### Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Benchmarks/Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td><strong>MU.K.C.1.1:</strong> Respond to music from various sound sources to show awareness of steady beat.</td>
</tr>
<tr>
<td>Procedures</td>
<td><strong>MU.K.C.1.3:</strong> Identify, visually and aurally, pitched and unpitched classroom instruments.</td>
</tr>
<tr>
<td>Steady beat</td>
<td><strong>MU.K.C.1.4:</strong> Identify singing, speaking, and whispering voices.</td>
</tr>
<tr>
<td>Rhythm</td>
<td><strong>MU.K.C.2.1:</strong> Identify similarities and/or differences in a performance.</td>
</tr>
<tr>
<td>Echo</td>
<td><strong>MU.K.C.3.1:</strong> Share opinions about selected pieces of music.</td>
</tr>
<tr>
<td>Instrument</td>
<td><strong>MU.K.H.3.1:</strong> Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</td>
</tr>
<tr>
<td></td>
<td><strong>MU.K.O.1.1:</strong> Respond to beat, rhythm, and melodic line through imitation.</td>
</tr>
<tr>
<td></td>
<td><strong>MU.K.S.3.1:</strong> Sing songs of limited range appropriate to the young child and use the head voice.</td>
</tr>
<tr>
<td></td>
<td><strong>MU.K.S.3.4:</strong> Imitate simple rhythm patterns played by the teacher or a peer.</td>
</tr>
<tr>
<td></td>
<td><strong>MUK.F.1.1:</strong> Respond to and explore music through creative play and found sounds in the music classroom.</td>
</tr>
<tr>
<td></td>
<td><strong>MUK.F.3.1:</strong> Exhibit age-appropriate music and life skills that will add to the success in the music classroom.</td>
</tr>
<tr>
<td></td>
<td><strong>DA.K.O.3.1:</strong> Use movement to express a feeling, idea, or story.</td>
</tr>
<tr>
<td></td>
<td><strong>DA.K.S.3.3:</strong> Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</td>
</tr>
</tbody>
</table>

### Learning Goal:

students will understand how knowing and following music room rules and procedures lead to increased learning and fun for everyone.

### Objectives:

- Students will know and follow music room rules and procedures.
- Students will demonstrate cooperation, taking turns, and sharing as part of music activities.
- Students will express opinions about songs, stories, and activities.
- Students will discover that movement adds to the enjoyment of music.
- Students will discover that the voice can be used in different ways.

### Essential Content & Understanding:

**Unit Specific:**

1. Follow music classroom rules.
2. Practice procedures for entering, leaving, handling instruments, and transitioning to/from specific activities/areas.
3. Chant/echo greetings and names.
4. Group reading activities of illustrated texts relevant to unit theme or music activity.
5. Identify favorite activity/song from lesson.

**Music Literacy:**

7. Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes & beamed eighth notes).
8. Imitate vocal glissandi patterns.

**Music Theory:**


### Essential Questions:

- How do rules help us get along?
- How can we move to music?
- What songs do we like and why?

### Resources/Links:

**Supplemental Resources:**

**Writing Links:**

**Higher Order Questioning**

**Remediation & Enrichment Resources**
**2015-2016 Curriculum Blueprint**  
**Grade:** K  
**Course:** Music  
**Topic/Idea 2:** Patriotic Songs

**Time Allowed:** 4 Weeks

### Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

### EduSoft Mini-Assessment(s):

Date Range: Given during the instruction per the outline in this section

### Key Vocabulary:
- Patriotic
- Clap
- Pat
- Walk
- Jog
- Loud
- Soft
- Fast
- Slow

### Learning Goal:
Students will recognize that patriotic songs help us to feel proud of our country.

### Objectives:
- Students will understand that patriotic songs teach us about our identity as a country.
- Students will discover that songs/chants can communicate and facilitate recall of information.
- Students will discover that movement can express specific elements and qualities of music.

