notation and symbols to organize musical ideas.
- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
- 12. Demonstrate care and preventive maintenance of one's instrument.**
- 13. Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302060
Course Title: M/J Orchestra 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate intermediate-level technical skills, including production of characteristic tone and tuning one's instrument, in individual and ensemble performance.**

MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate intermediate-level ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**

MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**

MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.
(**Note:** In this course, alto clef should be added for viola players.)

4. Notate from dictation the pitch and rhythm of a moderately simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 9. Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 10. Demonstrate knowledge of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 11. Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 12. Consistently demonstrate care and preventive maintenance of one's instrument.**

- 13. Consistently demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302070
Course Title: M/J Orchestra 4

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis and evaluation
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate proficient technical skills, including production of characteristic tone and tuning one's instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate proficient ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.
(**Note:** In this course, alto clef should be added for viola players.)

4. Notate from dictation the pitch and rhythm of a moderately simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate understanding of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose and arrange music for specific uses such as sight reading or warm-ups.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Analyze and evaluate varied music performances as a participant or listener.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate understanding of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 11. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
- 12. Consistently demonstrate care and preventive maintenance of one's instrument.**
- 13. Consistently demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302080
Course Title: M/J Instrumental Techniques 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on a selected instrument in an individual or small ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate basic technical skills (i.e., tone, posture, position, fingering, and/or bowing) in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
2. **Perform instrumental repertoire in varied keys, meters, and tempi.**
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
(**Note:** In this course, alto clef should be added for viola players.)

4. **Notate from dictation the rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases *that have been performed by someone else*.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, and tonality in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. **Demonstrate care and preventive maintenance of one's instrument.**

13. **Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302090
Course Title: M/J Instrumental Techniques 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills on a selected instrument in an individual or small ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate intermediate-level technical skills (i.e., tone, posture, position, fingering, and/or bowing) in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
2. **Perform instrumental repertoire in varied keys, meters, and tempi.**
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
(**Note:** In this course, alto clef should be added for viola players.)

4. Notate from dictation the rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases *that have been performed by someone else*.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, and melody in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for specific uses such as sight reading or warm-ups.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302100
Course Title: M/J Instrumental Techniques 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient skills on a selected instrument in an individual or small ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate proficient technical skills (i.e., tone, posture, position, fingering, and/or bowing) in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
2. **Perform instrumental repertoire in varied keys, meters, and tempi.**
 - MU.A.2.3.2 perform, *as a member of a music ensemble*, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. **Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

(**Note:** In this course, alto clef should be added for viola players.)

- 4. Notate from dictation the pitch and rhythm of a moderately simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

- 5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

- 6. Demonstrate understanding of form, style, genre, tonality, melody, and harmony in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Evaluate varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate understanding of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302110
Course Title: M/J Instrumental Ensemble 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on a selected instrument in an ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate fundamental technical skills, including production of characteristic tone, in ensemble performance.**
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

2. **Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

3. **Perform instrumental repertoire in varied keys, meters, and tempi.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

4. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
(**Note:** In this course, alto clef should be added for viola players.)

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, and tonality in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations and arrangements appropriate to the literature studied.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

8. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

9. **Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

10. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

11. **Demonstrate care and preventive maintenance of one's instrument.**

12. **Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302120
Course Title: M/J Instrumental Ensemble 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to further develop basic skills on a selected instrument in an ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate basic technical skills, including production of characteristic tone, in ensemble performance.**
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
2. **Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
3. **Perform instrumental repertoire in varied keys, meters, and tempi.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
4. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
(**Note:** In this course, alto clef should be added for viola players.)

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, and melody in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations and arrangements appropriate to the literature studied.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

- 8. Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 9. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 10. Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 11. Demonstrate care and preventive maintenance of one's instrument.**

- 12. Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302130
Course Title: M/J Instrumental Ensemble 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills on a selected instrument in an ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation and arranging
- performance analysis and evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate intermediate-level technical skills, including production of characteristic tone, in ensemble performance.**
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
2. **Demonstrate intermediate-level ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
3. **Perform instrumental repertoire in varied keys, meters, and tempi.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
4. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.
(Note: In this course, alto clef should be added for viola players.)

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations and arrangements appropriate to the literature studied.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

- 8. Analyze and evaluate varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 9. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 10. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 11. Demonstrate care and preventive maintenance of one's instrument.**

- 12. Demonstrate responsible participation in music activities.**

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302140
Course Title: M/J Band 2 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and professional musicians
- connections between music, other subject areas, and music related careers
- instrument care and maintenance and related careers
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
- 4. Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
- MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities to develop life and workplace skills.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.

- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302142
Course Title: M/J Band 3 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and professional musicians
- connections between music, other subject areas, and music related careers
- instrument care and maintenance and related careers
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
- 4. Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
- MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities to develop life and workplace skills.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

- 25.0 [Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.](#)
- 26.0 [Describe how extracurricular programs can be incorporated in career and education planning.](#)
- 27.0 [Demonstrate knowledge of high school exit options \(e.g., standard diploma, certificate of completion, special diploma, GED, etc.\) and impact on post-school opportunities.](#)
- 28.0 [Describe high school credits and explain how GPAs are calculated.](#)

Job Search

- 29.0 [Demonstrate skills to complete a job application.](#)
- 30.0 [Demonstrate skills essential for a job interview.](#)

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302150
Course Title: M/J Orchestra 2 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and professional musicians
- connections between music and other subject areas
- instrument care and maintenance
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters. (**Note:** In this course, alto clef should be added for viola players.)

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
 MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 MU.A.3.3.2 use notation and symbols to organize musical ideas.
 MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).
11. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
12. **Demonstrate care and preventive maintenance of one's instrument.**
13. **Demonstrate responsible participation in music activities.**

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

- 25.0 [Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.](#)
- 26.0 [Describe how extracurricular programs can be incorporated in career and education planning.](#)
- 27.0 [Demonstrate knowledge of high school exit options \(e.g., standard diploma, certificate of completion, special diploma, GED, etc.\) and impact on post-school opportunities.](#)
- 28.0 [Describe high school credits and explain how GPAs are calculated.](#)

Job Search

- 29.0 [Demonstrate skills to complete a job application.](#)
- 30.0 [Demonstrate skills essential for a job interview.](#)

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302160
Course Title: M/J Orchestra 3 & Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and professional musicians
- connections between music and other subject areas
- instrument care and maintenance
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters. (**Note:** In this course, alto clef should be added for viola players.)

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
MU.A.3.3.2 use notation and symbols to organize musical ideas.
MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303000
Course Title: M/J Chorus 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) *with three- and four-part harmonies*, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of fundamental ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate fundamental music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. Notate from dictation the rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, and tonality in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for specific uses such as sight reading.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303010
Course Title: M/J Chorus 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two- and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- *and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. Notate from dictation the pitch and rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for specific uses such as sight reading or warm-ups.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303020
Course Title: M/J Chorus 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Consistently demonstrate use of age-appropriate vocal skills in unison and two- and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- *and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of intermediate-level ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

4. Notate from dictation the pitch and rhythm of a moderately simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 9. Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 10. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303030
Course Title: M/J Chorus 4

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Consistently and independently demonstrate use of age-appropriate vocal skills in unison and two-, three-, and four-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

- 2. Demonstrate use of proficient ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

- 3. Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

4. Notate from dictation the pitch and rhythm of a moderately simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate understanding of form, style, genre, tonality, melody, and harmony in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose and arrange music for specific uses such as sight reading or warm-ups.

- MU.A.3.3.2 use notation and symbols to organize musical ideas.
- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate understanding of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303040
Course Title: M/J Chorus High/Low Range 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental individual and ensemble skills in choral performance through preparation of varied high/low range choral literature for middle/junior high voices. Emphasis will be placed on healthy and expressive vocal musicianship, technical skills, and aesthetic awareness.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) *with three- and four-part harmonies*, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of fundamental ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate fundamental music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. Notate from dictation the rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, and tonality in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for specific uses such as sight reading.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Music
Course Number:	1303050
Course Title:	M/J Chorus High/Low Range 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high/low range choral literature for middle/junior high voices. Emphasis will be placed on healthy and expressive vocal musicianship, technical skills, and aesthetic awareness.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two- and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- *and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. Notate from dictation the pitch and rhythm of a simple phrase.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, and melody in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations appropriate to the literature studied.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. Compose or arrange music for specific uses such as sight reading or warm-ups.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

- MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
- MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
- MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Analyze varied music performances as a participant or listener.

- MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
- MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303060
Course Title: M/J Chorus High/Low Range 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high/low range choral literature for middle/junior high voices. Emphasis will be placed on healthy and expressive vocal musicianship, technical skills, and aesthetic awareness.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two-, three-, and four-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of intermediate-level ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

- 4. Notate from dictation the pitch and rhythm of a moderately simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

- 5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

- 6. Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

- 8. Compose or arrange music for specific uses such as sight reading and unison or two-part warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

9. Evaluate varied music performances as a participant or listener.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303070
Course Title: M/J Vocal Techniques 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental performance skills in a solo or small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy and expressive vocal musicianship, technical skills, and aesthetic awareness.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo or small ensemble literature.**

MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) *with three- and four-part harmonies*, with and without accompaniment.

MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.

MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

2. **Demonstrate fundamental music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**

MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

3. **Notate from dictation the rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

4. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

5. **Demonstrate awareness of form, style, genre, and tonality in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

6. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

7. **Compose or arrange music for specific uses such as sight reading.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

8. Analyze varied music performances as a participant or listener.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

9. Demonstrate awareness of the role and influence of vocal music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

10. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

11. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303080
Course Title: M/J Vocal Techniques 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic performance skills in a solo or small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy and expressive vocal musicianship, technical skills, and aesthetic awareness.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo or small ensemble literature.**

MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- *and four*-part harmonies, with and without accompaniment.

MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.

MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

2. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**

MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

3. **Notate from dictation the pitch and rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

4. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

5. **Demonstrate knowledge of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

6. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

7. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

8. Analyze varied music performances as a participant or listener.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

9. Demonstrate knowledge of the role and influence of vocal music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

10. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

11. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303090
Course Title: M/J Vocal Techniques 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy and expressive vocal musicianship, technical skills, and aesthetic awareness.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo or small ensemble literature.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

2. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

3. **Notate from dictation the pitch and rhythm of a moderately simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

4. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

5. **Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

6. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

7. **Compose or arrange music for specific uses such as sight reading and unison or two-part warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

8. Evaluate varied music performances as a participant or listener.

MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

9. Demonstrate knowledge of the role and influence of vocal music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

10. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

11. Demonstrate responsible participation in music activities.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303100
Course Title: M/J Vocal Ensemble 1

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) *with three- and four-part harmonies*, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of fundamental ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate fundamental music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate unified use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate awareness of form, style, genre, and tonality in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, *melody*, and *harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations and arrangements appropriate to the literature studied.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

8. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

9. **Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

10. **Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

11. **Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303110
Course Title: M/J Vocal Ensemble 2

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- *and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. Identify and demonstrate unified use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.

MU.C.1.3.2 know representative examples of various American music genres.

6. Demonstrate knowledge of form, style, genre, tonality, and melody in the literature studied.

MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.

MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.

MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. Create improvisations and arrangements appropriate to the literature studied.

MU.A.3.3.2 use notation and symbols to organize musical ideas.

MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.

MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 8. Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 9. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 10. Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 11. Demonstrate responsible participation in music activities.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303120
Course Title: M/J Vocal Ensemble 3

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

- 2. Demonstrate use of intermediate-level ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

- 3. Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

4. **Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate unified use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate knowledge of form, style, genre, tonality, melody, and harmony in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations and arrangements appropriate to the literature studied.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces with others that express an idea or a feeling.

