

Course: M/J Orchestra 1- 1302040

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3946>

BASIC INFORMATION

Course Number:	1302040
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 1, M/J ORCH 1, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	M/J Orchestra 1
Course Abbreviated Title:	M/J ORCH 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	--

STANDARDS (23)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples
	e.g., listening maps, active listening, checklists
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples
	e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples
	e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, expressive

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	elements; choral, orchestral, band, ensemble
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.1:</u>	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Orchestra 2- 1302050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3950>

BASIC INFORMATION

Course Number:	1302050
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 2, M/J ORCH 2, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	M/J Orchestra 2
Course Abbreviated Title:	M/J ORCH 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	--

STANDARDS (27)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.1:</u>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples e.g., blues, rock
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and/or peers. Remarks/Examples
	e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.1:</u>	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples
	e.g., basic themes, patterns, tonality, melody, harmony
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples
	e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples
	e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples
	e.g., error detection, interval reinforcement
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples
	e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Orchestra 3- 1302060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3955>

BASIC INFORMATION

Course Number:	1302060
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 3, M/J ORCH 3, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	M/J Orchestra 3
Course Abbreviated Title:	M/J ORCH 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	--

STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.1.3:</u>	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	quality
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.1.3:</u>	Describe how American music has been influenced by other cultures.
<u>MU.68.H.1.5:</u>	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community:

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.1:</u>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples e.g., blues, rock
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.1:</u>	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

MU.68.S.3.6:

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Remarks/Examples

e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Orchestra 4- 1302070

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3958>

BASIC INFORMATION

Course Number:	1302070
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 4, M/J ORCH 4, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	M/J Orchestra 4
Course Abbreviated Title:	M/J ORCH 4
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	---

STANDARDS (44)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.8.SI.1.2:</u>	Analyze the purpose of information presented in diverse media

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.1.3:</u>	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
<u>MU.68.F.1.1:</u>	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<u>MU.68.F.2.1:</u>	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p>Remarks/Examples</p> <p>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
<u>MU.68.F.2.2:</u>	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples</p> <p>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<u>MU.68.F.3.1:</u>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples</p> <p>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.F.3.3:</u>	<p>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.</p> <p>Remarks/Examples</p> <p>e.g., idea, development, editing, selling, revising, testing,</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	presenting
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.1.3:</u>	Describe how American music has been influenced by other cultures.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.1.5:</u>	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
<u>MU.68.H.2.1:</u>	Describe the influence of historical events and periods on music composition and performance.
<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.H.3.2:</u>	<p>Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples</p> <p>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<u>MU.68.O.1.1:</u>	<p>Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<u>MU.68.O.2.1:</u>	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations. Remarks/Examples</p> <p>e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
<u>MU.68.O.2.2:</u>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples</p> <p>e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
<u>MU.68.O.3.1:</u>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	<p>Perform the expressive elements of a musical work indicated by</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Instrumental Techniques 1-1302080

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3962>

BASIC INFORMATION

Course Number:	1302080
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Instrumental Techniques 1, M/J INSTRU TECNQS 1, Instrumental Techniques, Instrumental, Techniques
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Instrumental Techniques 1
Course Abbreviated Title:	M/J INSTRU TECNQS 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no instrumental experience develop musicianship, technical proficiency, and performance skills.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	--

STANDARDS (22)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	elements; choral, orchestral, band, ensemble
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.S.1.1:</u>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples e.g., blues, rock
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.1:</u>	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<u>MU.68.S.3.5:</u>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<u>MU.68.S.3.6:</u>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., independently, collaboratively</p>



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., blues, rock</p>
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Instrumental Techniques 2-1302090

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3966>

BASIC INFORMATION

Course Number:	1302090
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Instrumental Techniques 2, M/J INSTRU TECNQS 2, Instrumental Techniques, Instrumental, Techniques
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Instrumental Techniques 2
Course Abbreviated Title:	M/J INSTRU TECNQS 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous instruction to strengthen their musicianship, technique, and performance skills through