### Benchmarks/Standards:

**Supporting Florida Standards**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.K.C.1.1</td>
<td>Respond to music from various sound sources to show awareness of steady beat.</td>
</tr>
<tr>
<td>MU.K.C.1.3</td>
<td>Identify, visually and aurally, pitched and unpitched classroom instruments.</td>
</tr>
<tr>
<td>MU.K.C.1.4</td>
<td>Identify singing, speaking, and whispering voices.</td>
</tr>
<tr>
<td>MU.K.C.2.1</td>
<td>Identify similarities and/or differences in a performance.</td>
</tr>
<tr>
<td>MU.K.C.3.1</td>
<td>Share opinions about selected pieces of music.</td>
</tr>
<tr>
<td>MU.K.H.3.1</td>
<td>Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</td>
</tr>
<tr>
<td>MU.K.O.1.1</td>
<td>Respond to beat, rhythm, and melodic line through imitation.</td>
</tr>
<tr>
<td>MU.K.O.3.1</td>
<td>Respond to music to demonstrate how it makes one feel.</td>
</tr>
<tr>
<td>MU.K.S.3.1</td>
<td>Sing songs of limited range appropriate to the young child and use the head voice.</td>
</tr>
<tr>
<td>MU.K.S.3.4</td>
<td>Imitate simple rhythm patterns played by the teacher or a peer.</td>
</tr>
<tr>
<td>MU.K.F.3.1</td>
<td>Respond to and explore music through creative play and found sounds in the music classroom.</td>
</tr>
<tr>
<td>MU.K.S.3.3</td>
<td>Use movement to express a feeling, idea, or story.</td>
</tr>
<tr>
<td>DA.K.S.3.3</td>
<td>Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</td>
</tr>
<tr>
<td>LACC.K.RL.4.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
</tr>
<tr>
<td>LACC.1.RL.1.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
</tbody>
</table>

### Essential Content & Understanding:

1. Experience simple patriotic songs.
2. Share opinions about patriotic songs.
3. Perform movement to assist understanding of patriotic song texts.
4. Chant/echo greetings and names.
5. Group reading activities of illustrated texts relevant to unit theme or music activity.

### Essential Questions:

- How can we show pride in our country?
- How does music change the way we feel about something?

### Resources/Links:

**Supplemental Resources:**

**Writing Links:**

**Higher Order Questioning**

**Remediation & Enrichment Resources**

**Music Literacy:**

- Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes & beamed eighth notes).
- Imitate and move to vocal glissandi patterns.
- Respond to show awareness of differences in music (high/low, fast/slow, loud/soft).
- Respond to music to show feeling/mood.

**Music Theory:**

- Visually identify specified classroom instruments.
- Aurally identify familiar classroom instruments.

**Performance:**

- Perform locomotive and non-locomotive beat-keeping movements to music.
- Perform finger plays and/or movement to stories, rhymes, or songs.
- Echo spoken, whispered, and sung phrases.
- Play classroom instruments to an internal (individual) pulse.
# 2015-2016 Curriculum Blueprint

**Grade:** K  
**Course:** Music  
**Topic/Idea 3:** The Music of Living (Economics)

## Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

### EduSoft Mini-Assessment(s):

**Date Range:** Given during the instruction per the outline in this section

### Key Vocabulary:

- Singing voice
- Speaking voice
- Whisper voice
- Up
- Down
- High
- Low

## Benchmarks/Standards:

### Supporting Florida Standards

- **MU.K.C.1.1:** Respond to music from various sound sources to show awareness of steady beat.
- **MU.K.C.1.3:** Identify, visually and aurally, pitched and unpitched classroom instruments.
- **MU.K.C.1.4:** Identify singing, speaking, and whispering voices.
- **MU.K.C.2.1:** Identify similarities and/or differences in a performance.
- **MU.K.C.3.1:** Share opinions about selected pieces of music.
- **MU.K.H.3.1:** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
- **MU.K.O.1.1:** Respond to beat, rhythm, and melodic line through imitation.
- **MU.K.O.3.1:** Respond to music to demonstrate how it makes one feel.
- **MU.K.S.3.1:** Sing songs of limited range appropriate to the young child and use the head voice.
- **MU.K.S.3.3:** Match pitches in a song or musical phrase in one or more keys.
- **MU.K.S.3.4:** Imitate simple rhythm patterns played by the teacher or a peer.
- **MU.F.1.1:** Respond to and explore music through creative play and found sounds in the music classroom.
- **MU.F.3.1:** Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
- **DA.K.O.3.1:** Use movement to express a feeling, idea, or story.