- 8. Evaluate varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- 9. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

- 10. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

- 11. Demonstrate responsible participation in music activities.**

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303130
Course Title: M/J Chorus 2 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and professional musicians
- connections between music and other subject areas
- careers and career opportunities
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two- and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three-*and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
2. **Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control). (**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
4. **Notate from dicatation the pitch and rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music

- genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
- MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.

- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.

- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303140
Course Title: M/J Chorus 3 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and professional musicians
- connections between music and other subject areas
- careers and career opportunities
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two- and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three-*and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

2. **Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control). (**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. **Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music

- genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
- MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
- MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
- MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
- MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
- MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate responsible participation in music activities.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.

- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.

- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300300
Course Title: Music Theory I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

A. **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of basic music structures and elements and their uses in varied music styles and genres.

The content should include, but not be limited to, the following:

- Rhythmic, melodic, and harmonic notation
- Ear training
- Sight reading
- Composition, arranging, and improvisation
- Harmonic structure
- Analysis of compositional structure and form
- Influence of history and culture

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and Processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. **Special Note.** None

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Demonstrate knowledge of fundamental rhythmic, melodic, and harmonic notation (e.g., clefs, intervals, triads, scales, key signatures).**

MU.A.2.4.1 Perform on at least one instrument, alone and in groups, *using proper playing technique (e.g., embouchure, posture, or bow control)* and attend to melodic phrasing, rhythmic accuracy, and articulation.

MU.A.3.4.2 Describe how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

2. **Sight read and perform rhythmic, melodic, and harmonic patterns using the voice or instruments.**

MU.A.1.4.1 Sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.*

MU.A.3.4.1 sight read one's part in a *four-part* vocal or instrumental score.

3. **Notate from dictation the pitch, rhythm, and meter of phrases having stepwise motion and skips based on I, IV, and V chords.**

MU.A.2.4.4 Perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 Write the notation for a simple harmonic progression performed by someone else.

4. **Improvise simple melodies and harmonic accompaniments.**

MU.B.1.4.1 Improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 Improvise melodies over a given chord progression with appropriate notes and rhythm.

5. **Compose and arrange for voice and/or instruments using basic theory concepts.**

MU.B.2.4.1 Use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 Arrange familiar music for voices or instruments for a specific event or function.

6. Analyze events and elements in a composition, demonstrating knowledge of theme, form, and harmonic structure.

MU.D.1.4.1 Perceive and remember significant music events within a composition.

MU.D.1.4.2 Analyze music events within a composition, using appropriate music principles and technical vocabulary.

MU.D.1.4.3 Understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

MU.D.2.4.2 Understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate awareness of the influence of history and culture on music styles and genres.

MU.C.1.4.1 Describe and classify unfamiliar music according to style, period, composer, culture, or performer.

MU.C.1.4.3 Understand the influence of significant composers and performers on music styles, traditions, and performance practices.

MU.E.1.4.2 Understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300310
Course Title: Music Theory II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

A. **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of intermediate-level music structures and elements and their uses in varied music styles and genres.

The content should include, but not be limited to, the following:

- Rhythmic, melodic, and harmonic notation
- Ear training
- Sight reading
- Composition, arranging, and improvisation
- Harmonic structure
- Analysis of compositional structure and form
- Influence of history and culture

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and Processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. **Special Note.** None

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Demonstrate knowledge of rhythmic, melodic, and harmonic notation (e.g., clefs, intervals, triads, scales, key signatures).**

- MU.A.2.4.1 Perform on at least one instrument, alone and in groups, *using proper playing technique (e.g., embouchure, posture, or bow control)* and attend to melodic phrasing, rhythmic accuracy, and articulation.
- MU.A.3.4.2 Describe how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
- 2. Sight read and perform rhythmic, melodic, and harmonic patterns using the voice or instruments.**
- MU.A.1.4.1 Sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.*
- MU.A.3.4.1 sight read one's part in a *four-part* vocal or instrumental score.
- 3. Notate from dictation the pitch, rhythm, and meter of phrases having stepwise motion and skips based on I, IV, V, V7, and vi chords.**
- MU.A.2.4.4 Perform melodic phrases accurately, after hearing them only once.
- MU.A.3.4.3 Write the notation for a simple harmonic progression performed by someone else.
- 4. Improvise intermediate-level melodies and harmonic accompaniments.**
- MU.B.1.4.1 Improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 Improvise melodies over a given chord progression with appropriate notes and rhythm.
- 5. Compose and arrange for voice and/or instruments using intermediate-level theory concepts.**
- MU.B.2.4.1 Use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 Arrange familiar music for voices or instruments for a specific event or function.
- 6. Analyze events and elements in a composition, demonstrating knowledge of theme, form, and harmonic structure.**
- MU.D.1.4.1 Perceive and remember significant music events within a composition.
- MU.D.1.4.2 Analyze music events within a composition, using appropriate music principles and technical vocabulary.

- MU.D.1.4.3 Understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.2 Understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate knowledge of the influence of history and culture on a variety of music styles and genres.

- MU.C.1.4.1 Describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.C.1.4.3 Understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 Understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300320
Course Title: Music Theory III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

A. **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of advanced music structures and elements and their uses in varied music styles and genres.

The content should include, but not be limited to, the following:

- Rhythmic, melodic, and harmonic notation
- Ear training
- Sight reading
- Composition, arranging, and improvisation
- Harmonic structure
- Analysis of compositional structure and form
- Influence of history and culture

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and Processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. **Special Note.** None

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Demonstrate understanding of rhythmic, melodic, and harmonic notation (e.g., clefs, intervals, triads, scales, key signatures).**

- MU.A.2.4.1 Perform on at least one instrument, alone and in groups, *using proper playing technique (e.g., embouchure, posture, or bow control)* and attend to melodic phrasing, rhythmic accuracy, and articulation.
- MU.A.3.4.2 Describe how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
- 2. Sight read and perform complex rhythmic, melodic, and harmonic patterns using the voice or instruments.**
- MU.A.1.4.1 Sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.*
- MU.A.3.4.1 sight read one's part in a *four-part* vocal or instrumental score.
- 3. Notate from dictation the pitch, rhythm, and meter of phrases having stepwise motion and skips based on I, iii, IV, V, V7, and vi chords and their inversions.**
- MU.A.2.4.4 Perform melodic phrases accurately, after hearing them only once.
- MU.A.3.4.3 Write the notation for a simple harmonic progression performed by someone else.
- 4. Improvise advanced melodies and harmonic accompaniments.**
- MU.B.1.4.1 Improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 Improvise melodies over a given chord progression with appropriate notes and rhythm.
- 5. Compose and arrange for voice and/or instruments using advanced theory concepts.**
- MU.B.2.4.1 Use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 Arrange familiar music for voices or instruments for a specific event or function.
- 6. Analyze events and elements in a composition, demonstrating understanding of theme, form, and harmonic structure.**
- MU.D.1.4.1 Perceive and remember significant music events within a composition.
- MU.D.1.4.2 Analyze music events within a composition, using appropriate music principles and technical vocabulary.

- MU.D.1.4.3 Understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.2 Understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate understanding of the influence of history and culture on a broad variety of music styles and genres.

- MU.C.1.4.1 Describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.C.1.4.3 Understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 Understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300390
Course Title: American Musical Theater
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to participate in and study varied aspects of American musical theater, including development of basic skills in vocal production, stage movement, characterization, choreography, and the technical aspects of a musical. The development of American musical theater will be emphasized.

The content should include, but not be limited to, the following:

- music theory and sight singing
- character analysis and acting techniques
- musical theater terminology
- vocal production
- stage movement and choreography
- production techniques
- audition techniques
- performance analysis
- development of American musical theater
- collaborative work ethic for musical theater
- careers and avocational pursuits in musical theater
- role and influence of American musical theater in history, culture, society, and one's own life
- connections between American musical theater and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic knowledge and skills in music theory (e.g., note values, pitch names, intervals) and sight singing (e.g., rhythmic and melodic patterns).**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 2. Demonstrate use of basic character analysis and acting techniques to create and sustain believable characterization in individual and ensemble performance.**
 - TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
 - TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

3. **Demonstrate knowledge of theatrical terminology, stage directions, and the physical features of the stage and theater.**
4. **Demonstrate use of basic skills and techniques in vocal production (e.g., tone, diction, projection, balance, blend).**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques *of various music literature (e.g., jazz, Baroque, gospel, and swing)*.
5. **Demonstrate use of basic skills and techniques in stage movement and choreography through rehearsal and performance of vocal solos/monologues, duets/dialogues, and ensemble pieces/short scenes.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.
6. **Demonstrate competency in one or more production areas (e.g., scenic design, costume design, sound, lighting, makeup, business management).**
 - TH.A.2.4.1 use unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).
 - TH.A.3.4.1 use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
 - TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.
 - VA.A.1.4.4 use effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

- 7. Demonstrate use of basic audition skills and techniques (e.g., deportment, protocol, presentation of materials, suitable repertoire).**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

- 8. Analyze musical theater performances based on technical and aesthetic criteria.**
 - DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

- 9. Demonstrate awareness of the major developments in American musical theater.**
 - DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
 - TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theatre.

- 10. Demonstrate knowledge of the staffing hierarchy of musical theater and how each position functions separately and as a collaborative unit.**
 - TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.

- 11. Demonstrate awareness of varied career and avocational opportunities and requisite skills in musical theater.**
 - DA.E.1.4.2 understand the challenges that face professional performers in maintaining healthy lifestyles.
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.
 - TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).
 - VA.E.1.4.2 understand and identify the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.
 - VA.E.1.4.3 know how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

- 12. Demonstrate awareness of the role and influence of American musical theater in history, culture, society, and one's own life.**
 - DA.D.1.4.3 understand issues of ethnicity, gender, socioeconomic class, age, and/or physical condition in relation to dance.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - TH.E.1.4.2 understand the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).
 - VA.C.1.4.2 understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

- 13. Demonstrate awareness of the connections between American musical theater and other subject areas.**
 - DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
- TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300391
Course Title: American Musical Theater II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to participate in and study varied aspects of American musical theater, including development of proficient skills in vocal production, stage movement, characterization, choreography, and the technical aspects of a musical. The development of American musical theater will be emphasized.

The content should include, but not be limited to, the following:

- music theory and sight singing
- character analysis and acting techniques
- musical theater terminology
- vocal production
- stage movement and choreography
- production techniques
- audition techniques
- performance analysis and evaluation
- development of American musical theater
- collaborative work ethic for musical theater
- repertoire and portfolio development
- careers and avocational pursuits in musical theater
- role and influence of American musical theater in history, culture, society, and one's own life
- connections between American musical theater and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient knowledge and skills in music theory (e.g., note values, pitch names, intervals, melodic and harmonic concepts) and sight singing (e.g., rhythmic and melodic patterns).**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

2. **Demonstrate use of proficient character analysis and acting techniques to create and sustain believable characterization in individual and ensemble performance.**
 - TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
 - TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
3. **Demonstrate knowledge of theatrical terminology, stage directions, and the physical features of the stage and theater.**
4. **Demonstrate use of proficient skills and techniques in vocal production (e.g., tone, diction, projection, balance, blend).**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of *various music literature* (e.g., jazz, Baroque, gospel, and swing).
5. **Demonstrate use of proficient skills and techniques in stage movement and choreography through rehearsal and performance of vocal solos/monologues, duets/dialogues, and ensemble pieces/short scenes.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.
6. **Demonstrate competency in one or more production areas (e.g., scenic design, costume design, sound, lighting, makeup, business management).**
 - TH.A.2.4.1 use unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).

