

Course: Band 3- 1302320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4010.aspx>

BASIC INFORMATION

Course Title:	Band 3
Course Number:	1302320
Course Abbreviated Title:	BAND 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Students in this

	class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
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STANDARDS (40)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3 :</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-</u>	

thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.4 :

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the

	<p>musical score and/or conductor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
<p><u>MU.912.O.3.1 :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p>

	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4 :</u>	Analyze how Western music has been influenced by historical and current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
<u>MU.912.H.1.5 :</u>	Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>MU.912.H.2.1 :</u>	Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<u>MU.912.H.2.3 :</u>	Analyze the evolution of a music genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4 :</u>	Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.912.H.3.1 :</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen
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	learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
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MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.912.O.1.1 :</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
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MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>MU.912.O.2.1 :</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>MU.912.O.2.2 :</u>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples
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	e.g., using text or scat syllables
<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.912.S.2.1 :</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<u>MU.912.S.3.1 :</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MI.912.S.3.2 :</u>	Sight-read music accurately and expressively to show synthesis of

	<p>skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3 :</u>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.4 :</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Band 3- 1302320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4010.aspx>

BASIC INFORMATION

Course Title:	Band 3
Course Number:	1302320
Course Abbreviated Title:	BAND 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Students in this</p>

Course: Orchestra 5 Honors- 1302400

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4064.aspx>

BASIC INFORMATION

Course Title:	Orchestra 5 Honors
Course Number:	1302400
Course Abbreviated Title:	ORCH 5 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

Course: Jazz Ensemble 1- 1302500

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4140.aspx>

BASIC INFORMATION

Course Title:	Jazz Ensemble 1
Course Number:	1302500
Course Abbreviated Title:	JAZZ ENS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (25)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or

	<p>distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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[LACC.910.WHST.3 Research to Build and Present Knowledge](#)

<u>LACC.910.WHST.3.7 :</u>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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<u>LACC.910.WHST.3.9 :</u>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
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[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking,](#)

problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.3 :

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Course: Jazz Ensemble 4 Honors- 1302530

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4155.aspx>

BASIC INFORMATION

Course Title:	Jazz Ensemble 4 Honors
Course Number:	1302530
Course Abbreviated Title:	JAZZ ENS 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

General Notes:

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (47)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.SL.2.5 :

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.2 Production and Distribution of Writing

LACC.1112.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Production and Distribution of Writing</p>
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<p><u>LACC.1112.WHST.2.6</u> :</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Production and Distribution of Writing</p>
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LACC.1112.WHST.3 Research to Build and Present Knowledge

<p><u>LACC.1112.WHST.3.7</u> :</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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<p><u>LACC.1112.WHST.3.9</u> :</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<p><u>MU.912.C.1.1</u> :</p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
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<p><u>MU.912.C.1.2</u> :</p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
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Course: Chorus 1- 1303300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4062.aspx>

BASIC INFORMATION

Course Title:	Chorus 1
Course Number:	1303300
Course Abbreviated Title:	CHORUS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (33)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

	Belongs to: Comprehension and Collaboration
<u>LACC.910.SL.1.3 :</u>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

LACC.910.SL.2 Presentation of Knowledge and Ideas

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.910.WHST.2 Production and Distribution of Writing

<u>LACC.910.WHST.2.4 :</u>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Production and Distribution of Writing</p>
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LACC.910.WHST.3 Research to Build and Present Knowledge

<u>LACC.910.WHST.3.9 :</u>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
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	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.4 :</u>	<p>Compare and perform a variety of vocal styles and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u>	
<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to</p>

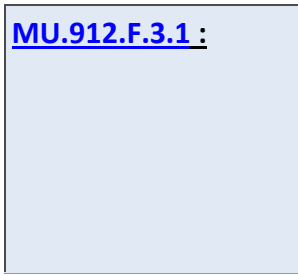


personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

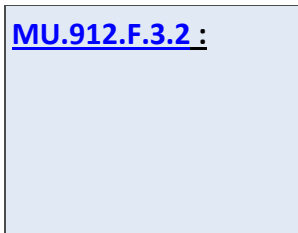


MU.912.F.3.1 :

Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

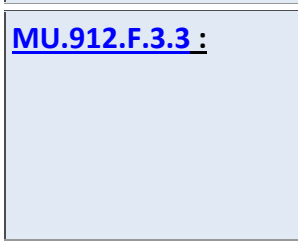


MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)



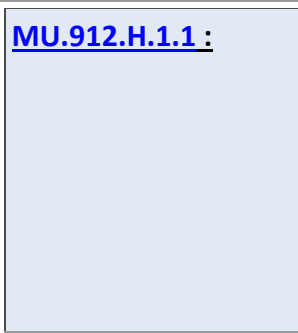
MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).