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	---

STANDARDS (26)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.7.SI.1.2:	Analyze the main ideas and supporting details presented in

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.1:</u>	Improvise rhythmic and melodic phrases to accompany familiar

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Instrumental Techniques 3-1302100

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3968>

BASIC INFORMATION

Course Number:	1302100
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Instrumental Techniques 3, M/J INSTRU TECNQS 3, Instrumental Techniques, Instrumental, Techniques
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Instrumental Techniques 3
Course Abbreviated Title:	M/J INSTRU TECNQS 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	---

STANDARDS (29)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.8.SI.1.2:</u>	Analyze the purpose of information presented in diverse media

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.1.4:</u>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<u>MU.68.H.2.2:</u>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p>Remarks/Examples</p> <p>e.g., from harpsichord to piano; from phonograph to CD</p>
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.O.1.1:</u>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<u>MU.68.O.2.2:</u>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples</p> <p>e.g., scales; key signatures; relative major/minor; parallel major/minor</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.O.3.1:</u></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<p><u>MU.68.O.3.2:</u></p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p><u>MU.68.S.1.1:</u></p>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples</p> <p>e.g., blues, rock</p>
<p><u>MU.68.S.1.4:</u></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<p><u>MU.68.S.2.1:</u></p>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<p><u>MU.68.S.2.2:</u></p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p><u>MU.68.S.3.1:</u></p>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p><u>MU.68.S.3.2:</u></p>	<p>Demonstrate proper vocal or instrumental technique.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<u>MU.68.S.3.5:</u>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<u>MU.68.S.3.6:</u>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., independently, collaboratively</p>



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>songs and/or standard harmonic progressions. Remarks/Examples</p> <p>e.g., blues, rock</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire. Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Instrumental Ensemble 1-1302110

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3971>

BASIC INFORMATION

Course Number:	1302110
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Instrumental Ensemble 1, M/J INSTRU ENS 1, Instrumental Ensemble, Instrumental, Ensemble
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Instrumental Ensemble 1
Course Abbreviated Title:	M/J INSTRU ENS 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study,

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
--	---

STANDARDS (23)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line,

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Instrumental Ensemble 2-1302120

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3973>

BASIC INFORMATION

Course Number:	1302120
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Instrumental Ensemble 2, Instrumental Ensemble, Instrumental, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	M/J Instrumental Ensemble 2
Course Abbreviated Title:	M/J INSTRU ENS 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous instrumental ensemble experience continue to build musicianship and performance skills through

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
--	---

STANDARDS (28)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Internet, home studios, professional recording studios, sales
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.H.3.2:</u>	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.O.1.1:</u>	<p>Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<u>MU.68.O.3.1:</u>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<u>MU.68.S.1.3:</u>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<u>MU.68.S.3.6:</u>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., independently, collaboratively</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Instrumental Ensemble 3-1302130

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3975>

BASIC INFORMATION

Course Number:	1302130
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Instrumental Ensemble 3, M/J INSTRU ENS 3, Instrumental Ensemble, Instrumental, Ensemble
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Instrumental Ensemble 3
Course Abbreviated Title:	M/J INSTRU ENS 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
--	--

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.F.2.2:</u></p>	<p>Describe how concert attendance can financially impact a community. Remarks/Examples</p> <p>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<p><u>MU.68.F.3.1:</u></p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples</p> <p>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<p><u>MU.68.F.3.2:</u></p>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<p><u>MU.68.H.1.1:</u></p>	<p>Describe the functions of music from various cultures and time periods.</p>
<p><u>MU.68.H.1.2:</u></p>	<p>Identify the works of representative composers within a specific style or time period.</p>
<p><u>MU.68.H.1.4:</u></p>	<p>Classify authentic stylistic features in music originating from various cultures. Remarks/Examples</p> <p>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<p><u>MU.68.H.2.1:</u></p>	<p>Describe the influence of historical events and periods on music composition and performance.</p>
<p><u>MU.68.H.2.3:</u></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><u>MU.68.H.3.1:</u></p>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples</p> <p>e.g., school: other music classes, social studies, dance, physical</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.H.3.2:</u>	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form,

