

Florida Fine Arts

# **Music: Grades 10, 11, 12**

Adopted 2010

## Critical Thinking and Reflection

## Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

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

### Access Point for Students with Significant Cognitive Disabilities

#### Independent

- a. Develop effective sensory strategies and describe how they support appreciation of unfamiliar musical works. [MU.912.C.1.IN.A](#)
- b. Identify the composer's intent and aesthetic impact of two or more performances. [MU.912.C.1.IN.B](#)
- d. Identify and perform a variety of vocal styles and ensembles. [MU.912.C.1.IN.D](#)

#### Supported

- a. Use appropriate sensory strategies to support appreciation of unfamiliar musical works. [MU.912.C.1.SU.A](#)
- b. Recognize the aesthetic impact of two or more performances. [MU.912.C.1.SU.B](#)
- c. Recognize selected instruments of the world. [MU.912.C.1.SU.C](#)
- d. Recognize and perform selected vocal styles and ensembles. [MU.912.C.1.SU.D](#)

#### Participatory

- a. Use sensory strategies to support appreciation of unfamiliar musical works. [MU.912.C.1.PA.A](#)
- b. Recognize the musical intent of two or more performances. [MU.912.C.1.PA.B](#)
- c. Recognize a variety of instruments. [MU.912.C.1.PA.C](#)
- d. Contribute to the performance of selected vocal styles and ensembles. [MU.912.C.1.PA.D](#)

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

1. Evaluate and make appropriate adjustments to personal performance in solo and ensembles. [MU.912.C.2.1](#)
2. Evaluate performance quality in recorded and/or live performances. [MU.912.C.2.2](#)
3. Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. [MU.912.C.2.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Analyze and revise personal performance in solo and ensembles to meet established criteria with guidance from teachers and peers. [MU.912.C.2.IN.A](#)

Supported

- a. Use defined criteria to analyze and revise personal performance in solo and ensembles with guidance from teachers and peers. [MU.912.C.2.SU.A](#)

Participatory

- a. Use a teacher-selected criterion to analyze and revise personal performances in solo and ensembles with guidance from teachers and peers. [MU.912.C.2.PA.A](#)

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**The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

1. Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. [MU.912.C.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Use defined criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. [MU.912.C.3.IN.A](#)

Supported

- a. Use teacher-selected criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. [MU.912.C.3.SU.A](#)

Participatory

- a. Use a teacher-selected criterion to evaluate the aesthetic impact of exemplary musical work from a specific period or genre. [MU.912.C.3.PA.A](#)
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## Skills, Techniques, and Processes

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

1. Improvise rhythmic and melodic phrases over harmonic progressions. [MU.912.S.1.1](#)
2. Compose music for voices and/or acoustic, digital, or electronic instruments. [MU.912.S.1.2](#)
3. Arrange a musical work by manipulating two or more aspects of the composition. [MU.912.S.1.3](#)
4. Perform and notate, independently and accurately, melodies by ear. [MU.912.S.1.4](#)
5. Research and report on the impact of MIDI as an industry-standard protocol. [MU.912.S.1.5](#)
6. Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge. [MU.912.S.1.6](#)
7. Combine and/or create virtual and audio instruments. [MU.912.S.1.7](#)
8. Record, mix, and edit a recorded performance. [MU.912.S.1.8](#)
9. Score music and use Foley art for a video segment or full video. [MU.912.S.1.9](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. [MU.912.S.1.IN.A](#)

##### Supported

- a. Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. [MU.912.S.1.SU.A](#)

##### Participatory

- a. Participate in an improvisation with vocal or instrumental patterns using familiar songs. [MU.912.S.1.PA.A](#)
- b. Improvise vocal or instrumental patterns using familiar songs. [MU.912.S.1.PA.B](#)

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

1. Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. **MU.912.S.2.1**
2. Transfer expressive elements and performance techniques from one piece of music to another. **MU.912.S.2.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Create or re-create a variety of musical phrases to incorporate in a new musical example. **MU.912.S.2.IN.A**

Supported

- a. Re-create musical phrases or music from a variety of musical examples. **MU.912.S.2.SU.A**

Participatory

- a. Match musical patterns or phrases to a variety of musical examples. **MU.912.S.2.PA.A**

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**Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

1. Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. [MU.912.S.3.1](#)
2. Sight-read music accurately and expressively to show synthesis of skills. [MU.912.S.3.2](#)
3. Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. [MU.912.S.3.3](#)
4. Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. [MU.912.S.3.4](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Sing and/or play age-appropriate repertoire expressively. [MU.912.S.3.IN.A](#)
- b. Sight-read standard exercises and simple repertoire. [MU.912.S.3.IN.B](#)
- c. Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. [MU.912.S.3.IN.C](#)

Supported

- a. Sing rounds, canons, and/or partner songs. [MU.912.S.3.SU.A](#)
- b. Sight-read notes and/or simple rhythmic phrases. [MU.912.S.3.SU.B](#)
- c. Select rehearsal strategies to apply skills and techniques. [MU.912.S.3.SU.C](#)

Participatory

- a. Select melodies and/or accompaniments to perform. [MU.912.S.3.PA.A](#)
- b. Participate in rehearsal strategies to apply skills or techniques. [MU.912.S.3.PA.B](#)

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**Organizational Structure**

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

1. Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. [MU.912.O.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Compare performances of a musical work to identify artistic choices made by performers. [MU.912.O.1.IN.A](#)

Supported

- a. Compare musical elements in different types of music. [MU.912.O.1.SU.A](#)

Participatory

- a. Recognize elements of music in different types of music. [MU.912.O.1.PA.A](#)

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**The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

1. Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. [MU.912.0.2.1](#)
2. Transpose melodies into different modalities through performance and composition. [MU.912.0.2.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Select and use elements and principles of music composition to create music in different and/or unusual ways. [MU.912.0.2.IN.A](#)
- b. Create variations for selected melodies. [MU.912.0.2.IN.B](#)

Supported

- a. Use a teacher-selected element or principle of music composition to create music in a different and/or unusual way [MU.912.0.2.SU.A](#)

Participatory

- a. Select an element to change in a musical piece. [MU.912.0.2.PA.A](#)

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

1. Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. [MU.912.0.3.1](#)
2. Interpret and perform expressive elements indicated by the musical score and/or conductor. [MU.912.0.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. [MU.912.0.3.IN.A](#)
- b. Perform the expressive elements of a musical work indicated by the musical score and/or conductor and transfer new knowledge and experiences to other musical works. [MU.912.0.3.IN.B](#)

Supported

- a. Identify how instrumentation and expressive elements affect the mood or emotion of a song. [MU.912.0.3.SU.A](#)
- b. Apply expressive elements to a vocal or instrumental piece. [MU.912.0.3.SU.B](#)

Participatory

- a. Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. [MU.912.0.3.PA.A](#)
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## Historical and Global Connections

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

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

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Identify how a culture's traditions are supported by music. [MU.912.H.1.IN.A](#)
- b. Compare stylistic and musical features in works originating from different cultures. [MU.912.H.1.IN.B](#)

##### Supported

- a. Recognize how a selected culture's tradition is supported by music. [MU.912.H.1.SU.A](#)
- b. Identify similarities and differences between styles and features of music produced by different cultures. [MU.912.H.1.SU.B](#)

##### Participatory

- a. Associate a selected culture's tradition with a piece of music. [MU.912.H.1.PA.A](#)
- b. Recognize similarities or differences between styles or features of music produced by different cultures. [MU.912.H.1.PA.B](#)

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

1. Evaluate the social impact of music on specific historical periods. [MU.912.H.2.1](#)
2. Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. [MU.912.H.2.2](#)
3. Analyze the evolution of a music genre. [MU.912.H.2.3](#)
4. Examine the effects of developing technology on composition, performance, and acquisition of music. [MU.912.H.2.4](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Examine the social impact of music on historical periods or cultural evolution. [MU.912.H.2.IN.A](#)
- b. Examine musical trends, including venues for accessing musical performances, to understand the past, present, and future of music. [MU.912.H.2.IN.B](#)
- c. Examine how technology has changed the way music is created, performed, acquired, and experienced. [MU.912.H.2.IN.C](#)

Supported

- a. Recognize the social impact of selected music on historical periods or cultural events. [MU.912.H.2.SU.A](#)
- b. Recognize significant musical developments, including venues for accessing musical performances, to understand that it is dynamic. [MU.912.H.2.SU.B](#)
- c. Identify a variety of technologies to create, perform, acquire, and experience music. [MU.912.H.2.SU.C](#)

Participatory

- a. Match selected music with significant historical periods or cultural events [MU.912.H.2.PA.A](#)
- b. Recognize selected technologies to create, perform, acquire, and experience music. [MU.912.H.2.PA.B](#)

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**Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

1. Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. [MU.912.H.3.1](#)
2. Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. [MU.912.H.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Use music to communicate ideas, emotions, or information from non-music contexts. [MU.912.H.3.IN.A](#)

Supported

- a. Use music to enhance the communication of ideas, emotions, or information from non-music contexts. [MU.912.H.3.SU.A](#)

Participatory

- a. Use a variety of music to enhance other content areas or contexts. [MU.912.H.3.PA.A](#)

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**Innovation, Technology, and the Future**

**Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

1. Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. [MU.912.F.1.1](#)
2. Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product. [MU.912.F.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Demonstrate the use of a variety of technology tools to produce, store, or listen to music as a citizen, consumer, or worker. [MU.912.F.1.IN.A](#)

Supported

- a. Demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker. [MU.912.F.1.SU.A](#)

Participatory

- a. Collaboratively demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker. [MU.912.F.1.PA.A](#)

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**Careers in and related to the arts significantly and positively impact local and global economies.**

1. Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. [MU.912.F.2.1](#)
2. Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. [MU.912.F.2.2](#)
3. Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. [MU.912.F.2.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Analyze employment and leisure opportunities in or relating to music and pair with the necessary skills and training. [MU.912.F.2.IN.A](#)

Supported

- a. Connect employment and leisure opportunities in or relating to music with the necessary skills, training, or prerequisites. [MU.912.F.2.SU.A](#)

Participatory

- a. Distinguish employment and leisure opportunities that are music-related vs. non-music-related. [MU.912.F.2.PA.A](#)

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

1. Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. **MU.912.F.3.1**
2. Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. **MU.912.F.3.2**
3. Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. **MU.912.F.3.3**
4. Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. **MU.912.F.3.4**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify personal examples of leadership in school and/or non-school settings. **MU.912.F.3.IN.A**
- b. Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. **MU.912.F.3.IN.B**
- c. Prioritize, monitor, and complete tasks related to individual and collaborative music projects. **MU.912.F.3.IN.C**

Supported

- a. Identify personal qualities that support success in music that can be applied to other fields. **MU.912.F.3.SU.A**
- b. Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music. **MU.912.F.3.SU.B**
- c. Organize and complete music projects having three or more components. **MU.912.F.3.SU.C**

Participatory

- a. Recognize personal qualities that support success in music that can be applied to other fields. **MU.912.F.3.PA.A**
- b. Individually or collaboratively demonstrate the safe, legal, and responsible use of a selected technology tool to produce or listen to music as a citizen, consumer, or worker. **MU.912.F.3.PA.B**
- c. Contribute to the organization and execution of music projects. **MU.912.F.3.PA.C**