MU.912.H.1.1 :

Investigate and discuss how a culture’s traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the

	<p>creation or performance of music literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3 :</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and</p>

	refine simple, then complex, skills and techniques.
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Chamber Orchestra- 1302540

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4160.aspx>

BASIC INFORMATION

Course Title:	Chamber Orchestra
Course Number:	1302540
Course Abbreviated Title:	CHAMB ORCH
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	String players seeking a challenging, small orchestra ensemble experience advance their ensemble, instrumental, and music literacy skills as they learn standard chamber orchestra works from a broad variety of periods and 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (24)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
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MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a

foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and

refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



	Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
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MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.912.C.2.1 :</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<u>MU.912.C.2.2 :</u>	Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<u>MU.912.C.2.3 :</u>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.912.C.3.1 :</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>MU.912.F.1.1 :</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
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MU.912.F.2 Careers in and related to the arts significantly and positively impact

local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.2.3 :

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.2 :

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.3 :

Analyze the evolution of a music genre.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., jazz, blues

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.2 :

Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
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MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>MU.912.O.2.1 :</u>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<u>MU.912.O.2.2 :</u>	<p>Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.1 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2 :</u>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

MU.912.S.1.2 :

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts](#)

	<p>strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3 :</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.C.2.E :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p>

	Cognitive Complexity: N/A Date Adopted or Revised:
	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Jazz Ensemble 3- 1302520

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4153.aspx>

BASIC INFORMATION

Course Title:	Jazz Ensemble 3
Course Number:	1302520
Course Abbreviated Title:	JAZZ ENS 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (35)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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<p><u>LACC.1112.SL.1.3 :</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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LACC.1112.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.1112.SL.2.4 :</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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<p><u>LACC.1112.SL.2.5 :</u></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.1112.WHST.3 Research to Build and Present Knowledge

<p><u>LACC.1112.WHST.3.7 :</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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<p><u>LACC.1112.WHST.3.9 :</u></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p>
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Belongs to: [Research to Build and Present Knowledge](#)

[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[MU.912.C.1.1 :](#)

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

[MU.912.C.1.2 :](#)

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[MU.912.C.2.1 :](#)

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[MU.912.C.2.2 :](#)

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[MU.912.C.2.3 :](#)

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.4 :

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.H.3.2 :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u></p>	
<p><u>MU.912.O.3.2 :</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
<p><u>MU.912.S.1 The arts are inherently experiential and actively engage learners in the</u></p>	

processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

MU.912.S.1.2 :

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

	<p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Jazz Ensemble 2- 1302510

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4141.aspx>

BASIC INFORMATION

Course Title:	Jazz Ensemble 2
Course Number:	1302510
Course Abbreviated Title:	JAZZ ENS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (30)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

	Belongs to: Comprehension and Collaboration
<u>LACC.910.SL.1.3 :</u>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

LACC.910.SL.2 Presentation of Knowledge and Ideas

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.910.WHST.3 Research to Build and Present Knowledge

<u>LACC.910.WHST.3.7 :</u>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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<u>LACC.910.WHST.3.9 :</u>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
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	e.g., listening maps, active listening, checklists
<p><u>MU.912.C.1.2 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.4 :

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
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MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
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MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<p><u>MU.912.O.3.2 :</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	<p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
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<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
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MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
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MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<p><u>MU.912.O.3.2 :</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples</p>
	e.g., using text or scat syllables

<u>MU.912.S.1.3 :</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples</p>
	e.g., texture, mode, form, tempo, voicing

<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples</p>
	e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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MU.912.S.3 Through purposeful practice, artists learn to manage, master, and

refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (45)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.1112.SL.2.4 :](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.1112.WHST.2 Production and Distribution of Writing](#)

[LACC.1112.WHST.2.4 :](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.7

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

LACC.1112.WHST.3.9

:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.1.3 :

Analyze instruments of the world and classify them by common

Course: Instrumental Ensemble 2- 1302470

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4122.aspx>

BASIC INFORMATION

Course Title:	Instrumental Ensemble 2
Course Number:	1302470
Course Abbreviated Title:	INSTRU ENS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and 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.