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.1:</u>	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
	Remarks/Examples
	e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Band 2 and Career Planning-1302140

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3988>

BASIC INFORMATION

Course Number:	1302140
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Band 2 and Career Planning, M/J BAND 2&CAR PLAN, Band, Career Planning
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	M/J Band 2 and Career Planning
Course Abbreviated Title:	M/J BAND 2&CAR PLAN
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (23)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Band 3 and Career Planning-1302142

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3992>

BASIC INFORMATION

Course Number:	1302142
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Band 3 and Career Planning, M/J BAND 3&CAR PLAN, Band, Career Planning
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Band 3 and Career Planning
Course Abbreviated Title:	M/J BAND 3&CAR PLAN
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (28)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SI.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.H.3.2:</u>	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.S.3.3:</u></p>	<p>Sight-read standard exercises and simple repertoire. Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p><u>MU.68.S.3.4:</u></p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<p><u>MU.68.S.3.5:</u></p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Orchestra 2 and Career Planning- 1302150

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3995>

BASIC INFORMATION

Course Number:	1302150
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 2 and Career Planning, M/J ORCH 2&CAR PLAN, Orchestra, Career Planning
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Orchestra 2 and Career Planning
Course Abbreviated Title:	M/J ORCH 2&CAR PLAN
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have some previous orchestral experience develop instrumental technique, performance skills, music literacy, and

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. In tandem with their learning opportunities in orchestra, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fl DOE.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (24)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	period.
<u>MU.68.H.3.1:</u>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples</p> <p>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<u>MU.68.O.3.1:</u>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire. Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<u>MU.68.S.3.6:</u>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples</p> <p>e.g., independently, collaboratively</p>



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Orchestra 3 & Career Planning-1302160

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3999>

BASIC INFORMATION

Course Number:	1302160
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 3 & Career Planning, M/J ORCH 3 & CAR PL, Orchestra, Career Planning
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	M/J Orchestra 3 & Career Planning
Course Abbreviated Title:	M/J ORCH 3 & CAR PL
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques,

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. In tandem with their learning opportunities in orchestra, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (30)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.1.3:</u>	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Chorus 1- 1303000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4167>

BASIC INFORMATION

Course Number:	1303000
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 1, M/J CHORUS 1, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Chorus 1
Course Abbreviated Title:	M/J CHORUS 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

day to support, extend, and assess learning in the classroom.

STANDARDS (24)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.4:</u>	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.H.3.2:</u></p>	<p>Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples</p> <p>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<p><u>MU.68.O.1.1:</u></p>	<p>Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<p><u>MU.68.O.3.1:</u></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<p><u>MU.68.S.1.1:</u></p>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples</p> <p>e.g., blues, rock</p>
<p><u>MU.68.S.1.3:</u></p>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<p><u>MU.68.S.1.4:</u></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<p><u>MU.68.S.3.1:</u></p>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.1.5:</u>	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Chorus 2- 1303010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4171>

BASIC INFORMATION

Course Number:	1303010
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 2, M/J CHORUS 2, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Chorus 2
Course Abbreviated Title:	M/J CHORUS 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	--

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.1.4:</u>	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.F.2.2:</u></p>	<p>Describe how concert attendance can financially impact a community. Remarks/Examples</p> <p>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<p><u>MU.68.F.3.2:</u></p>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<p><u>MU.68.H.1.1:</u></p>	<p>Describe the functions of music from various cultures and time periods.</p>
<p><u>MU.68.H.1.5:</u></p>	<p>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</p>
<p><u>MU.68.H.2.1:</u></p>	<p>Describe the influence of historical events and periods on music composition and performance.</p>
<p><u>MU.68.H.2.3:</u></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><u>MU.68.H.3.1:</u></p>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples</p> <p>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<p><u>MU.68.H.3.2:</u></p>	<p>Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples</p> <p>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<p><u>MU.68.O.1.1:</u></p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Chorus 3- 1303020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4173>