## Learning Goal:

Students will understand that work and commerce are important parts of peoples' lives that are reflected in the songs they sing.

### Objectives:

- Students will learn about various jobs by responding to and singing topical songs.
- Students will learn about buying and selling by responding to and singing topical songs.
- Students will describe differences in musical elements.
- Students will discover that musical instruments vibrate.

## Benchmarks/Standards:

### Essential Content & Understanding:

#### Music Theory:

- Visually & aurally identify specified classroom instruments.
- Identify differences in musical elements: (high/low, fast/slow, loud/soft).

#### Music Literacy:

- Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes, beamed eighth notes, & rests).
- Imitate and move to ascending/descending melodic patterns.
- Respond to show awareness of differences in music: (high/low, fast/slow, loud/soft).
- Respond to music to show feeling/mood.

#### Learning Goal:

Students will understand that work and commerce are important parts of peoples' lives that are reflected in the songs they sing.

### Objectives:

- Students will learn about various jobs by responding to and singing topical songs.
- Students will learn about buying and selling by responding to and singing topical songs.
- Students will describe differences in musical elements.
- Students will discover that musical instruments vibrate.

## Benchmarks/Standards:

### Essential Questions:

- What can we sing about?
- How can music be different?
- How do things make sound?

## Resources/Links:

- **Supplemental Resources:**
- **Writing Links:**
- **Higher Order Questioning**
- **Remediation & Enrichment Resources**
### Topic/Idea 3: The Music of Living (Economics)

| DA.K.S.3.3: Develop kinesthetic awareness by maintaining personal space and moving in pathways through space. |
| SC.K.P.10.1: Observe that things that make sound vibrate. |
# 2015-2016 Curriculum Blueprint

### Grade: K  
### Course: Music

### Topic/Idea 4: The Music of Holiday Celebrations

<table>
<thead>
<tr>
<th>Instructional Focus Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/ Stimulus, and additional information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EduSoft Mini-Assessment(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Range: Given during the instruction per the outline in this section</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
</table>
| Holiday  
Feeling  
Mood  
Accompany |

<table>
<thead>
<tr>
<th>Learning Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that people from many cultures use music to celebrate holidays and special occasions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
</table>
| Students will identify specified songs with a specific cultural holiday.  
Students will identify music as an important aspect of holiday celebrations.  
Students will identify and describe specified sounds in music. |

<table>
<thead>
<tr>
<th>Benchmarks/Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Florida Standards</strong></td>
</tr>
</tbody>
</table>

- **MU.K.C.1.1**: Respond to music from various sound sources to show awareness of steady beat.  
- **MU.K.C.1.2**: Identify various sounds in a piece of music.  
- **MU.K.C.1.3**: Identify, visually and aurally, pitched and unpitched classroom instruments.  
- **MU.K.C.1.4**: Identify singing, speaking, and whispering voices.  
- **MU.K.C.2.1**: Identify similarities and/or differences in a performance.  
- **MU.K.C.3.1**: Share opinions about selected pieces of music.  
- **MU.K.H.1.1**: Respond to music from diverse cultures through singing and movement.  
- **MU.K.H.2.1**: Respond to and/or perform folk music of American cultural sub-groups.  
- **MU.K.H.3.1**: Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.  
- **MU.K.O.1.1**: Respond to beat, rhythm, and melodic line through imitation.  
- **MU.K.O.3.1**: Respond to music to demonstrate how it makes one feel.  
- **MU.K.S.1.1**: Improvise a response to a musical question sung or played by someone else.  
- **MU.K.S.2.1**: Sing or play songs from memory.  
- **MU.K.S.3.1**: Sing songs of limited range appropriate to the young child and use the head voice.  
- **MU.K.S.3.2**: Perform simple songs and accompaniments.  
- **MU.K.S.3.3**: Match pitches in a song or musical phrases. |

<table>
<thead>
<tr>
<th>Essential Content &amp; Understanding:</th>
</tr>
</thead>
</table>
| 1. Experience culturally diverse holiday music.  
2. Sing simple holiday songs or short fragments of holiday songs.  
3. Group reading activities of illustrated texts relevant to unit theme or music activity.  
4. Share opinions and preferences about selected music from lesson. |