STANDARDS (25)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.910.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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<u>LACC.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	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. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.

<p><u>MU.912.S.1.3:</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.2.1:</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2:</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><u>MU.912.S.3.1:</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><u>MU.912.S.3.2:</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.5:</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Instrumental Ensemble 4 Honors-1302490

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4136.aspx>

BASIC INFORMATION

Course Title:	Instrumental Ensemble 4 Honors
Course Number:	1302490
Course Abbreviated Title:	INSTRU ENS 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more

	<p>than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (42)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.1112.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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	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.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.F.3.4:</u>	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.

<u>MU.912.H.1.2:</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.5:</u>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<u>MU.912.H.2.1:</u>	<p>Evaluate the social impact of music on specific historical periods.</p>
<u>MU.912.H.2.2:</u>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p>
<u>MU.912.H.2.4:</u>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<u>MU.912.O.3.1:</u>	<p>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.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2:</u>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>

<p><u>MU.912.S.1.3:</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.4:</u></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><u>MU.912.S.2.1:</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2:</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><u>MU.912.S.3.1:</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><u>MU.912.S.3.2:</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.4:</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><u>MU.912.S.3.5:</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Instrumental Ensemble 3- 1302480

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4132.aspx>

BASIC INFORMATION

Course Title:	Instrumental Ensemble 3
Course Number:	1302480
Course Abbreviated Title:	INSTRU ENS 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. 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 (34)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.1112.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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer

	a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel

<u>MU.912.F.3.1:</u>	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.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	<p>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.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>

<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Instrumental Techniques 4 Honors-1302450

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4085.aspx>

BASIC INFORMATION

Course Title:	Instrumental Techniques 4 Honors
Course Number:	1302450
Course Abbreviated Title:	INSTRU TECNQS 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through

	the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (30)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.1112.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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are

	appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

	<p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<u>MU.912.F.3.1:</u>	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.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.F.3.4:</u>	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.
<u>MU.912.H.1.1:</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<u>MU.912.H.3.1:</u>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	<p>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.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>

Course: Instrumental Ensemble 1- 1302460

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4128.aspx>

BASIC INFORMATION

Course Title:	Instrumental Ensemble 1
Course Number:	1302460
Course Abbreviated Title:	INSTRU ENS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. 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 (21)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.910.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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MI1 912 C 1 1•</u>	Apply listening strategies to promote appreciation and understanding

	<p>of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.

	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



Course: Instrumental Techniques 2- 1302430

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4076.aspx>

BASIC INFORMATION

Course Title:	Instrumental Techniques 2
Course Number:	1302430
Course Abbreviated Title:	INSTRU TECNQS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. 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 (20)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.910.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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<u>LACC.910.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.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.F.3.4:</u>	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.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Instrumental Techniques 3- 1302440

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4079.aspx>

BASIC INFORMATION

Course Title:	Instrumental Techniques 3
Course Number:	1302440
Course Abbreviated Title:	INSTRU TECNQS 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.1112.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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<u>LACC.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p><u>MU.912.C.1.1:</u></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<p><u>MU.912.C.2.1:</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<p><u>MU.912.C.2.2:</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<p><u>MU.912.C.3.1:</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><u>MU.912.F.3.3:</u></p>	<p>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.</p>
<p><u>MU.912.F.3.4:</u></p>	<p>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.</p>
<p><u>MU.912.H.1.1:</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.3.1:</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.2.1:</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><u>MU.912.O.3.1:</u></p>	<p>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. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,</p>

	orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 6 Honors- 1302410

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4069.aspx>

BASIC INFORMATION

Course Title:	Orchestra 6 Honors
Course Number:	1302410
Course Abbreviated Title:	ORCH 6 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through

the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (47)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.1112.SL.2.4 :](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.1112.WHST.2 Production and Distribution of Writing](#)

[LACC.1112.WHST.2.4 :](#)