BASIC INFORMATION

Course Number:	1303020
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 3, M/J Chorus 3, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Chorus 3
Course Abbreviated Title:	M/J CHORUS 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	---

STANDARDS (39)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>travel from creator to consumer.</p> <p>Remarks/Examples</p> <p>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
<u>MU.68.F.2.2:</u>	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples</p> <p>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<u>MU.68.F.3.1:</u>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples</p> <p>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<u>MU.68.F.3.2:</u>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<u>MU.68.H.1.2:</u>	<p>Identify the works of representative composers within a specific style or time period.</p>
<u>MU.68.H.1.3:</u>	<p>Describe how American music has been influenced by other cultures.</p>
<u>MU.68.H.1.4:</u>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<u>MU.68.H.2.1:</u>	<p>Describe the influence of historical events and periods on music composition and performance.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.H.2.2:</u></p>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples</p> <p>e.g., from harpsichord to piano; from phonograph to CD</p>
<p><u>MU.68.H.2.3:</u></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><u>MU.68.H.3.1:</u></p>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples</p> <p>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<p><u>MU.68.H.3.2:</u></p>	<p>Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples</p> <p>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<p><u>MU.68.O.1.1:</u></p>	<p>Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<p><u>MU.68.O.2.2:</u></p>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples</p> <p>e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
<p><u>MU.68.O.3.1:</u></p>	<p>Describe how the combination of instrumentation and expressive</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<u>MU.68.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., blues, rock</p>
<u>MU.68.S.1.3:</u>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire. Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<u>MU.68.S.3.5:</u>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<u>MU.68.S.3.6:</u>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples</p> <p>e.g., independently, collaboratively</p>



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<u>MU.68.O.3.1:</u>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<u>MU.68.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., blues, rock</p>
<u>MU.68.S.1.3:</u>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Chorus 4- 1303030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4176>

BASIC INFORMATION

Course Number:	1303030
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 4, M/J CHORUS 4, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Chorus 4
Course Abbreviated Title:	M/J CHORUS 4
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances may serve as a

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	--

STANDARDS (46)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.1.4:</u>	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	quality
<u>MU.68.C.2.3:</u>	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
<u>MU.68.F.1.1:</u>	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
<u>MU.68.F.2.2:</u>	Describe how concert attendance can financially impact a community. Remarks/Examples e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.F.3.3:</u>	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. Remarks/Examples

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., idea, development, editing, selling, revising, testing, presenting
<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.1.3:</u>	Describe how American music has been influenced by other cultures.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.1.5:</u>	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
<u>MU.68.H.2.1:</u>	Describe the influence of historical events and periods on music composition and performance.
<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.H.3.2:</u></p>	<p>Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples</p> <p>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<p><u>MU.68.O.1.1:</u></p>	<p>Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<p><u>MU.68.O.2.1:</u></p>	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations. Remarks/Examples</p> <p>e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
<p><u>MU.68.O.2.2:</u></p>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples</p> <p>e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
<p><u>MU.68.O.3.1:</u></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<p><u>MU.68.O.3.2:</u></p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., blues, rock</p>
<u>MU.68.S.1.2:</u>	<p>Compose a short musical piece.</p> <p>Remarks/Examples</p> <p>e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</p>
<u>MU.68.S.1.3:</u>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Vocal Techniques 1- 1303070

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4180>

BASIC INFORMATION

Course Number:	1303070
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Vocal Techniques 1, M/J VOCAL TECNQS 1, Vocal Techniques, Vocal, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Vocal Techniques 1
Course Abbreviated Title:	M/J VOCAL TECNQS 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	--