- TH.A.3.4.1 use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
- TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.
- VA.A.1.4.4 use effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

7. Demonstrate use of proficient audition skills and techniques (e.g., deportment, protocol, presentation of materials, suitable repertoire).

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

8. Analyze and evaluate musical theater performances based on technical and aesthetic criteria.

- DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

9. Demonstrate knowledge of the major developments in American musical theater.

- DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).

TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theatre.

10. Demonstrate understanding of the staffing hierarchy of musical theater and how each position functions separately and as a collaborative unit.

TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.

11. Develop a suitable repertoire and portfolio, including a résumé, for use at a community or professional audition and interview.

12. Demonstrate knowledge of varied career and avocational opportunities and requisite skills in musical theater.

DA.E.1.4.2 understand the challenges that face professional performers in maintaining healthy lifestyles.

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).

VA.E.1.4.3 know how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

13. Demonstrate knowledge of the role and influence of American musical theater in history, culture, society, and one's own life.

DA.D.1.4.3 understand issues of ethnicity, gender, socioeconomic class, age, and/or physical condition in relation to dance.

MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

TH.E.1.4.2 understand the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).

VA.C.1.4.2 understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

14. Demonstrate knowledge of the connections between American musical theater and other subject areas.

DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300400
Course Title: Musical Theater I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to participate in varied aspects of musical theater, with special attention to the fundamentals of voice production, stage movement, acting, characterization, dance, and technical aspects of a musical.

The content should include, but not be limited to, the following:

- performance and auditioning techniques
- acting techniques and character analysis
- music notation
- technical theater skills
- performance analysis and evaluation
- careers and avocational pursuits in musical theater
- role and influence of musical theater
- connections between musical theater and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Demonstrate skills suitable for auditions and solo or ensemble performances, including singing, dancing, and acting.**
 - DA.A.1.4.1 use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques *of various music literature (e.g., jazz, Baroque, gospel, and swing)*.
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, *with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal)*.
 - TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

2. Demonstrate use of basic acting techniques and character analysis to create and sustain believable characterization in individual and ensemble performances.

TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

3. Demonstrate fundamental proficiency in reading rhythmic and melodic patterns.

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

MU.D.1.4.1 perceive and remember significant music events within a composition.

4. Demonstrate awareness of fundamental technical skills, including lighting, sound, set design, costuming, makeup, and stage direction.

TH.A.2.4.1 use unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).

TH.A.3.4.1 use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.

TH.A.3.4.2 understand the technical (physical and chemical) aspects of theatre production to safely create properties, sound, costumes, and makeup.

TH.A.3.4.3 *design*, implement, and integrate all sound effects into the production concept.

TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.

TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.

- VA.A.1.4.3 know how the elements of art and the principles of design can be used to solve specific art problems.
- VA.A.1.4.4 use effective control of media, techniques, and tools when communicating an idea *in both two-dimensional and three-dimensional works of art.*

5. Analyze and evaluate musical theater performances based on technical and aesthetic criteria.

- DA.B.1.4.1 understand similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
- DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, *arrangements, and improvisations.*
- TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

6. Demonstrate awareness of varied career and avocational opportunities and requisite skills in musical theater.

- DA.E.1.4.1 understand and apply healthy lifestyle choices that positively affect dancers.
- DA.E.1.4.2 understand the challenges that face professional performers in maintaining healthy lifestyles.
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).
- TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.
- VA.E.1.4.3 know how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

7. Demonstrate knowledge of the role and influence of musical theater in history, culture, and society.

- DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
- DA.C.1.4.4 understand the changing role of commercial and artistic forms of dance in American culture.
- DA.E.2.4.4 understand historical and cultural images of the body in dance in comparison to images of the body in contemporary media.
- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
- TH.D.1.4.2 understand allegoric and symbolic references in plays.
- TH.E.1.4.2 understand the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).
- TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theatre.

- 8. Demonstrate awareness of the connections between musical theater and other subject areas.**
- DA.C.1.4.1 know significant historical events that have occurred in the development of dance.
 - DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
 - TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300410
Course Title: Musical Theater II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to participate proficiently in varied aspects of musical theater, with special attention to voice production, stage movement, acting, characterization, dance, and technical aspects of a musical.

The content should include, but not be limited to, the following:

- performance and auditioning techniques
- acting techniques and character analysis
- music notation
- technical theater skills
- performance analysis and evaluation
- careers and avocational pursuits in musical theater
- role and influence of musical theater
- connections between musical theater and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Demonstrate proficient skills suitable for auditions and solo or ensemble performances, including singing, dancing, and acting.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques *of various music literature (e.g., jazz, Baroque, gospel, and swing)*.
 - TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
2. **Demonstrate the use of proficient acting techniques and character analysis to create and sustain believable characterization in individual and ensemble performances.**
 - TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
3. **Demonstrate proficiency in reading rhythmic and melodic patterns.**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

4. **Demonstrate knowledge of technical skills, including lighting, sound, set design, costuming, make up, and stage direction.**
 - TH.A.2.4.1 use unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).
 - TH.A.3.4.1 use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
 - VA.A.1.4.4 use effective control of media, techniques, and tools when communicating an idea *in both two-dimensional and three-dimensional works of art*.

5. **Analyze and evaluate musical theater performances based on technical and aesthetic criteria.**
 - DA.B.1.4.1 understand similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

6. **Demonstrate knowledge of varied career and avocational opportunities and requisite skills in musical theater.**
 - DA.E.1.4.2 understand the challenges that face professional performers in maintaining healthy lifestyles.
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).
- TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.
- VA.E.1.4.3 know how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

7. Demonstrate knowledge of the role and influence of musical theater in history, culture, and society.

- DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
- TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theatre.

8. Demonstrate knowledge of the connections between musical theater and other subject areas.

- DA.C.1.4.1 know significant historical events that have occurred in the development of dance.
- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
- TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

Florida Department of Education

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300420
Course Title: Musical Theatre III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities to study and perform the varied styles of musical theatre with special attention to the principals of stage movement, acting, characterization and all other aspects of a musical production.

The content should include, but not be limited to, the following:

- advanced musical theatre performance and auditioning techniques (acting, dance, singing)
- repertoire building for professional theatrical auditions (music selection, resume/portfolio building)
- advanced acting technique for musical theatre performance role and influence of international and contemporary musical theatre in history, culture, society and individual lifestyles
- collaborative and ethical work ethic for musical theatre production
- cultural, social and economic influences upon musical theatre
- connection between musical theatre and other subject areas
- advanced stage direction styles and techniques for musical theatre
- advanced production techniques (lighting, sound, scenic design, costuming, make-up, stage choreography and stage and business management) from pre to post production
- vocational and recreational pursuits in musical theatre
- analysis, evaluation and critiquing of musical theatre performance

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and the processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. **Have a developed and refined standard of the procedure for proper voice usage and vocal production including: correct vocal placement; correct vocal phrasing; correct vocal tone manufacture; and vocal consistency in a performance situation.**
 - MU.A.1.4.1 sing accurately with or without accompaniment, with proper vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques in various music literature.
 - MU.D.1.4.3 understand the musical elements and expressive techniques that generate aesthetic response.

2. **Perform musical theatre songs and song lyrics in terms of dramatic content by the analytical study of the song/lyric as a monologue, dialogue or ensemble scene for interpretation, characterization and physicalization.**
 - DA.A.1.4.1 use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
 - DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principals.
 - MU.A.1.4.2 use appropriate vocal styles and techniques in various music literature.
 - MU.D.1.4.3 understand the musical elements and expressive techniques that generate aesthetic response.
 - TH.A.1.4.1 use classical, contemporary and vocal acting techniques and methods to portray the physical, emotional and social dimensions of characters from various genres and media.
 - TH.A.3.4.1 use scientific and technological advances to develop visual and aural staging elements that compliment the interpretation of the text.
 - TH.B.1.4.1 understand how actors, directors and designers create and refine dialogue and stage directions that convey the playwright's intent.
 - TH.D.1.4.2 understand allegoric and symbolic references in plays.
 - TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national and international issues through the evaluation of artistic choices in film, television and the electronic media.

3. **Understand the principals of musical theatre performance styles and its presentation through the study of musical theatre libretti, varied period musical composition style, period style of presentation and performance**

practices and socio-economic conditions as reflected through the musical theatre genre.

- DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principals.
- DA.D.1.4.3 understand issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance.
- MU.A.1.4.2 use appropriate vocal styles and techniques in various music literature.
- MU.D.1.4.3 understand the musical elements and expressive techniques that generate aesthetic response.
- TH.A.1.4.1 use classical, contemporary and vocal acting techniques and methods to portray the physical, emotional and social dimensions of characters from various genres and media.
- TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms.
- TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors and producers in the theatre.

4. Understand the function of the modern musical theatre stage director through the study of contemporary stage directors and learning the directing and staging principals of musical theatre by scene study/performance pieces and practical application thereof.

- TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

5. Demonstrate a knowledge of contemporary musical theatre as an international art form including: new composers and their composition style; all multi-cultural influences on the musical theatre; practices and principals of contemporary musical theatre; advances in the creation of contemporary/popular musical theatre; impact of musical theatre on the world's economic and performing arts scene.

- DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
- DA.C.1.4.4 understand the changing role of commercial and artistic forms of dance in American culture.
- MU.C.1.4.3 understand the influence of significant composers and performers on musical styles, traditions and performance practices.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms.
- TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national and international issues through the evaluation of artistic choices in film, television and the electronic media.
- TH.E.1.4.2 understand the reasons for personal and audience reactions to theatre from various cultures and time periods.

TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors and producers in the theatre.

6. Possess a working knowledge of grand opera as well as the British operettas/musical theatre pieces of Gilbert and Sullivan and their influence on musical theatre.

MU.C.1.4.3 understand the influence of significant composers and performers on musical styles, traditions and performance practices.

TH.C.1.4.1 understand the cultural and historical influences on dramatic forms.

TH.E.1.4.2 understand the reasons for personal and audience reactions to theatre from various cultures and time periods.

TH.E.1.4.5 recognize the significant works and major contributions of major playwrights, performers, designers, directors and producers in the theatre.

7. Understand and be able to put into application professional audition techniques and practices of musical pieces, monologue performance, dance/movement auditions and the accompanist/performer relationship.

DA.A.1.4.1 use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principals.

MU.A.1.4.2 use appropriate vocal styles and techniques in various music

MU.E.2.4.1 know characteristics that make music suitable for specific

MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria.

MU.D.1.4.3 understand the musical elements and expressive techniques that generate aesthetic response.

TH.A.1.4.1 use classical, contemporary and vocal acting techniques and methods to portray the physical, emotional and social dimensions of characters from various genres and media.

TH.C.1.4.1 understand the cultural and historical influences on dramatic forms.

TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national and international issues through the evaluation of artistic choices in film, television and electronic media.

TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre.

8. Comprehend the differences in technical design for the production elements of musical theatre as opposed to standard theatre including: scenic design (i.e. the development of scenic styles from its inception to the contemporary musical stage); lighting design (problems faced by lighting a multi-set production); costume design (adapting costume design for musical theatre performance); and sound design and its importance to musical theatre.

- TH.A.3.4.1 use scientific and technological advances to develop visual and aural elements that complement the interpretation of the text.
- TH.A.3.4.2 understand the technical aspects of theatre production to safely create properties, sound, costumes and makeup.
- TH.A.3.4.3 design, implement and integrate all sound effects into the production concept.
- TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms.
- TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.
- TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in the theatre.

9. Demonstrate competencies in two or more production areas such as makeup, scenic design, costume design, sound design, lighting design and business management.