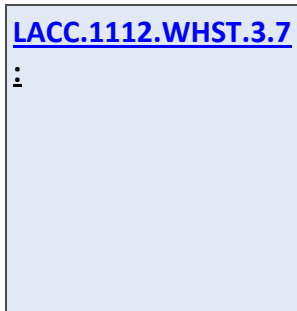
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date



Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

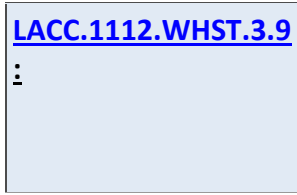
[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)



[LACC.1112.WHST.3.7](#)

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Research to Build and Present Knowledge](#)

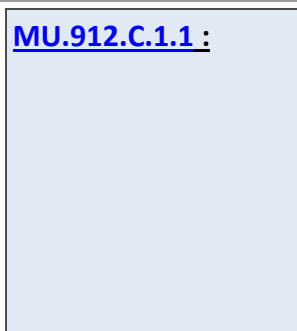


[LACC.1112.WHST.3.9](#)

:

Draw evidence from informational texts to support analysis, reflection, and research.
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Research to Build and Present Knowledge](#)

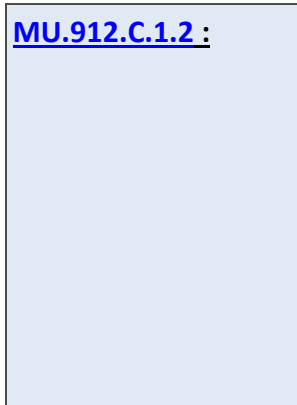
[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



[MU.912.C.1.1](#) :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)
 Remarks/Examples

e.g., listening maps, active listening, checklists



[MU.912.C.1.2](#) :

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)
 Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title



[MU.912.C.1.3](#) :

Analyze instruments of the world and classify them by common

Course: Instrumental Techniques 1- 1302420

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4073.aspx>

BASIC INFORMATION

Course Title:	Instrumental Techniques 1
Course Number:	1302420
Course Abbreviated Title:	INSTRU TECNQS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills 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 (18)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.910.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 9–10 texts and topics.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<u>LACC.910.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.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	<p>traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
	<p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>MU.912.F.1.1 :</u>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.2.3 :

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

	<p>property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

	<p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.2 :</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning</u></p>	

and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure,

	<p>accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3 :</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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	<p>traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
	<p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>MU.912.F.1.1 :</u>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.4 :

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.1.4 :

Analyze how Western music has been influenced by historical and current world cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.2 :

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.3 :

Analyze the evolution of a music genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., jazz, blues

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from

	<p>one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<u>MU.912.S.3.1 :</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
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<u>MU.912.S.3.2 :</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
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<u>MU.912.S.3.4 :</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
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<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
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	class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
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STANDARDS (40)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3 :</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-</u>	

thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.4 :

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the

	<p>musical score and/or conductor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
<p><u>MU.912.O.3.1 :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p>

	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4 :</u>	Analyze how Western music has been influenced by historical and current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
<u>MU.912.H.1.5 :</u>	Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>MU.912.H.2.1 :</u>	Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<u>MU.912.H.2.3 :</u>	Analyze the evolution of a music genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4 :</u>	Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.912.H.3.1 :</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen
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	learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
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MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.912.O.1.1 :</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
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MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>MU.912.O.2.1 :</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>MU.912.O.2.2 :</u>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples
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	e.g., using text or scat syllables
<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>MU.912.S.2.1 :</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>MU.912.S.3.1 :</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MI.912.S.3.2 :</u>	Sight-read music accurately and expressively to show synthesis of

	<p>skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3 :</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Band 2- 1302310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4006.aspx>

BASIC INFORMATION

Course Title:	Band 2
Course Number:	1302310
Course Abbreviated Title:	BAND 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an</p>

instrument from an outside source.

STANDARDS (37)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to</p>
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	<p>personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.912.F.3.1 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
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<u>MU.912.H.1.2 :</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the</p>
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	<p>worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture;
solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings,
phrasing, scales, modes, harmonic structure, timbre choice,
rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
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<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
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MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.912.S.2.1 :</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
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<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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information.