STANDARDS (22)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.O.3.1:</u></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<p><u>MU.68.S.1.1:</u></p>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples</p> <p>e.g., blues, rock</p>
<p><u>MU.68.S.1.4:</u></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<p><u>MU.68.S.2.1:</u></p>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<p><u>MU.68.S.2.2:</u></p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p><u>MU.68.S.3.1:</u></p>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p><u>MU.68.S.3.2:</u></p>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Vocal Techniques 2- 1303080

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4183>

BASIC INFORMATION

Course Number:	1303080
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Vocal Techniques 2, M/J VOCAL TECNQS 2, Vocal Techniques, Vocal, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Vocal Techniques 2
Course Abbreviated Title:	M/J VOCAL TECNQS 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	--

STANDARDS (26)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.1:</u>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples e.g., blues, rock

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire. Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Vocal Techniques 3- 1303090

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4187>

BASIC INFORMATION

Course Number:	1303090
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Vocal Techniques, M/J VOCAL TECNQS 3, Vocal Techniques, Vocal, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Vocal Techniques 3
Course Abbreviated Title:	M/J VOCAL TECNQS 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	---

STANDARDS (29)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness,

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	mutual respect
<u>MU.68.H.1.1:</u>	Describe the functions of music from various cultures and time periods.
<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.2.2:</u>	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea,

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<u>MU.68.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples</p> <p>e.g., blues, rock</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Vocal Ensemble 1- 1303100

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4188>

BASIC INFORMATION

Course Number:	1303100
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Vocal Ensemble 1, M/J VOCAL ENS 1, Vocal Ensemble, Vocal, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Vocal Ensemble 1
Course Abbreviated Title:	M/J VOCAL ENS 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no small vocal ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	--

STANDARDS (24)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation,

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Vocal Ensemble 2- 1303110

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4190>

BASIC INFORMATION

Course Number:	1303110
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Vocal Ensemble 2, M/J VOCAL ENS 2, Vocal Ensemble, Vocal, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Vocal Ensemble 2
Course Abbreviated Title:	M/J VOCAL ENS 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous vocal ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	---

STANDARDS (29)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.2.1:</u>	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples e.g., MIDI and other technology, production, sharing on the

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Internet, home studios, professional recording studios, sales
<u>MU.68.F.3.1:</u>	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.4:</u>	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.H.3.2:</u>	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.O.1.1:</u>	<p>Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<u>MU.68.O.3.1:</u>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<u>MU.68.O.3.2:</u>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<u>MU.68.S.1.3:</u>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<u>MU.68.S.1.4:</u>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<u>MU.68.S.2.1:</u>	<p>Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples</p> <p>e.g., basic themes, patterns, tonality, melody, harmony</p>
<u>MU.68.S.2.2:</u>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<u>MU.68.S.3.1:</u>	<p>Sing and/or play age-appropriate repertoire expressively.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<u>MU.68.S.3.2:</u>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>MU.68.S.3.3:</u>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<u>MU.68.S.3.4:</u>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<u>MU.68.S.3.6:</u>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., independently, collaboratively</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples e.g., independently, collaboratively



The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Vocal Ensemble 3- 1303120

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4192>

BASIC INFORMATION

Course Number:	1303120
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Vocal Ensemble 3, M/J VOCAL ENS 3, Vocal Ensemble, Vocal, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Music SubSubject: Choral Music
Course Title:	M/J Vocal Ensemble 3
Course Abbreviated Title:	M/J VOCAL ENS 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal ensemble literature. Student musicians strengthen their techniques, ensemble skills, music

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
--	---

STANDARDS (34)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.C.3.1:</u>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.F.2.2:</u></p>	<p>Describe how concert attendance can financially impact a community. Remarks/Examples</p> <p>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<p><u>MU.68.F.3.1:</u></p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples</p> <p>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<p><u>MU.68.F.3.2:</u></p>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<p><u>MU.68.H.1.1:</u></p>	<p>Describe the functions of music from various cultures and time periods.</p>
<p><u>MU.68.H.1.2:</u></p>	<p>Identify the works of representative composers within a specific style or time period.</p>
<p><u>MU.68.H.1.4:</u></p>	<p>Classify authentic stylistic features in music originating from various cultures. Remarks/Examples</p> <p>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<p><u>MU.68.H.2.1:</u></p>	<p>Describe the influence of historical events and periods on music composition and performance.</p>
<p><u>MU.68.H.2.3:</u></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><u>MU.68.H.3.1:</u></p>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples</p> <p>e.g., school: other music classes, social studies, dance, physical</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.H.3.2:</u>	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.2.2:</u>	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form,