<table>
<thead>
<tr>
<th>Music Literacy:</th>
</tr>
</thead>
</table>
| 5. Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes, beamed eighth notes, rests).  
6. Imitate and move to ascending/descending melodic patterns.  
7. Respond to show awareness of differences in music: (high/low, fast/slow, loud/soft).  
8. Respond to music to show feeling/mood. |

<table>
<thead>
<tr>
<th>Music Theory:</th>
</tr>
</thead>
</table>
10. Identify differences in musical elements: (high/low, fast/slow, loud/soft).  
11. Sing glissandi from visual representation.  
12. Identify specific sounds in music. |

<table>
<thead>
<tr>
<th>Performance:</th>
</tr>
</thead>
</table>
| 13. Improvise a response to a chanted question.  
14. Perform locomotive and non-locomotive beat-keeping movements to music.  
15. Perform finger plays and/or movement to stories, rhymes, or songs.  
16. Perform music with spoken, whispered, and sung phrases.  
17. Play classroom instruments to an external (group) pulse.  
18. Sing simple songs from memory.  
19. Sing and accompany simple songs using classroom instruments, body percussion, and/or found sounds. |

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
</table>
| How does music make holidays special?  
What sounds can we hear in music?  
How do people celebrate holidays?  
How can instruments and voices work together? |

<table>
<thead>
<tr>
<th>Resources/Links:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplemental Resources:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Links:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Order Questioning</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remediation &amp; Enrichment Resources</th>
</tr>
</thead>
</table>


### 2015-2016 Curriculum Blueprint  
**Grade:** K  
**Course:** Music  
**Topic/Idea 4:** The Music of Holiday Celebrations

<table>
<thead>
<tr>
<th>Music Performance and Composition (MU)</th>
<th>Music Knowledge and Understanding (MK)</th>
<th>Dance and Movement (DA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.K.S.3.4: Imitate simple rhythm patterns played by the teacher or a peer.</td>
<td>MU.K.F.3.1: Exhibit age-appropriate music and life skills that will add to the success in the music classroom.</td>
<td>DA.K.O.3.1: Use movement to express a feeling, idea, or story.</td>
</tr>
<tr>
<td>MU.K.F.1.1: Respond to and explore music through creative play and found sounds in the music classroom.</td>
<td></td>
<td>DA.K.S.3.3: Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</td>
</tr>
</tbody>
</table>
# Learning Goal

Students will understand that music can be related to maps and the geographical features they describe.

## Objectives

- Students will identify geographical features portrayed in familiar songs.
- Students will identify seasons and weather portrayed in familiar songs.
- Students will identify differences in rhythmic and melodic patterns.

## Benchmarks/Standards

<table>
<thead>
<tr>
<th>Supporting Florida Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.K.C.1.1: Respond to music from various sound sources to show awareness of steady beat.</td>
</tr>
<tr>
<td>MU.K.C.1.2: Identify various sounds in a piece of music.</td>
</tr>
<tr>
<td>MU.K.C.1.3: Identify visually and aurally pitched and unpitched classroom instruments.</td>
</tr>
<tr>
<td>MU.K.C.1.4: Identify singing, speaking, and whispering voices.</td>
</tr>
<tr>
<td>MU.K.C.2.1: Identify similarities and/or differences in a performance.</td>
</tr>
<tr>
<td>MU.K.C.3.1: Share opinions about selected pieces of music.</td>
</tr>
<tr>
<td>MU.K.H.1.1: Respond to music from diverse cultures through singing and movement.</td>
</tr>
<tr>
<td>MU.K.H.2.1: Respond to and/or perform folk music of American cultural sub-groups.</td>
</tr>
<tr>
<td>MU.K.H.3.1: Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</td>
</tr>
<tr>
<td>MU.K.H.3.2: Improvise a response to a musical question sung or played by someone else.</td>
</tr>
<tr>
<td>MU.K.H.3.3: Sing or play songs from memory.</td>
</tr>
<tr>
<td>MU.K.S.1.1: Improvise a response to a musical question sung or played by someone else.</td>
</tr>
<tr>
<td>MU.K.S.1.2: Sing songs of limited range appropriate to the young child and use the head voice.</td>
</tr>
<tr>
<td>MU.K.S.2.1: Perform simple songs and</td>
</tr>
</tbody>
</table>

## Essential Content & Understanding

1. Experience and sing songs/poems, chants that include references to geographical features, e.g., ocean, river, lake, mountain, hill, plain, and island.
2. Experience/sing songs (etc.) that include references to seasons and weather.
3. Group reading activities of illustrated texts relevant to unit theme or music activity.
4. Share opinions and preferences about selected music from lesson.