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.3 :

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Band 1- 1302300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4001.aspx>

BASIC INFORMATION

Course Title:	Band 1
Course Number:	1302300
Course Abbreviated Title:	BAND 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students

	in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
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STANDARDS (36)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>DA.912.S.2.1 :</u>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>LACC.910.RST.2 Craft and Structure</u>	
<u>LACC.910.RST.2.4 :</u>	<p>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 9–10 texts and topics.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Craft and Structure</p>
<u>LACC.910.SL.1 Comprehension and Collaboration</u>	

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to</p>
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	<p>personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.912.F.3.1 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
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<u>MU.912.H.1.2 :</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the</p>
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	<p>worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3 :</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.4 :</u>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.1.5 :</u>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<u>MU.912.H.2.1 :</u>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>MU.912.H.2.4 :</u>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<u>MU.912.O.1.1 :</u>	<p>Evaluate the organizational principles and conventions in musical</p>

	works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

[MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

<u>MU.912.O.2.1 :</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.912.O.3.1 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	Remarks/Examples
	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic
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	<p>progressions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.2 :</u>	<p>Sight-read music accurately and expressively to show synthesis of skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3 :</u>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.4 :</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Keyboard 4 Honors- 1301390

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3912.aspx>

BASIC INFORMATION

Course Title:	Keyboard 4 Honors
Course Number:	1301390
Course Abbreviated Title:	KEYBD 4 HONORS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

	that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (50)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

- LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.1.3 :](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.1112.SL.2.4 :](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.1112.WHST.2 Production and Distribution of Writing](#)

[LACC.1112.WHST.2.4](#)

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)

[LACC.1112.WHST.3.7](#)

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

	<p>understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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<p>LACC.1112.WHST.3.9 :</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<p>MU.912.C.1.1 :</p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists</p>
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<p>MU.912.C.1.2 :</p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
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[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

<p>MU.912.C.2.1 :</p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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<p>MU.912.C.2.2 :</p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	
<p><u>MU.912.F.1.1 :</u></p>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>MU.912.F.1.2 :</u></p>	<p>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u></p>	
<p><u>MU.912.F.2.1 :</u></p>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p>

	<p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<p><u>MU.912.F.2.2 :</u></p>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<p><u>MU.912.F.2.3 :</u></p>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<p><u>MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></p>	
<p><u>MU.912.F.3.1 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without</p>

	<p>direct oversight, demonstrating skills for use in the workplace. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and</p>

	<p>current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.2 :</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen</p>

	<p>learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.H.3.2 :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>MU.912.O.2.1 :</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p><u>MU.912.O.2.2 :</u></p>	<p>Transpose melodies into different modalities through performance and composition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.912.O.3.1 :](#)

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

[MU.912.O.3.2 :](#)

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.912.S.1.2 :](#)

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.912.S.1.4 :](#)

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

[MU.912.S.1.6 :](#)

Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers</p>
<p><u>MU.912.S.1.7 :</u></p>	<p>Combine and/or create virtual and audio instruments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>

[MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

[MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of</p>

	<p>skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3 :</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Keyboard 3- 1301380

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3910.aspx>

BASIC INFORMATION

Course Title:	Keyboard 3
Course Number:	1301380
Course Abbreviated Title:	KEYBD 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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>

STANDARDS (39)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

	<p>credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.1112.SL.1.3 :</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.1112.SL.2 Presentation of Knowledge and Ideas</u></p>	
<p><u>LACC.1112.SL.2.4 :</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
<p><u>LACC.1112.WHST.3 Research to Build and Present Knowledge</u></p>	
<p><u>LACC.1112.WHST.3.7 :</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
<p><u>MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</u></p>	
<p><u>MU.912.C.1.1 :</u></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination

and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers,](#)

	<p>and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the</p>

[worlds in which they live\(d\).](#)

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.H.3.2 :

Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

MU.912.S.1.2 :

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>MU.912.S.1.3 :</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., texture, mode, form, tempo, voicing</p> <hr/>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., singing, playing, writing</p> <hr/>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., memorization, sequential process</p> <hr/>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	

<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Keyboard 2- 1301370

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3908.aspx>

BASIC INFORMATION

Course Title:	Keyboard 2
Course Number:	1301370
Course Abbreviated Title:	KEYBD 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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 (31)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or