- TH.A.3.4.1 use scientific and technological advances to develop visual and aural elements that complement the interpretation of the text.
- TH.A.3.4.2 understand the technical aspects of theatre production to safely create properties, sound, costumes and makeup.
- TH.A.3.4.3 design, implement and integrate all sound effects into the production concept.
- TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.
- TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.
- TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in the theatre.

10. Understand the viability of a career in the contemporary musical theatre field and have a working knowledge of importance and function of the following employment categories: actor, director, composer/lyricist, librettist, stage manager, designer, technical theatre positions, business management and publicist.

- DA.E.1.4.2 understand the challenges that face professional performers in maintaining healthy lifestyles.
- TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.
- TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in the theatre.

11. Understand the importance of the modern theatrical unions which shape and govern the musical theatre and its economic and artistic practices.

- TH.A.3.4.2 understand the technical aspects of theatre production to safely create properties, sound, costumes and makeup.
- TH.E.1.4.3 understand the pertinent skills necessary to pursue theatre careers and avocational opportunities in the theatre.

12. Develop a criteria for critiquing performance of self and of others and is able to evaluate with regard to technical and aesthetic issues.

- DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
- MU.A.1.4.2 use appropriate vocal styles and techniques in various music
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of one's own and other's performances, arrangements and improvisations.
- MU.E.2.4.1 know characteristics that make music suitable for specific
- MU.E.2.4.2 use informed consumer choices concerning music based on
- TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers and/or directors with the final artistic product.
- TH.E.1.4.2 understand the reasons for personal and audience reaction to

13. Have a working knowledge of the collaborative principals involved with musical theatre production through a produced performance of a new musical theatre piece of their own composition, with all of the technical and performance positions filled and performed by students.

- DA.B.1.4.2 understand how meaning is communicated with respect to one's own choreographic work.
- DA.B.1.4.3 create a dance that effectively communicates or comments on contemporary, social or political themes.
- DA.D.1.4.1. understand that dance is created and revised according to artistic decisions.
- MU.E.1.4.1 understand how elements, artistic processes and organizational principals are used in distinctive ways and provide connections between music and other subjects.
- TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines and fulfilling responsibilities when mounting a theatrical production.

Florida Department of Education**COURSE DESCRIPTION - GRADES 9 - 12**

Subject Area: Music
Course Number: 1300430
Course Title: Pre-AICE Music
Credit: 1.0

Will meet graduation criteria for Performing fine arts

A. Major Concepts/Content. The purpose of this course is to enable students to develop knowledge of the application of moderately complex music structures and elements in varied music styles and genres. Emphasis will be on ear training, composition, and analysis.

The content should include, but not be limited to, the following:

- Rhythmic, melodic, and harmonic notation
- Aural attentiveness and discrimination
- composition, arranging, and improvisation
- Technical and musical competence in signing or instrumental playing
- Aural perceptiveness
- analysis of compositional structure and form
- Composing techniques and harmonic vocabulary
- Development of the ability to analyze, evaluate and make informed judgments
- Understanding the context of music performed and heard
- Influence of history and culture, including world music and various American music forms Standard European staff notation
- Ensembles and their constituent instruments/voices
- Standard Western music genres
- The main genres of world music tradition
- The main structural forms of the Western sonata form, music tradition
- The main harmonic and melodic bass, contrary compositional devices
- Performing techniques and devices

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. The International General Certificate of Secondary Education (IGCSE) is an international pre-university curriculum and examination system administered by the

Course Number: 1300430 – Pre-AICE Music

Local Examinations Syndicate at the University of Cambridge. The IGCSE courses include embedded assessments and an internationally scored end-of-course assessment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate understanding of traditional and non-traditional rhythmic, melodic, and harmonic notation (e.g., clefs, intervals, triads, scales, key signatures).

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score, provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

2. Sight read and perform advanced rhythmic, melodic, and harmonic patterns using the voice or instruments.

MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six part madrigal or double choir) with appropriate vocal technique.

MU.A.3.4.1 sight read one part in a four-part vocal or instrumental score.

3. Notate from dictation the pitch, rhythm, and meter of phrases in varied major and minor keys having stepwise motion; skips based on I, IV, V, and V7 chords and their inversions; intervals up to an octave; and two-part harmony.

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

4. Identify aural examples of major, minor, diminished, augmented, and seventh chords and their inversions in varied keys.

5. Improvise moderately complex melodies and harmonic accompaniments.

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- MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

6. Compose and arrange musical works having homophonic and polyphonic texture for voice and/or instruments using advanced theory concepts.

- MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. Analyze events and elements in a composition, demonstrating understanding of theme, form, and harmonic structure.

MU.D.1.4.1 perceive and remember significant music events within a composition.

- MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of One's own and others performances, arrangements, and improvisations.

8. Demonstrate understanding of the influence of history and culture on music styles and genres. This will include Western music through history as well as the music of indigenous peoples of the world.

- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.D.1.4.1 perceives and remembers significant music events within a composition
- MU.D.1.4.2 analyzes music events within a composition, using appropriate music principles and technical vocabulary.
- MU.D.1.4.3 understands the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, harmonic and melodic movement) that generate aesthetic responses.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300800
Course Title: Music I - Preinternational Baccalaureate
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major concepts/content.** The purpose of this course is to introduce International Baccalaureate students to the rudiments of music and the techniques of listening, analysis, and performing through use of the keyboard and applied instrument or voice medium.

The content should include, but not be limited to, the following:

- historical perspectives of western and nonwestern music
- individual music performance skill development

- B. Special note.** Laboratory activities will include keyboard instruction and instruction in a preferred applied medium using solo and ensemble experience.

Performances may be used to fulfill the CASS requirement as specified by the International Baccalaureate program.

If available, computer-assisted instruction should be used in appropriate areas.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Identify western musical periods from 1800 to the present with knowledge of composers and representative works.
2. Identify characteristics of nonwestern music to include African, Middle Eastern, and Indian cultures.
3. Define and apply common musical vocabulary.

4. Identify modal melodic patterns visually and aurally.
5. Analyze common major and minor four-part harmonic progressions.
6. Sight-sing common rhythmic and diatonic patterns.
7. Identify the fundamental properties of sound.
8. Demonstrate the ability to sight-read simple songs in a performance medium using proper technique.
9. Demonstrate knowledge of scales, etudes, and easy studies in selected keys.
10. Identify criteria for beginning listening and analytical skills.
11. Perform literature using the preferred performance medium appropriate to his or her level of proficiency.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300810
Course Title: Music II - Preinternational Baccalaureate
Credit: 1.0
Will meet graduation requirement for Performing Fine Arts

- A. Major concepts/content.** The purpose of this course is to develop the International Baccalaureate students' awareness of the techniques of listening, analysis, performing, and composing through the use of the keyboard and applied instrument or voice medium.

The content should include, but not be limited to, the following:

- historical perspectives of western and nonwestern music
- individual music performance skill development

- B. Special note.** Laboratory activities will include keyboard instruction and instruction in a preferred applied medium using solo and ensemble experience.

Performances may be used to fulfill the CASS requirement as specified by the International Baccalaureate program.

If available, computer-assisted instruction should be used in appropriate areas.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Identify western musical periods from 1550 to 1800 with knowledge of composers and representative works.
2. Identify characteristics of nonwestern music to include the Pacific region and the Americas (aboriginal Indian and Inuit music only).
3. Identify aurally and visually major and minor melodic patterns.

4. Identify aurally and visually common rhythmic patterns.
5. Apply knowledge of part writing in the Common Practice period to original compositions.
6. Sight-read simple rhythmic and diatonic patterns.
7. Identify acoustical properties of sound.
8. Demonstrate knowledge of the electronic manipulation of sound waves.
9. Demonstrate knowledge of scales, etudes, and intermediate-level studies in all major and selected minor keys.
10. Establish criteria for critical listening and analytical skills.
11. Perform literature using the preferred performance medium appropriate to his or her level of proficiency.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300820
Course Title: Music III - International Baccalaureate
Credit: 1.0
Will meet graduation requirement for Performing Fine Arts

- A. Major concepts/content.** The purpose of this course is to develop the International Baccalaureate students' understanding of the techniques of listening, analysis, performing, and composing through the use of keyboard, computer-assisted writing, and applied instrument or voice medium.

The content should include, but not be limited to, the following:

- historical perspectives of western and nonwestern music
- individual music performance skill development

- B. Special note.** Laboratory activities will include keyboard instruction and instruction in a preferred applied medium using solo and ensemble experience.

Performances may be used to fulfill the CASS requirement as specified by the International Baccalaureate program.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Identify from written and aural examples, representative compositions from 1800 to the present with knowledge of representative works, titles, and composers.
2. Identify form and melodic and harmonic structure appropriate to the identified musical periods.
3. Discuss knowledgeably the International Baccalaureate-designated historical eras and specific related works.

4. Discuss knowledgeably the African, Middle Eastern, and Indian music and cultures.
5. Demonstrate basic music literacy to include definitions of musical sounds and their use in electronic musical scores, thus evolving nature and purpose of music notation and staff notation and aural recognition of examples of rhythm, melody, and harmony.
6. Perform works of any style studied during the course with appropriate technical proficiency.
7. Develop for a portfolio, three original compositions, arrangements, or improvisations of any style, together with the working papers used for their development.
8. Develop an independent research project.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1300830
Course Title: Music IV - International Baccalaureate
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major concepts/content.** The purpose of this course is to develop the International Baccalaureate students' mastery of techniques in the areas of listening, analysis, performing, and composing through the use of keyboard, computer-assisted writing, and student preferred applied instrument or voice medium.

The content should include, but not be limited to, the following:

- historical perspectives of western and nonwestern music
- study of music through analysis and performance
- individual music performance skill development

- B. Special note.** Laboratory activities will include keyboard instruction and instruction in a preferred applied medium using solo and ensemble experience.

Performances may be used to fulfill the CASS requirement as specified by the International Baccalaureate program.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Identify from written and aural examples, representative compositions from 1550 to 1800 with knowledge of representative works, titles, and composers.
2. Identify form and melodic and harmonic structure appropriate to the identified musical periods.
3. Discuss knowledgeably the International Baccalaureate-designated historical eras and specific related works.

4. Discuss knowledgeably the music and cultures of the Americas (aboriginal Indian and Inuit only) and the Pacific Rim.
5. Demonstrate music literacy to include definitions of musical sounds and their use in electronic musical scores, thus evolving nature and purpose of music notation and staff notation and aural recognition of examples of rhythm, melody, and harmony.
6. Perform works of any style studied during the course with appropriate technical proficiency.
7. Complete the preparation for a portfolio, three original compositions, arrangements, or improvisations of any style, together with the working papers used for their development.
8. Develop an independent research project.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301300
Course Title: Introduction to Music Performance
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in vocal and instrumental performance and the knowledge and skills necessary to understand and appreciate music.

The content should include, but not be limited to, the following:

- singing, listening, and playing instruments
- notation, expressive markings, and terminology
- melodic, rhythmic, and harmonic improvisations
- composition and arranging
- music analysis and evaluation
- responsible participation in music activities
- role and influence of music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate use of appropriate vocal skills in varied styles of basic choral literature.

- MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (*e.g., music written in four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.
- MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (*e.g., jazz, Baroque, gospel, and swing*).
- MU.A.1.4.3 use ensemble skills (*e.g., balance, intonation, and rhythmic unity*) in both formal and informal settings, with choral groups of various sizes and styles (*e.g., concert choir, show choir, barbershop quartet, octet, and madrigal*).

2. Demonstrate basic technical skills, including production of a characteristic tone, on the instrument of choice.

- MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (*e.g., embouchure, posture, or bow control*) and attend to melodic phrasing, rhythmic accuracy, and articulation.
- MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (*e.g., keyboard, wind, percussion, or string instruments*).
- MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (*e.g., blend, balance, and intonation*).