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.1:</u>	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
	Remarks/Examples
	e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Chorus 2 and Career Planning-1303130

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4194>

BASIC INFORMATION

Course Number:	1303130
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 2 and Career Planning, M/J CHORUS 2&CAR PLA, Chorus, Career Planning
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Choral Music</p>
Course Title:	M/J Chorus 2 and Career Planning
Course Abbreviated Title:	M/J CHORUS 2&CAR PLA
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal,

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. In tandem with their learning opportunities in chorus, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	postsecondary/career goals. 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.
--	---

STANDARDS (26)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.4:</u>	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.2.2:</u>	Describe how concert attendance can financially impact a community. Remarks/Examples e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<u>MU.68.H.1.5:</u>	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><u>MU.68.S.1.4:</u></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples</p> <p>e.g., melodies using traditional classroom instruments and/or voice</p>
<p><u>MU.68.S.3.1:</u></p>	<p>Sing and/or play age-appropriate repertoire expressively. Remarks/Examples</p> <p>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p><u>MU.68.S.3.2:</u></p>	<p>Demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><u>MU.68.S.3.3:</u></p>	<p>Sight-read standard exercises and simple repertoire. Remarks/Examples</p> <p>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p><u>MU.68.S.3.4:</u></p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples</p> <p>e.g., error detection, interval reinforcement</p>
<p><u>MU.68.S.3.5:</u></p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: M/J Chorus 3 & Career Planning-1303140

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4197>

BASIC INFORMATION

Course Number:	1303140
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 3 & Career Planning, M/J CHORUS 3&CAR PL, Chorus, Career Planning
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Choral Music</p>
Course Title:	M/J Chorus 3 & Career Planning
Course Abbreviated Title:	M/J CHORUS 3&CAR PL
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills,

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>and related musical knowledge through rehearsal, performance and study of a variety of 2-, 3-, and 4-part choral literature. In tandem with their learning opportunities in chorus, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p>General Notes:</p>	<p>Special Notes: Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

STANDARDS (29)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>MU.68.C.1.1:</u>	Develop strategies for listening to unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.68.C.1.4:</u>	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
<u>MU.68.C.2.1:</u>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
<u>MU.68.C.2.2:</u>	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<u>MU.68.F.2.2:</u>	Describe how concert attendance can financially impact a community. Remarks/Examples e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
<u>MU.68.F.3.2:</u>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.H.1.2:</u>	Identify the works of representative composers within a specific style or time period.
<u>MU.68.H.2.3:</u>	Classify the literature being studied by genre, style, and/or time period.
<u>MU.68.H.3.1:</u>	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<u>MU.68.H.3.2:</u>	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
<u>MU.68.O.1.1:</u>	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
<u>MU.68.O.3.1:</u>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<u>MU.68.O.3.2:</u>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<u>MU.68.S.1.3:</u>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<u>MU.68.S.1.4:</u>	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice
<u>MU.68.S.2.2:</u>	Transfer performance techniques from familiar to unfamiliar pieces.
<u>MU.68.S.3.1:</u>	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<u>MU.68.S.3.2:</u>	Demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>MU.68.S.3.3:</u>	Sight-read standard exercises and simple repertoire. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<u>MU.68.S.3.4:</u>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples e.g., error detection, interval reinforcement
<u>MU.68.S.3.5:</u>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
<u>MU.68.S.3.6:</u>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Remarks/Examples
	e.g., independently, collaboratively



This document was generated by using CPALMS - www.cpalms.org

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)