## Essential Questions

- How do people use music to describe the world around them?
- What can songs tell us about the places people live?

## Music Literacy

5. Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes, beamed eighth notes, & rests).
6. Imitate and move to ascending/descending melodic patterns.
7. Respond to show awareness of differences in music: (high/low, fast/slow, loud/soft).
8. Respond to music to show feeling/mood.

## Music Theory

10. Identify differences in musical elements: (high/low, fast/slow, loud/soft).
11. Sing glissandi from visual representation.
12. Identify differences in simple aural rhythm patterns.
13. Identify differences in visual representations of melodic patterns.

## Performance

15. Improvise a response to a chanted question.
16. Perform locomotive and non-locomotive beat-keeping movements to music.
17. Perform finger plays and/or movement to stories, rhymes, or songs.
18. Perform music with spoken, whispered, and
### 2015-2016 Curriculum Blueprint

**Grade: K  Course: Music**

**Topic/Idea 5: Music and Places**

<table>
<thead>
<tr>
<th>Accompaniments</th>
<th>19.</th>
<th>Play classroom instruments to an external (group) pulse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.K.S.3.3: Match pitches in a song or musical phrase in one or more keys.</td>
<td>20.</td>
<td>Sing simple songs from memory.</td>
</tr>
<tr>
<td>MU.K.S.3.4: Imitate simple rhythm patterns played by the teacher or a peer.</td>
<td>21.</td>
<td>Sing and accompany simple songs using classroom instruments, body percussion, and/or found sounds.</td>
</tr>
<tr>
<td>MU.K.F.1.1: Respond to and explore music through creative play and found sounds in the music classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU.K.F.3.1: Exhibit age-appropriate music and life skills that will add to the success in the music classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA.K.O.3.1: Use movement to express a feeling, idea, or story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA.K.S.3.3: Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instructional Focus Benchmarks**

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

**Learning Goal:** Students will understand that diverse cultural groups have contributed to American musical/cultural traditions.

**Objectives:**
- Students will identify a culture that influenced American musical/cultural traditions.
- Students will identify a music example with a culture that was important to the formation of the American cultural identity.
- Students will experiment with changing musical elements in familiar songs.

**EduSoft Mini-Assessment(s):**

Date Range: Given during the instruction per the outline in this section

**Key Vocabulary:**
- Culture

---

<table>
<thead>
<tr>
<th>Benchmarks/Standards</th>
<th>Supporting Florida Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.K.C.1.1</td>
<td>Respond to music from various sound sources to show awareness of steady beat.</td>
</tr>
<tr>
<td>MU.K.C.1.2</td>
<td>Identify various sounds in a piece of music.</td>
</tr>
<tr>
<td>MU.K.C.1.3</td>
<td>Identify, visually and aurally, pitched and unpitched classroom instruments.</td>
</tr>
<tr>
<td>MU.K.C.1.4</td>
<td>Identify singing, speaking, and whispering voices.</td>
</tr>
<tr>
<td>MU.K.C.2.1</td>
<td>Identify similarities and/or differences in a performance.</td>
</tr>
<tr>
<td>MU.K.C.3.1</td>
<td>Share opinions about selected pieces of music.</td>
</tr>
<tr>
<td>MU.K.H.1.1</td>
<td>Respond to music from diverse cultures through singing and movement.</td>
</tr>
<tr>
<td>MU.K.H.2.1</td>
<td>Respond to and/or perform folk music of American cultural sub-groups.</td>
</tr>
<tr>
<td>MU.K.H.3.1</td>
<td>Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</td>
</tr>
<tr>
<td>MU.K.O.1.1</td>
<td>Respond to beat, rhythm, and melodic line through imitation.</td>
</tr>
<tr>
<td>MU.K.O.1.2</td>
<td>Identify similarities and differences in melodic phrases and/or rhythm patterns.</td>
</tr>
<tr>
<td>MU.K.O.3.1</td>
<td>Respond to music to demonstrate how it makes one feel.</td>
</tr>
<tr>
<td>MU.K.S.1.1</td>
<td>Improvise a response to a musical question sung or played by someone else.</td>
</tr>
<tr>
<td>MU.K.S.2.1</td>
<td>Sing or play songs from memory.</td>
</tr>
<tr>
<td>MU.K.S.3.1</td>
<td>Sing songs of limited range appropriate to the young child and use the head voice.</td>
</tr>
<tr>
<td>MU.K.S.3.2</td>
<td>Perform simple songs and</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Essential Content &amp; Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experience and sing music from cultural groups that were important in the development of American culture, e.g., Irish, African American, English, Spanish, German, Italian, or French.</td>
</tr>
<tr>
<td>2. Group reading activities of illustrated texts relevant to unit theme or music activity.</td>
</tr>
<tr>
<td>3. Share opinions and preferences about selected music from lesson.</td>
</tr>
</tbody>
</table>