- 3. Create simple compositions and arrangements to demonstrate knowledge of the structure and stylistic characteristics of specified composers and genres.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 4. Create melodic, rhythmic, and harmonic improvisations appropriate to the choral and instrumental literature studied.**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 5. Analyze the musical elements of a varied repertoire to determine the style, period, or genre.**
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

- 6. Analyze and evaluate performances as a participant or listener.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

- 7. Demonstrate responsible participation in music activities.**

- 8. Demonstrate knowledge of the role and influence of music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 9. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301310
Course Title: Music Appreciation
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop the knowledge and skills necessary to understand and appreciate how music is used in one's personal life as well as in varied cultures, societies, and historical periods.

The content should include, but not be limited to, the following:

- singing, listening, and playing instruments
- music analysis
- composition and improvisation
- role and influence of music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

1. Demonstrate knowledge of basic rhythmic and melodic notation through singing and playing.

- MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, *with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).*
- MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
- MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

2. Analyze musical elements of a varied repertoire to determine style, period, or genre.

- MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

- 3. Demonstrate awareness of composition and improvisation techniques characteristic of varied styles, historical periods, genres, and composers.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- 4. Develop a set of criteria and analyze performances as a participant or listener.**
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

- 5. Demonstrate knowledge of the role and influence of music and musicians in history, culture, and society.**
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

6. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301320
Course Title: Guitar I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- technical performance proficiency
- notation and tablature
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance analysis
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical proficiency (e.g., tuning, strumming, fingering) in individual and ensemble performance.**
 - MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Interpret standard music notation, chord symbols, and tablature through sight reading and practiced performance.**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 3. Demonstrate knowledge of major, minor, and seventh chords in three or more keys.**

4. **Sing basic two- and three-chord songs having varied keys and meters while accompanying oneself and/or others.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

5. **Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on *at least one* instrument (e.g., keyboard, wind, percussion, or string instruments).

6. **Perform or improvise melodies and accompaniments, alone or with others, appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

7. **Compose or arrange music for guitar using basic composition techniques.**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles *and in different media* to express an idea or feeling.

8. **Analyze varied styles, genres, and eras of guitar performance as a participant or listener.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.D.1.4.1 perceive and remember significant music events within a composition.
- MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

9. Demonstrate care and preventive maintenance of one's instrument.

10. Demonstrate awareness of the role and influence of guitar music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301330
Course Title: Guitar II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in guitar performance, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- technical performance skills
- notation and tablature
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance analysis
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate intermediate-level technical skills (e.g., tuning, strumming, fingering) in individual and ensemble performance.**
 - MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

2. **Interpret standard music notation, chord symbols, and tablature through sight reading and practiced performance.**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. **Demonstrate knowledge of major, minor, and seventh chords in five or more keys.**

4. **Sing three- and four-chord songs having varied keys and meters while accompanying oneself and/or others.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

- 5. Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on *at least* one instrument (e.g., keyboard, wind, percussion, or string instruments).

- 6. Perform and improvise melodies and accompaniments, alone or with others, appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 7. Compose or arrange music for guitar using intermediate-level composition techniques.**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles *and in different media* to express an idea or feeling.

- 8. Analyze varied guitar performances as a participant or listener.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

9. Demonstrate care and preventive maintenance of one's instrument.

10. Demonstrate knowledge of the role and influence of guitar music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301340
Course Title: Guitar III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient skills in guitar performance, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- technical performance skills
- notation and tablature
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance analysis and evaluation
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate proficient technical skills (e.g., tuning, strumming, fingering) in individual and ensemble performance.**
 - MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

2. **Interpret standard music notation, chord symbols, and tablature through sight reading and practiced performance.**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. **Demonstrate knowledge of major, minor, diminished, seventh, and ninth chords in five or more keys.**

4. **Sing multiple-chord songs having varied keys and meters and modulate to a new key while accompanying oneself and/or others.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

5. **Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on *at least* one instrument (e.g., keyboard, wind, percussion, or string instruments).

6. **Perform and improvise melodies and accompaniments, alone or with others, appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

7. **Compose or arrange music for guitar using proficient composition techniques.**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles *and in different media* to express an idea or feeling.

8. **Analyze and evaluate varied guitar performances as a participant or listener.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

9. Demonstrate care and preventive maintenance of one's instrument.

10. Demonstrate knowledge of the role and influence of guitar music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301350
Course Title: Guitar IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in guitar performance, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- technical performance skills
- notation and tablature
- chord structure
- performance styles
- improvisation, composition, and arranging
- performance analysis and evaluation
- instrument care and maintenance
- role and influence of guitar music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate advanced technical skills (e.g., tuning, strumming, fingering) in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

2. **Interpret standard music notation, chord symbols, and tablature through sight reading and practiced performance.**
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. **Demonstrate knowledge of major, minor, diminished, augmented, seventh, ninth, and thirteenth chords in five or more keys.**

4. **Sing multiple-chord songs having varied keys and meters and modulate to a new key while accompanying oneself and/or others.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

- 5. Perform guitar repertoire of varied styles, cultures, and historical periods, using appropriate expressive techniques.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

- 6. Perform and improvise melodies and accompaniments, alone or with others, appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 7. Compose or arrange music for guitar using proficient composition techniques.**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles *and in different media* to express an idea or feeling.

- 8. Analyze and evaluate varied guitar performances as a participant or listener.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

9. Demonstrate care and preventive maintenance of one's instrument.

10. Demonstrate understanding of the role and influence of guitar music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301360
Course Title: Keyboard I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic keyboard skills, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- music theory
- composition, arranging, and improvisation
- performance analysis
- historical and cultural perspectives
- role and influence of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Perform varied easy keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**

MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)

MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (*e.g., embouchure, posture, or bow control*) and attend to melodic phrasing, rhythmic accuracy, and articulation.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 2. Identify and perform varied keys, meters, tempi, and styles in easy keyboard literature at sight and in practiced performance.**

MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on *at least* one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.D.1.4.1 perceive and remember significant music events within a composition.
- MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

3. Compose, arrange, and improvise easy music for the keyboard.

- MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
- MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
- MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.
- MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

4. Analyze keyboard performances as a participant or listener.

- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

5. Demonstrate awareness of the influence of history and culture on keyboard music.

MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

6. Demonstrate awareness of the role and influence of keyboard music and musicians in history, culture, society, and one's own life.

MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

7. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301370
Course Title: Keyboard II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level keyboard skills, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- music theory
- composition, arranging, and improvisation
- performance analysis
- historical and cultural perspectives
- role and influence of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Perform varied basic to intermediate-level keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)
 - MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 2. Identify and perform varied keys, meters, tempi, and styles in basic to intermediate-level keyboard literature at sight and in practiced performance.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on *at least* one instrument (e.g., keyboard, wind, percussion, or string instruments).

- MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.D.1.4.1 perceive and remember significant music events within a composition.
- MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

3. Compose, arrange, and improvise easy music for the keyboard.

- MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
- MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
- MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.
- MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

4. Analyze keyboard performances as a participant or listener.

- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

5. Demonstrate knowledge of the influence of history and culture on keyboard music.

MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

6. Demonstrate knowledge of the role and influence of keyboard music and musicians in history, culture, society, and one's own life.

MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

7. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301380
Course Title: Keyboard III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient keyboard skills, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- music theory
- composition, arranging, and improvisation
- performance analysis and evaluation
- historical and cultural perspectives
- role and influence of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Perform varied intermediate-level keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)
 - MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 2. Identify and perform varied keys, meters, tempi, and styles in intermediate-level keyboard literature at sight and in practiced performance.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on *at least* one instrument (e.g., keyboard, wind, percussion, or string instruments).

- MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.D.1.4.1 perceive and remember significant music events within a composition.
- MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

3. Compose, arrange, and improvise intermediate-level music for the keyboard.

- MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
- MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
- MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.
- MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

4. Analyze and evaluate keyboard performances as a participant or listener.

- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

5. Demonstrate knowledge of the influence of history, culture, and technology on varied keyboard music.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

6. Demonstrate knowledge of the role and influence of keyboard music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

7. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301390
Course Title: Keyboard IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced keyboard skills, including interpretation of notation and performance in varied styles.

The content should include, but not be limited to, the following:

- notation and expressive markings
- posture, hand position, fingering, and technique
- reading and performance skills
- literature of varied historical eras, styles, and cultures
- music theory
- composition, arranging, and improvisation
- performance analysis and evaluation
- historical and cultural perspectives
- role and influence of keyboard music and musicians
- connections between music and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Perform varied advanced keyboard literature, accurately playing notation and expressive markings and demonstrating appropriate performance techniques (e.g., posture, hand position, fingering).**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance keyboard performance.)
 - MU.A.2.4.1 perform on *at least* one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
- 2. Identify and perform varied keys, meters, tempi, and styles in advanced keyboard literature at sight and in practiced performance.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on *at least* one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.D.1.4.1 perceive and remember significant music events within a composition.
- MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

3. Compose, arrange, and improvise moderately complex music for the keyboard.

- MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
- MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
- MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
- MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.
- MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

4. Analyze and evaluate varied keyboard performances as a participant or listener.

- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

5. Demonstrate understanding of the influence of history, culture, and technology on varied keyboard music.

MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

6. Demonstrate understanding of the role and influence of keyboard music and musicians in history, culture, society, and one's own life.

MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

7. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301400
Course Title: Sound Engineering and Sound Reinforcement I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop musical skills and an understanding of the elements of a recording studio, and apply the concepts and language in a musical setting.

The content should include, but not be limited to, the following:

- exploration of the structure of music
- ear training
- analysis of musical events and elements in a composition
- connection between music and other area
- roles and influence of music and musicians in history, culture, society, and everyday life
- exploration of basic acoustical principles
- role and influence of sound and recording in history, culture, society, and individual lifestyles
- production techniques of a recording studio
- set-up and operation of equipment in a recording studio
- exploration of professional unions and organizations
- demonstration of professional responsibility, ethical behavior, and time management skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic* are not required for this course.**

After successfully completing this course, the student will:

- 1. Be able to visually and aurally identify tonal and rhythmic notes, rest, and patterns in simple songs and musical excerpts.**
 - MU.A.3.1.1 reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.
 - MU.A.3.1.3 writes the notation for simple rhythmic patterns that have been performed by someone else.
 - MU.A.3.2.1 sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, 4/4 meters; various major keys.
 - MU.A.3.3.1 sight reads music in bass and/or treble clefs written in simple and compound meters.

- 2. Identify, define, classify, and perform appropriate and stylistic devices (e.g. dynamic, tempo markings, phrasing, articulation, and interpretation) in a musical score.**
 - MU.A.2.1.2 performs expressively with appropriate dynamics and tempos on classroom instruments.
 - MU.A.3.2.2 accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.

- 3. Identify the musical components of a score, and analyze listening examples with regard to basic form.**
 - MU.A.3.4.2 describes how traditional and non-traditional notation and symbols of a written score provide information to the performer.
 - MU.D.1.2.1 knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).

- 4. Describe and justify his/her performance preferences, and create criteria for evaluating musical performances.**
 - MU.D.2.3.1 creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

- MU.D.2.4.1 establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.E.2.1.3 understands that musical preferences reflect one's own experiences.
- MU.E.2.2.3 understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.

5. Identify verbally and/or in writing the basic terminology used in acoustics.

- MU.E.1.1.2 Understands how music is related to other subjects (e.g., how vibration, which is studied in science, produce musical sounds).
- MU.E.1.2.2 Understands the relationship between music and other subjects.
- MU.E.1.3.2 Understands how the elements of music connect to other subject areas (e.g., how acoustics connect to science).
- MU.E.1.4.1 understands how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

6. Identify verbally and/or in writing the major technological advancements, and significant historical developments of the sound recording industry.