	<p>distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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[LACC.910.WHST.3 Research to Build and Present Knowledge](#)

<u>LACC.910.WHST.3.7 :</u>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
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<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
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e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples</p>

	<p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>

[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.912.O.3.2 :](#)

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.912.S.1.1 :](#)

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

[MU.912.S.1.2 :](#)

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.912.S.1.3 :](#)

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

[MU.912.S.1.4 :](#)

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Keyboard 1- 1301360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4841.aspx>

BASIC INFORMATION

Course Title:	Keyboard 1
Course Number:	1301360
Course Abbreviated Title:	KEYBD 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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 (24)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence



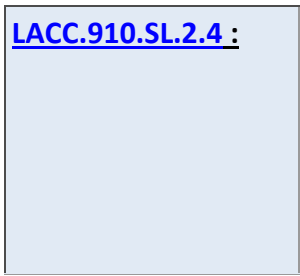
and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas



LACC.910.SL.2.4 :

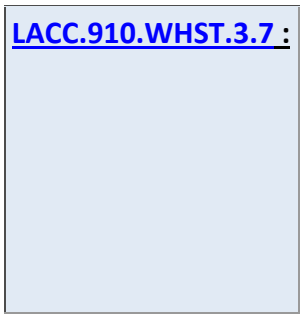
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge



LACC.910.WHST.3.7 :

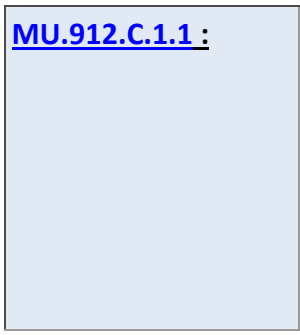
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

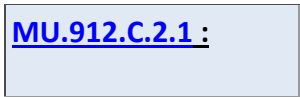
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.



MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<p><u>MU.912.F.1.1 :</u></p>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in

which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	Remarks/Examples
	e.g., using text or scat syllables

<u>MU.912.S.1.3 :</u>	Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	Remarks/Examples
	e.g., texture, mode, form, tempo, voicing

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<u>MU.912.S.3.1 :</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation,
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	<p>technical accuracy, and kinesthetic energy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Guitar 4 Honors- 1301350

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3898.aspx>

BASIC INFORMATION

Course Title:	Guitar 4 Honors
Course Number:	1301350
Course Abbreviated Title:	GUITAR 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	<p>Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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>

General Notes:

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (40)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.SL.2.5 :

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.2 Production and Distribution of Writing

LACC.1112.WHST.2.4

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing</p>
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[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)

<p><u>LACC.1112.WHST.3.7</u> :</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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<p><u>LACC.1112.WHST.3.9</u> :</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<p><u>MU.912.C.1.2</u> :</p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
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<p><u>MU.912.C.1.1</u> :</p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists</p>
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[MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-](#)

solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.2 :

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MACC.K12.MP.5 Use appropriate tools strategically.

MACC.K12.MP.5.1 :

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be

helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Use appropriate tools strategically.](#)

MACC.K12.MP.6 Attend to precision.

MACC.K12.MP.6.1 : **Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)

MACC.K12.MP.7 Look for and make use of structure.

MACC.K12.MP.7.1 :

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Look for and make use of structure.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.3 :

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

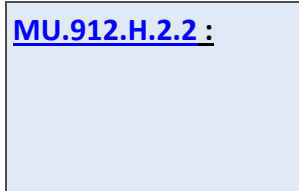
Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

	<p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<p><u>MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></p>	
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and</p>



current world cultures.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

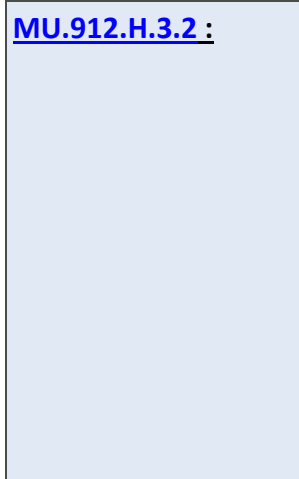
[MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)



[MU.912.H.2.2 :](#)