**Music Literacy:**

4. Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes, beamed eighth notes, & rests).
5. Imitate and move to ascending/descending melodic patterns.
6. Respond to show awareness of differences in music: (high/low, fast/slow, loud/soft).
7. Experiment with altering musical elements in familiar music.
8. Respond to music to show feeling/mood.

**Music Theory:**

10. Identify differences in musical elements: (high/low, fast/slow, loud/soft).
11. Sing glissandi from visual representation.
12. Identify differences in simple aural rhythm patterns.
13. Identify differences in visual representations of melodic patterns.

**Performance:**

15. Improvise a response to a chanted question.
16. Perform locomotive and non-locomotive beat-keeping movements to music.
17. Perform finger plays and/or movement to

---

**Essential Questions:**

What can songs tell us about where people live(d)?

**Resources/Links:**

**Supplemental Resources:**

**Writing Links:**

**Higher Order Questioning**

**Remediation & Enrichment Resources**
2015-2016 Curriculum Blueprint  
Grade: K  
Course: Music  
Topic/Idea 6: America's Musical Cultures

- Accompaniments
- MU.K.S.3.3: Match pitches in a song or musical phrase in one or more keys.
- MU.K.S.3.4: Imitate simple rhythm patterns played by the teacher or a peer.
- MU.K.F.1.1: Respond to and explore music through creative play and found sounds in the music classroom.
- MU.K.F.3.1: Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
- DA.K.O.3.1: Use movement to express a feeling, idea, or story.
- DA.K.S.3.3: Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
- LACC.K.RL.4.10: Actively engage in group reading activities with purpose and understanding.

- Perform music with spoken, whispered, and sung phrases.
- Play classroom instruments to an external (group) pulse.
- Sing simple songs from memory.
- Sing and accompany simple songs using classroom instruments, body percussion, and/or found sounds.
# 2015-2016 Curriculum Blueprint

## Grade: K  
## Course: Music

### Topic/Idea 7: America’s Musical Past

---

### Instructional Focus Benchmarks

The benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

### Learning Goal:

Students will understand that music changes with time to reflect physical systems and lifestyles of people.

### Objectives:

- Students will place familiar songs in the past, present, or future by examination of lyrics and subject matter.
- Students will explain the element of order/time/chronology as expressed in familiar songs.
- Students will describe the order of specific events in a musical performance.

### Benchmarks/Standards

**Supporting Florida Standards**

- **MU.K.C.1.1**: Respond to music from various sound sources to show awareness of steady beat.
- **MU.K.C.1.2**: Identify various sounds in a piece of music.
- **MU.K.C.1.3**: Identify, visually and aurally, pitched and unpitched classroom instruments.
- **MU.K.C.1.4**: Identify singing, speaking, and whispering voices.
- **MU.K.C.2.1**: Identify similarities and/or differences in a performance.
- **MU.K.C.3.1**: Share opinions about selected pieces of music.
- **MU.K.H.1.1**: Respond to music from diverse cultures through singing and movement.
- **MU.K.H.2.1**: Respond to and/or perform folk music of American cultural sub-groups.
- **MU.K.H.3.1**: Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
- **MU.K.O.1.1**: Respond to beat, rhythm, and melodic line through imitation.
- **MU.K.O.2.1**: Identify similarities and differences in melodic phrases and/or rhythm patterns.
- **MU.K.O.3.1**: Respond to music to demonstrate how it makes one feel.
- **MU.K.S.1.1**: Improvise a response to a musical question sung or played by someone else.
- **MU.K.S.2.1**: Sing or play songs from memory.
- **MU.K.S.3.1**: Sing songs of limited range appropriate to the young child and use the head voice.
- **MU.K.S.3.2**: Perform simple songs and