- MU.E.1.2.2 understands the relationship between music and other subjects (e.g., between folk songs and historical events).
- MU.E.2.2.1 knows multiple uses of music in the media
- MU.E.2.3.1 understands the influence of daily music experiences in one's personal life.
- MU.E.2.4.3 knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievement.

7. Demonstrate an understanding of the components of a recording studio, and how each component functions in the recording process.

8. Set-up and operate equipment used in a recording studio.

9. Demonstrate responsibility, ethical behavior and time management skills.

- MU.E.2.2.2 knows and applies appropriate audience behavior in various musical settings.

Florida Department of Education

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1301410
Course Title: Sound Engineering and Sound Reinforcement II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop musical skills and an understanding of the elements of a recording studio, and apply the concepts and language in a musical setting.

The content should include, but not be limited to, the following:

- intermediate exploration of the structure of music
- intermediate ear training
- intermediate analysis of musical events and elements in a composition
- connection between music and other areas
- role and influence of music and musicians in history, culture, society, and everyday life
- exploration of intermediate acoustical principles
- role and influence of sound and recording in history, culture, society, and individual lifestyles
- intermediate production techniques of a recording studio
- set-up and operation of analog equipment in a recording studio
- exploration of professional unions and organizations
- demonstration of professional responsibility, ethical behavior, and time management skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course for students who have demonstrated competency in the skills established in Sound Engineering and Sound Reinforcement I.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic* are not required for this course.**

After successfully completing this course, the student will:

- 1. Be able to visually and aurally identify tonal and rhythmic notes, rest, and patterns in simple songs and musical excerpts.**
 - MU.A.3.1.1 read simple rhythmic and melodic notation, using traditional and nontraditional symbols.
 - MU.A.3.1.3 write the notation for simple rhythmic patterns that have been performed by someone else.
 - MU.A.3.2.1 sight read simple melodies from standard notation on the treble clef; 2/4, 3/4, 4/4 meters; various major keys.
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.

- 2. Identify, define, classify, and perform appropriate and stylistic devices (e.g. dynamic, tempo markings, phrasing, articulation, and interpretation) in a musical score.**
 - MU.A.2.1.2 perform expressively with appropriate dynamics and tempos on classroom instruments.
 - MU.A.3.2.2 accurately interpret music symbols and terms for dynamics, tempos, articulation, and expression when performing.

- 3. Identify the musical components of a score, and analyze listening examples with regard to basic form.**
 - MU.A.3.4.2 describe how traditional and non-traditional notation and symbols of a written score provide information to the performer.
 - MU.D.1.2.1 know how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).

- 4. Describes and justifies his/her performance preferences, and creates criteria for evaluating musical performances.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

- MU.E.2.1.3 understand that musical preferences reflect one's own experiences.
- MU.E.2.2.3 understand that music preferences reflect one's own personal experiences and respect differing values and tastes in music.

- 5. Identify opportunities for additional musical experiences in the school and community, and make intelligent choices about how they would like to include music in their lives.**
- 6. Draw, label, and describe the three sections of the ear, and the role each plays in the hearing process.**
- 7. Identify verbally and/or in writing the basic terminology used in acoustics.**
 - MU.E.1.1.2 understand how music is related to other subjects (e.g., how vibration, which is studied in science, produce musical sounds).
 - MU.E.1.2.2 understand the relationship between music and other subjects.
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connect to science).
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
- 8. Demonstrate various microphone techniques/placement in a variety of recording situations, and select appropriate microphones for various situations.**
- 9. Demonstrate an understanding of controls/parts of mixers and consoles, by demonstrating their usage in a recording situation.**
- 10. Demonstrate analog recording equipment and produce a multitrack recording using proper techniques.**
- 11. Explain and demonstrate how sound is recorded using digital equipment and appropriate formats.**
- 12. Verbally and/or in writing define terminology associated with signal processors.**
- 13. Demonstrate the proper placement of loudspeakers, and monitors in a recording studio.**
- 14. Demonstrate responsibility, ethical behavior and time management skills.**
 - MU.E.2.2.2 know and apply appropriate audience behavior in various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302300
Course Title: Band I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 12. Demonstrate care and preventive maintenance of one's instrument.**

- 13. Demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302310
Course Title: Band II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level technical skills, including production of characteristic tone, in individual and ensemble performance.**

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate intermediate-level ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**

MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.

MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 12. Demonstrate care and preventive maintenance of one's instrument.**

- 13. Demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302320
Course Title: Band III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient technical skills, including production of characteristic tone, in individual and ensemble performance.**
MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate proficient ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 4. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on a tonic triad; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

- 5. Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 11. Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 12. Demonstrate care and preventive maintenance of one's instrument.**

- 13. Consistently demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302330
Course Title: Band IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate consistently proficient technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate consistently proficient ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate consistently proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading and unison or two-part warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate care and preventive maintenance of one's instrument.

13. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302340
Course Title: Band V
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis and evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate advanced ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in *four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests; dotted rhythms; two-part harmony).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. Create improvisations appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. Compose and arrange music for specific uses such as sight reading; unison, two-, or three-part warm-ups; and special events or performances.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. Analyze and evaluate varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate understanding of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate care and preventive maintenance of one's instrument.

13. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302350
Course Title: Band VI
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop independent, advanced technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of in-depth skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis and evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate independent, advanced technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Consistently and independently demonstrate advanced ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate independent, advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests; dotted rhythms; two-part harmony).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. Independently identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. Create improvisations appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. Compose and arrange music for specific uses such as sight reading; unison, two-, three-, or four-part warm-ups; and special events or performances.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. Independently analyze and evaluate varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate understanding of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Independently demonstrate care and preventive maintenance of one's instrument.

13. Independently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302360
Course Title: Orchestra I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal* or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302370
Course Title: Orchestra II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate intermediate-level ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.

MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal* or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 12. Demonstrate care and preventive maintenance of one's instrument.**

- 13. Demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302380
Course Title: Orchestra III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate proficient ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal* or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on a tonic triad; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate knowledge of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate care and preventive maintenance of one's instrument.

13. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302390
Course Title: Orchestra IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop consistently proficient technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate consistently proficient technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate consistently proficient ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate consistently proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading and unison or two-part warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate knowledge of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate care and preventive maintenance of one's instrument.

13. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302400
Course Title: Orchestra V
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced technical skills, including production of characteristic tone, in individual and ensemble performance.**
MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate advanced ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests; dotted rhythms; two-part harmony).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading; unison, two-, or three-part warm-ups; and special events or performances.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate understanding of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 11. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 12. Consistently demonstrate care and preventive maintenance of one's instrument.**

- 13. Consistently demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302410
Course Title: Orchestra VI
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop independent, advanced technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of orchestral music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate independent, advanced technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate independent, advanced ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate independent, advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**

 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 4. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests; dotted rhythms; two-part harmony).**

 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

- 5. Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**

 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading; unison, two-, three-, or four-part warm-ups; and special events or performances.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate understanding of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 11. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 12. Independently demonstrate care and preventive maintenance of one's instrument.**

- 13. Independently demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302420
Course Title: Instrumental Techniques I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate basic solo and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302430
Course Title: Instrumental Techniques II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level technical skills, including production of characteristic tone, in individual and ensemble performance.**

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate intermediate-level solo and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**

MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302440
Course Title: Instrumental Techniques III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate proficient solo and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 4. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on a tonic triad; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

- 5. Demonstrate and apply knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the style and difficulty of the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups using appropriate compositional techniques.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302450
Course Title: Instrumental Techniques IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate advanced solo and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. **Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate and apply understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the style and difficulty of the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading and unison or two-part warm-ups using appropriate compositional techniques.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate understanding of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).

MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302460
Course Title: Instrumental Ensemble I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone, appropriate to the small ensemble.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, articulation, unity, and independence) appropriate to the literature studied.**
 - MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or* instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations and arrangements appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. Develop criteria and analyze varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302470
Course Title: Instrumental Ensemble II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate intermediate-level technical skills, including production of characteristic tone, appropriate to the small ensemble.

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

2. Demonstrate intermediate-level ensemble techniques (i.e., balance, blend, intonation, articulation, unity, and independence) appropriate to the literature studied.

MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

3. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.

MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire* (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or* instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations and arrangements appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. Develop criteria and analyze varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302480
Course Title: Instrumental Ensemble III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient technical skills, including production of characteristic tone, appropriate to the small ensemble.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate proficient ensemble techniques (i.e., balance, blend, intonation, articulation, unity, and independence) appropriate to the literature studied.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Demonstrate and apply knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations and arrangements appropriate to the literature studied using appropriate compositional techniques.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. Develop criteria and evaluate varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. Demonstrate knowledge of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302490
Course Title: Instrumental Ensemble IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

The content should include, but not be limited to, the following:

- technical skills
- ensemble techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance evaluation
- role and influence of instrumental music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced technical skills, including production of characteristic tone, appropriate to the small ensemble.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate advanced ensemble techniques (i.e., balance, blend, intonation, articulation, unity, and independence) appropriate to the literature studied.**
 - MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
 - MU.A.2.4.3 perform in *large and* small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.
(Note: In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)

MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Demonstrate and apply understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations and arrangements appropriate to the literature studied using appropriate compositional techniques.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. Develop criteria and evaluate varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. Demonstrate understanding of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Music
Course Number:	1302500
Course Title:	Jazz Ensemble I
Credit:	1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- performance styles
- jazz idioms, rhythms, and articulation
- improvisation
- composition and arranging
- literature and performance analysis
- history
- role and influence of jazz and contemporary music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone, in individual and ensemble performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate basic individual and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate awareness of varied styles through interpretation and performance of jazz idioms, rhythms, and articulations in a solo or ensemble setting.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance ensemble performance.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental score*.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Perform instrumental jazz music of varied historical periods and genres, and demonstrate awareness of styles and characteristics appropriate to the literature studied.

MU.A.2.4.2 perform music *of moderate to advanced difficulty* of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Demonstrate basic techniques for rhythmic and melodic improvisation in varied jazz styles and idiomatic harmonic progressions.

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

6. Compose and arrange music in varied styles using basic jazz harmonic progressions.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. **Analyze jazz literature and varied performances as a participant or listener.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. **Demonstrate awareness of major jazz and contemporary movements, music, and musicians in the United States during the 20th century and their role and influence in international history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302510
Course Title: Jazz Ensemble II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- performance styles
- jazz idioms, rhythms and articulation
- improvisation
- composition and arranging
- literature and performance analysis
- history
- role and influence of jazz music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level technical skills, including production of characteristic tone, in individual and ensemble performance.**

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate intermediate-level individual and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**

MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate knowledge of varied styles through interpretation and performance of jazz idioms, rhythms, and articulations in a solo or ensemble setting.**

MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

MU.A.3.4.2 describe how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Perform instrumental jazz music of varied historical periods and genres, and demonstrate knowledge of styles and characteristics appropriate to the literature studied.

MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Demonstrate intermediate-level techniques for rhythmic and melodic improvisation in varied jazz styles and idiomatic harmonic progressions.

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

6. Compose and arrange music in varied styles using intermediate-level jazz harmonic progressions.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. **Analyze jazz literature and varied performances as a participant or listener.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. **Demonstrate knowledge of major jazz and contemporary movements, music, and musicians in the United States during the 20th century; and their role and influence in international history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302520
Course Title: Jazz Ensemble III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- performance styles
- jazz idioms, rhythms and articulation
- improvisation
- composition and arranging
- literature and performance evaluation
- history
- role and influence of jazz and contemporary music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate proficient technical skills, including production of characteristic tone, in individual and ensemble performance.**

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
- 2. Demonstrate proficient individual and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**

MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).
- 3. Demonstrate knowledge of varied styles through interpretation and performance of jazz idioms, rhythms, and articulations in a solo or ensemble setting.**

MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance ensemble performance.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Perform instrumental jazz music of varied historical periods and genres, and demonstrate knowledge of styles and characteristics appropriate to the literature studied.

MU.A.2.4.2 perform music of moderate *to advanced* difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Demonstrate proficient techniques for rhythmic and melodic improvisation in varied jazz styles and idiomatic harmonic progressions.

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

6. Compose and arrange music in varied styles using moderately complex jazz harmonic progressions.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

7. **Evaluate jazz literature and varied performances as a participant or listener.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

8. **Demonstrate knowledge of major jazz and contemporary movements, music, and musicians in the United States during the 20th century and their role and influence in international history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

9. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

10. Demonstrate care and preventive maintenance of one's instrument.

11. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1302530
Course Title: Jazz Ensemble IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

The content should include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- performance styles
- jazz idioms, rhythms, and articulation
- improvisation
- composition and arranging
- literature and performance evaluation
- history
- role and influence of jazz music and musicians
- connections between music and other subject areas
- instrument care and maintenance
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced technical skills, including production of characteristic tone, in individual and ensemble performance.**
MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

- 2. Demonstrate advanced individual and ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

- 3. Demonstrate understanding of varied styles through interpretation and performance of jazz idioms, rhythms, and articulations in a solo or ensemble setting.**
MU.A.1.4.1 sing accurately, with and without accompaniment, *standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir)* with appropriate vocal technique.

(**Note:** In this course, singing melodic and harmonic lines is used to enhance ensemble performance.)

MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Perform instrumental jazz music of varied historical periods and genres, and demonstrate understanding of styles and characteristics appropriate to the literature studied.

MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Demonstrate advanced techniques for rhythmic and melodic improvisation in varied jazz styles and idiomatic harmonic progressions.

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

6. Compose and arrange music in varied styles using complex jazz harmonic progressions.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 7. Evaluate jazz literature and varied performances as a participant or listener.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 8. Demonstrate understanding of major jazz and contemporary movements, music, and musicians in the United States during the 20th century; and their role and influence in international history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 9. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 10. Consistently demonstrate care and preventive maintenance of one's instrument.**

- 11. Consistently demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303300
Course Title: Chorus I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high school choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (*e.g., music written in four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.

- 2. Demonstrate use of basic solo and ensemble techniques through performance of high school choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (*e.g., jazz, Baroque, gospel, and swing*).
 - MU.A.1.4.3 use ensemble skills (*e.g., balance, intonation, and rhythmic unity*) in both formal and informal settings, with choral groups of various sizes and styles (*e.g., concert choir, show choir, barbershop quartet, octet, and madrigal*).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

- 4. Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

- 5. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303310
Course Title: Chorus II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high school choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (*e.g., music written in four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.

- 2. Demonstrate use of intermediate-level solo and ensemble techniques through performance of high school choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (*e.g., jazz, Baroque, gospel, and swing*).
 - MU.A.1.4.3 use ensemble skills (*e.g., balance, intonation, and rhythmic unity*) in both formal and informal settings, with choral groups of various sizes and styles (*e.g., concert choir, show choir, barbershop quartet, octet, and madrigal*).

3. **Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303320
Course Title: Chorus III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high school choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

- 2. Demonstrate use of proficient solo and ensemble techniques through performance of high school choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

3. Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight-read one's part in a four-part vocal *or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on a tonic triad; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303330
Course Title: Chorus IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Consistently demonstrate use of healthy, age-appropriate vocal skills through performance of high school choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

- 2. Demonstrate use of consistently proficient solo and ensemble techniques through performance of high school choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

3. **Demonstrate consistently proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.4.1 sight-read one's part in a four-part vocal *or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading and unison or two-part warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. **Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303350
Course Title: Chorus VI
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop independent, advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis and evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Consistently and independently demonstrate use of healthy, age-appropriate vocal skills through performance of high school choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

- 2. Consistently and independently demonstrate use of advanced solo and ensemble techniques through performance of high school choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

3. **Demonstrate independent, advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.4.1 sight read one's part in a four-part vocal *or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests; dotted rhythms; two-part harmony).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. **Independently identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

8. **Compose and arrange music for specific uses such as sight reading; unison, two-, three-, or four-part warm-ups; and special events or performances.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

9. **Independently analyze and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate understanding of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Independently demonstrate responsible participation and leadership in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303340
Course Title: Chorus V
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis and evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Consistently demonstrate use of healthy, age-appropriate vocal skills through performance of high school choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

- 2. Demonstrate use of advanced solo and ensemble techniques through performance of high school choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

3. **Demonstrate advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.4.1 sight read one's part in a four-part vocal *or instrumental* score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests; dotted rhythms; two-part harmony).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. **Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and consistently demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading; unison, two-, or three-part warm-ups; and special events or performances.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Analyze and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

10. Demonstrate understanding of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate responsible participation and leadership in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303360
Course Title: Chorus High/Low Range I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (*e.g., music written in four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.

- 2. Demonstrate use of basic solo and ensemble techniques through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (*e.g., jazz, Baroque, gospel, and swing*).
 - MU.A.1.4.3 use ensemble skills (*e.g., balance, intonation, and rhythmic unity*) in both formal and informal settings, with choral groups of various sizes and styles (*e.g., concert choir, show choir, barbershop quartet, octet, and madrigal*).

3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.4.1 sight read one's part in a *four-part* vocal or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. **Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).**
 - MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. **Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**

 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**

 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**

 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**

 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**

 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303370
Course Title: Chorus High/Low Range II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (*e.g., music written in four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.

- 2. Demonstrate use of intermediate-level solo and ensemble techniques through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (*e.g., jazz, Baroque, gospel, and swing*).
 - MU.A.1.4.3 use ensemble skills (*e.g., balance, intonation, and rhythmic unity*) in both formal and informal settings, with choral groups of various sizes and styles (*e.g., concert choir, show choir, barbershop quartet, octet, and madrigal*).

3. Demonstrate intermediate-level music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.

MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a *four-part* vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

5. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

- 7. Create improvisations appropriate to the literature studied.**
 - MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).

- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303380
Course Title: Chorus High/Low Range III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, *five-*, or *six-* part madrigal or double choir) with appropriate vocal technique.

- 2. Demonstrate use of proficient solo and ensemble techniques through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 3. Demonstrate proficient music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal *or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

4. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on a tonic triad; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

5. Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. Create improvisations appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading or warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303390
Course Title: Chorus High/Low Range IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- choral performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.

- 2. Demonstrate use of advanced solo and ensemble techniques through performance of high/low range choral literature of varied styles.**
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 3. Demonstrate advanced music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

- MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.
 - MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
- 4. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests).**
- MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.
 - MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.
- 5. Demonstrate understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.**
- MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.
- 6. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- 7. Create improvisations appropriate to the literature studied.**
- MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.
 - MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 8. Compose and arrange music for specific uses such as sight reading and unison or two-part warm-ups.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 9. Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 10. Demonstrate understanding of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

11. Demonstrate understanding of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

12. Consistently demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303400
Course Title: Vocal Techniques I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo and ensemble literature.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a *four-part vocal or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

4. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Identify and demonstrate the use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 7. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 8. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate awareness of the role and influence of vocal music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

10. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

11. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303410
Course Title: Vocal Techniques II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo and ensemble literature.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (*e.g., music written in four-, five-, or six-part madrigal or double choir*) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a *four-part* vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Notate from dictation the pitch and rhythm of a simple phrase (e.g., stepwise motion; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

4. Demonstrate and apply knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 7. Compose and arrange music for specific uses such as sight reading.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 8. Develop criteria and analyze varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate knowledge of the role and influence of vocal music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

10. Demonstrate knowledge of the connections between music and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

11. Demonstrate responsible participation in music activities.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303420
Course Title: Vocal Techniques III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo and ensemble literature.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, *or six-part* madrigal *or double choir*) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing varied melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal *or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on a tonic triad; rhythm patterns using half, quarter, and eighth notes).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression *performed by someone else*.

4. Demonstrate and apply knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations appropriate to the style and difficulty of the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 7. Compose and arrange music for specific uses such as sight reading or warm-ups using appropriate compositional techniques.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 8. Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate knowledge of the role and influence of vocal music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 10. Demonstrate knowledge of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 11. Consistently demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303430
Course Title: Vocal Techniques IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

The content should include, but not be limited to, the following:

- vocal production
- solo and ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation, composition, and arranging
- performance evaluation
- role and influence of vocal music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) and performance techniques appropriate to varied solo and ensemble literature.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing varied melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Notate from dictation the pitch and rhythm of a phrase (e.g., stepwise motion; skips on tonic and dominant triads; rhythm patterns using half, quarter, and eighth notes and equivalent rests).

MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.

MU.A.3.4.3 write the notation for a simple harmonic progression performed by someone else.

4. Demonstrate and apply understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

5. Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

6. Create improvisations appropriate to the style and difficulty of the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

- 7. Compose and arrange music for specific uses such as sight reading and unison or two-part warm-ups using appropriate compositional techniques.**
 - MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
 - MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

- 8. Develop criteria and evaluate varied music performances as a participant or listener.**
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate understanding of the role and influence of vocal music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
 - MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
 - MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
 - MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

- 10. Demonstrate understanding of the connections between music and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

- 11. Consistently demonstrate responsible participation in music activities.**
 - MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303440
Course Title: Vocal Ensemble I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal *or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Demonstrate awareness of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

4. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Create improvisations and arrangements appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles *to create compositions* in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

6. Develop criteria and analyze varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

8. Demonstrate awareness of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

9. Demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303450
Course Title: Vocal Ensemble II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance analysis
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal *or instrumental* score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Demonstrate knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

4. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Create improvisations and arrangements appropriate to the literature studied.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles *to create compositions* in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

6. Develop criteria and analyze varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

8. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

9. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303460
Course Title: Vocal Ensemble III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing varied melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.
(Note: Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Demonstrate and apply knowledge of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

4. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Create improvisations and arrangements appropriate to the literature studied using varied compositional techniques.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles *to create compositions* in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

6. Develop criteria and evaluate varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate knowledge of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

8. Demonstrate knowledge of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

9. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1303470
Course Title: Vocal Ensemble IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity.

The content should include, but not be limited to, the following:

- vocal production
- ensemble performance techniques
- music literacy
- sight reading and ear training
- elements and characteristics of music
- improvisation and arranging
- performance evaluation
- role and influence of choral music and musicians
- connections between music and other subject areas
- responsible participation in music activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of healthy, age-appropriate vocal skills (e.g., tone, diction, articulation) appropriate to varied styles of small ensemble performance.**
 - MU.A.1.4.1 sing accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
 - MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel, and swing).
 - MU.A.1.4.3 use ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal).

- 2. Demonstrate music literacy by performing varied melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., embouchure, posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation.

(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)

MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.

MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).

3. Demonstrate and apply understanding of the characteristics and functions of significant elements (e.g., tonality, meter, style, form, genre) in the reading and performance literature studied.

MU.D.1.4.1 perceive and remember significant music events within a composition.

MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.

4. Demonstrate unified performance of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.

MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

5. Create improvisations and arrangements appropriate to the literature studied using varied compositional techniques.

MU.B.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.

MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm.