---

### Essential Content & Understanding:

1. Experience and sing music that reflects technological and lifestyle change through time.
2. Experience and sing music that reflects order, time, and chronology.
3. Group reading activities of illustrated texts relevant to unit theme or music activity.
4. Share opinions and preferences about selected music from lesson.

### Music Literacy:

- Imitate simple aural rhythm patterns using words, body percussion, and/or classroom instruments (quarter notes, beamed eighth notes, & rests).
- Imitate and move to ascending/descending melodic patterns.
- Respond to show awareness of differences in music: (high/low, fast/slow, loud/soft).
- Respond to music to show feeling/mood.

### Music Theory:

- Visually & aurally identify specified classroom instruments.
- Identify differences in musical elements: (high/low, fast/slow, loud/soft).
- Apply changes in musical elements to familiar songs and describe preferences.
- Sing glissandi from visual representation.
- Identify differences in simple aural rhythm patterns.
- Identify differences in visual representations of melodic patterns.
- Identify specific sounds in music.

### Performance:

- Improvise a response to a chanted question.
- Perform locomotive and non-locomotive beat-keeping movements to music.
- Perform finger plays and/or movement to stories, rhymes, or songs.

---

### Essential Questions:

- What can music tell us about the time it is from?
- How can music teach us about the order of events?

---

### Resources/Links:

- **Supplemental Resources:**
- **Writing Links:**
- **Higher Order Questioning**
- **Remediation & Enrichment Resources**
### Topic/Idea 7: America’s Musical Past

<table>
<thead>
<tr>
<th>Accompaniments</th>
<th>19. Perform music with spoken, whispered, and sung phrases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.K.S.3.3</td>
<td>MU.K.F.3.1: Respond to and explore music through creative play and found sounds in the music classroom.</td>
</tr>
<tr>
<td>MU.K.S.3.4</td>
<td>DA.K.O.3.1: Use movement to express a feeling, idea, or story.</td>
</tr>
<tr>
<td>MU.K.S.3.5</td>
<td>DA.K.S.3.3: Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</td>
</tr>
<tr>
<td>MU.K.S.3.1</td>
<td>TH.K.S.1.3: Describe personal preferences related to a performance.</td>
</tr>
<tr>
<td>MU.K.S.3.2</td>
<td>20. Play classroom instruments to an external (group) pulse.</td>
</tr>
<tr>
<td>MU.K.S.3.6</td>
<td>21. Sing simple songs from memory.</td>
</tr>
<tr>
<td>MU.K.S.3.7</td>
<td>22. Sing and accompany simple songs using classroom instruments, body percussion, and/or found sounds.</td>
</tr>
</tbody>
</table>
**Supporting Florida Standards**

<table>
<thead>
<tr>
<th>Code</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1</td>
<td>Look for and make use of structure.</td>
</tr>
<tr>
<td>LAFS.K.SL.1.1</td>
<td>Participate in collaborative conversations with diverse partners about <em>kindergarten topics</em> and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>LACC.K.RL.4.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
</tr>
<tr>
<td>LACC.1.RL.1.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td>LACC.K.SL.1.2</td>
<td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td>LACC.K.SL.1.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td>HE.K.B.5.3</td>
<td>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</td>
</tr>
<tr>
<td>PE.K.C.2.1</td>
<td>Recognize locomotor skills.</td>
</tr>
<tr>
<td>PE.K.C.2.2</td>
<td>Recognize physical activities have safety rules and procedures.</td>
</tr>
<tr>
<td>PE.K.R.6.2</td>
<td>Identify a benefit of willingly trying new movements and motor skills.</td>
</tr>
<tr>
<td>PE.K.R.6.3</td>
<td>Identify the benefits of continuing to participate when not successful on the first try.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>