MU.B.2.4.1 use basic principles *to create compositions* in distinct styles and in different media to express an idea or feeling.

MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function.

6. Develop criteria and evaluate varied music performances as a participant or listener.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

- MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

7. Demonstrate understanding of the role and influence of choral music and musicians in history, culture, society, and one's own life.

- MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).
- MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

8. Demonstrate understanding of the connections between music and other subject areas.

- MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

9. Consistently demonstrate responsible participation in music activities.

- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

**Florida Department of Education
COURSE DESCRIPTION - GRADES 9-12, ADULT**

Subject Area: Music
Course Number: 1304300
Course Title: Electronic Music I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major concepts/content.** The purpose of this course is to teach the care and use of electronic equipment and synthesizers commonly used in the production of today's popular music, along with the necessary theoretical, technical, and physical properties of sound and music.

The content should include, but not be limited to, the following:

- experimentation with various types of electronic musical instruments and tape recorders
- listening to live and recorded music
- information about varied musical styles
- career opportunities in music

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Make informed judgments about electronic applications in music.
2. Increase knowledge about music and musicians.
3. Identify career opportunities in the music recording industry.
4. Write four-part triadic harmonic passages.
5. Identify simple rhythmic and major-minor melodic patterns visually and aurally.
6. Analyze simple harmonic passages visually and aurally.
7. Define and apply common musical and electronic terms.
8. Demonstrate proper care of all electronic equipment.
9. Identify, and demonstrate ability to operate, some synthesizers and pieces of sound-recording devices.

10. Demonstrate knowledge of the physical properties of sound and their relationship to music theory and performance.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1304310
Course Title: Electronic Music II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major concepts/content.** The purpose of this course is to teach the care and use of electronic equipment and synthesizers commonly used in the production of today's popular music, along with the necessary theoretical, technical, and physical properties of sound and music.

The content should include, but not be limited to, the following:

- experimentation with various types of electronic musical instruments and tape recorders
- listening to live and recorded music
- varied musical styles
- career opportunities in music

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Make informed written judgments about electronic applications in music.
2. Increase knowledge about music and musicians.
3. Identify common acoustic and electronic instruments visually and aurally.
4. Write four-part triadic harmonic passages using inversions and voice leading.
5. Identify rhythmic and major-minor melodic patterns visually and aurally.
6. Analyze harmonic passages visually and aurally.

7. Define and apply common musical and electronic terms.
8. Create and play simple melodic and rhythmic passages.
9. Identify, and demonstrate ability to operate, various synthesizers and pieces of sound-recording devices.
10. Demonstrate knowledge of the physical properties of sound and their relationship to music theory and performance.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1304320
Course Title: Electronic Music III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

A. Major concepts/content. The purpose of this course is to teach independence in the application of electronic devices and techniques as used in popular music recording.

The content should include, but not be limited to, the following:

- experimentation with various types of electronic musical instruments and tape recorders
- listening to live and recorded music
- varied musical styles
- career opportunities in music

B. Special note. None

C. Course Requirements. After successfully completing this course, the student will:

1. Increase knowledge of equipment and terms related to music and electronics.
2. Identify, aurally and visually, various pieces of electronic and electronically related equipment and their effects.
3. Compose and record an original musical composition for electronic medium.
4. Identify complex rhythmic and major-minor melodic patterns visually and aurally.
5. Analyze complex harmonic passages visually and aurally.
6. Record complete short musical work.

7. Identify and demonstrate ability to operate more complex synthesizers and pieces of sound-recording devices.
8. Design and operate a sound reinforcement system for a live performance.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1305300
Course Title: Eurhythmics I
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance.

The content should include, but not be limited to, the following:

- safe and healthful performance practices
- dance and choreographic techniques and terminology
- choreographic design
- equipment, props, and costumes
- music and movement analysis and evaluation
- role and influence of music and dance
- responsible participation
- relationships among music, movement, and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthful safety practices related to eurhythmic activities, including warm-up and cool-down.**
 - DA.A.1.4.1 use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
 - DA.E.1.4.1 understand and apply healthy lifestyle choices that positively affect dancers.

2. **Identify repeated and contrasting melodic themes and treatments in the music and reflect them in choreographic design.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate *music principles* and technical vocabulary.

3. **Demonstrate knowledge of basic terminology related to music and movement.**

4. **Demonstrate knowledge of basic performance techniques appropriate to varied styles of music and movement.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principles.
 - MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.

MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

5. Demonstrate use of dance performance techniques to communicate ideas or moods reflected by the music.

DA.A.2.4.3 create a dance that displays choreographic intent.

DA.B.1.4.1 understand similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).

DA.B.1.4.2 understand how meaning is communicated with respect to one's own choreographic work.

DA.D.1.4.1 understand that dance is created and revised according to artistic decisions.

DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).

6. Demonstrate knowledge of basic elements of visual performance such as costuming, make up, and size of movements.

TH.E.1.4.1 understand how to use various arts media to enhance communication in *theatrical* productions.

7. Demonstrate, with precision, ensemble use of props and equipment to enhance the ideas or moods reflected by the music.

DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.

8. Develop criteria and evaluate performances as a participant or listener and observer.

DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.

MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

9. Demonstrate awareness of the importance of cultural conventions and social context in the design and execution of choreographed performances.

DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.

MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

10. Demonstrate responsible participation in eurhythmic activities.

11. Demonstrate awareness of the relationships among music, movement, and other subject areas.

MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1305310
Course Title: Eurhythmics II
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance.

The content should include, but not be limited to, the following:

- safe and healthful performance practices
- dance and choreographic techniques and terminology
- choreographic design
- equipment, props, and costumes
- music and movement analysis and evaluation
- role and influence of music and dance
- responsible participation
- relationships among music, movement, and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthful safety practices related to eurhythmic activities, including warm-up and cool-down.**
 - DA.A.1.4.1 use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
 - DA.E.1.4.1 understand and apply healthy lifestyle choices that positively affect dancers.

2. **Identify repeated and contrasting melodic themes and treatments in the music and reflect them in choreographic design.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate *music principles and* technical vocabulary.

3. **Demonstrate knowledge of terminology related to music and movement.**

4. **Demonstrate knowledge of intermediate-level performance techniques appropriate to varied styles of music and movement.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principles.
 - DA.C.1.4.2 understand similarities and differences between various forms of dance.

- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

5. Demonstrate use of dance performance techniques to communicate ideas or moods reflected by the music.

- DA.A.2.4.3 create a dance that displays choreographic intent.
- DA.B.1.4.1 understand similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
- DA.B.1.4.2 understand how meaning is communicated with respect to one's own choreographic work.
- DA.D.1.4.1 understand that dance is created and revised according to artistic decisions.
- DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).

6. Demonstrate knowledge of elements of visual performance such as costuming, makeup, and size of movements.

- TH.E.1.4.1 understand how to use various arts media to enhance communication in *theatrical* productions.

7. Demonstrate, with precision, ensemble use of props and equipment to enhance the ideas or moods reflected by the music.

- DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.

- 8. Develop criteria and evaluate performances as a participant or listener and observer.**
 - DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate knowledge of the importance of cultural conventions and social context in the design and execution of choreographed performances.**
 - DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

- 10. Demonstrate responsible participation in eurhythmic activities.**

- 11. Demonstrate knowledge of the relationships among music, movement, and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1305320
Course Title: Eurhythmics III
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop proficient skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance.

The content should include, but not be limited to, the following:

- safe and healthful performance practices
- dance and choreographic techniques and terminology
- choreographic design
- equipment, props, and costumes
- music and movement analysis and evaluation
- role and influence of music and dance
- responsible participation
- relationships among music, movement, and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthful safety practices related to eurhythmic activities, including warm-up and cool-down.**
 - DA.A.1.4.1 use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
 - DA.E.1.4.1 understand and apply healthy lifestyle choices that positively affect dancers.

2. **Identify elements of form in the music and reflect them in choreographic design.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate *music principles and* technical vocabulary.

3. **Demonstrate knowledge of terminology related to music and movement.**

4. **Demonstrate knowledge of proficient performance techniques appropriate to varied styles of music and movement.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principles.
 - DA.C.1.4.2 understand similarities and differences between various forms of dance.

- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

5. Demonstrate use of proficient dance performance techniques to communicate ideas or moods reflected by the music.

- DA.A.2.4.3 create a dance that displays choreographic intent.
- DA.B.1.4.1 understand similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
- DA.B.1.4.2 understand how meaning is communicated with respect to one's own choreographic work.
- DA.D.1.4.1 understand that dance is created and revised according to artistic decisions.
- DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).

6. Demonstrate knowledge of elements of visual performance such as costuming, makeup, and size of movements.

- TH.E.1.4.1 understand how to use various arts media to enhance communication in *theatrical* productions.

7. Demonstrate, with precision, ensemble use of props and equipment to enhance the ideas or moods reflected by the music.

- DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.

- 8. Develop criteria and evaluate performances as a participant or listener and observer.**
 - DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate knowledge of the importance of cultural conventions and social context in the design and execution of choreographed performances.**
 - DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

- 10. Demonstrate responsible participation in eurhythmic activities.**

- 11. Demonstrate knowledge of the relationships among music, movement, and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Music
Course Number: 1305330
Course Title: Eurhythmics IV
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance.

The content should include, but not be limited to, the following:

- safe and healthful performance practices
- dance and choreographic techniques and terminology
- choreographic design
- equipment, props, and costumes
- music and movement analysis and evaluation
- role and influence of music and dance
- responsible participation
- relationships among music, movement, and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of healthful safety practices related to eurhythmic activities, including warm-up and cool-down.**
 - DA.A.1.4.1 use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
 - DA.E.1.4.1 understand and apply healthy lifestyle choices that positively affect dancers.

2. **Identify elements of form in the music and reflect them in choreographic design.**
 - MU.D.1.4.1 perceive and remember significant music events within a composition.
 - MU.D.1.4.2 analyze music events within a composition, using appropriate *music principles and* technical vocabulary.

3. **Demonstrate understanding of terminology related to music and movement.**

4. **Demonstrate knowledge of advanced performance techniques appropriate to varied styles of music and movement.**
 - DA.A.1.4.2 perform technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
 - DA.A.2.4.1 use both traditional and invented movements to manipulate choreographic principles.
 - DA.C.1.4.2 understand similarities and differences between various forms of dance.

- MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture, or performer.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.

5. Demonstrate use of advanced dance performance techniques to communicate ideas or moods reflected by the music.

- DA.A.2.4.3 create a dance that displays choreographic intent.
- DA.B.1.4.1 understand similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
- DA.B.1.4.2 understand how meaning is communicated with respect to one's own choreographic work.
- DA.D.1.4.1 understand that dance is created and revised according to artistic decisions.
- DA.E.2.4.2 use dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).

6. Demonstrate understanding of elements of visual performance such as costuming, makeup, and size of movements.

- TH.E.1.4.1 understand how to use various arts media to enhance communication in *theatrical* productions.

7. Demonstrate, with precision, ensemble use of props and equipment to enhance the ideas or moods reflected by the music.

- DA.A.1.4.4 perform extended movement sequences and rhythmic patterns.

- 8. Develop criteria and evaluate performances as a participant or listener and observer.**
 - DA.D.1.4.2 understand the process of observation and analysis in developing a critique of a finished work.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
 - MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

- 9. Demonstrate understanding of the importance of cultural conventions and social context in the design and execution of choreographed performances.**
 - DA.C.1.4.3 understand the impact society and history have on choreographic styles and trends.
 - MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.

- 10. Consistently demonstrate responsible participation in eurhythmic activities.**

- 11. Demonstrate understanding of the relationships among music, movement, and other subject areas.**
 - MU.E.1.4.1 understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.