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

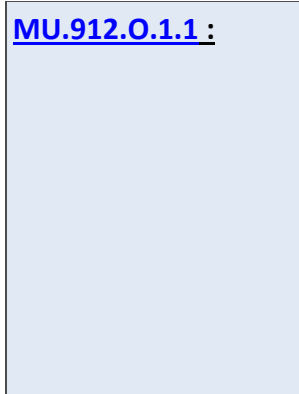


[MU.912.H.3.2 :](#)

Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples
 e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

[MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)



[MU.912.O.1.1 :](#)

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples
 e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>MU.912.S.2.1 :</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>MU.912.S.3.1 :</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.2 :</u>	Sight-read music accurately and expressively to show synthesis of

	<p>skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.4 :</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Guitar 3- 1301340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3892.aspx>

BASIC INFORMATION

Course Title:	Guitar 3
Course Number:	1301340
Course Abbreviated Title:	GUITAR 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. 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:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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<p><u>LACC.1112.SL.1.3 :</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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LACC.1112.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.1112.SL.2.4 :</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.1112.WHST.3 Research to Build and Present Knowledge

<p><u>LACC.1112.WHST.3.7 :</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<p><u>MU.912.C.1.1 :</u></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
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MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a

foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our

ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Guitar 2- 1301330

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3889.aspx>

BASIC INFORMATION

Course Title:	Guitar 2
Course Number:	1301330
Course Abbreviated Title:	GUITAR 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant 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 (23)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or

	<p>distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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[LACC.910.WHST.3 Research to Build and Present Knowledge](#)

<u>LACC.910.WHST.3.7 :</u>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
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<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
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e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
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<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
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MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
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MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
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	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.3 :</u>	Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	Remarks/Examples e.g., texture, mode, form, tempo, voicing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.912.S.2.1 :</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	Remarks/Examples e.g., memorization, sequential process

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine

simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 4- 1302390

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4052.aspx>

BASIC INFORMATION

Course Title:	Orchestra 4
Course Number:	1302390
Course Abbreviated Title:	ORCH 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (42)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.F.3.8 :

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9

:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and

	<p>understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
<p><u>MU.912.C.1.2 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., classical and folk instruments from around the world</p>
<p><u>MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-</u></p>	

thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

	<p>property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

	<p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.4 :</u>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.1.5 :</u>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<u>MU.912.H.2.1 :</u>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>MU.912.H.2.2 :</u>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>MU.912.H.2.3 :</u>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<u>MU.912.H.2.4 :</u>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning</u></p>	

and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure,

	<p>accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and</p>

	refine simple, then complex, skills and techniques.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 3- 1302380

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4044.aspx>

BASIC INFORMATION

Course Title:	Orchestra 3
Course Number:	1302380
Course Abbreviated Title:	ORCH 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (38)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.F.3.8 :

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3 :</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u>	
<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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[MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>MU.912.F.3.1 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.4 :</u>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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[MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p>
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	e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2 :</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3 :</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.4 :</u>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.1.5 :</u>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u>	
<u>MU.912.H.2.1 :</u>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>MU.912.H.2.3 :</u>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

	<p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>MU.912.O.2.1 :</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>MU.912.O.2.2 :</u>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.1 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.4 :</u>	Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., singing, playing, writing
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MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 2- 1302370

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4040.aspx>

BASIC INFORMATION

Course Title:	Orchestra 2
Course Number:	1302370
Course Abbreviated Title:	ORCH 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (34)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and

leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture’s traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.1.4 :

Analyze how Western music has been influenced by historical and current world cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.3 :

Analyze the evolution of a music genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., jazz, blues

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 1- 1302360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4035.aspx>

BASIC INFORMATION

Course Title:	Orchestra 1
Course Number:	1302360
Course Abbreviated Title:	ORCH 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (33)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and

leaders in a global economy are embedded in the study of the arts.

<p><u>MU.912.F.3.1 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.1.4 :

Analyze how Western music has been influenced by historical and current world cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture;
solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique,

	tuning, strumming
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Course: Marching Band- 1302355

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4030.aspx>

BASIC INFORMATION

Course Title:	Marching Band
Course Number:	1302355
Course Abbreviated Title:	MARCH BAND
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.
General Notes:	Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (28)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

DA.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

DA.912.C.1.2 :

Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues

DA.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

DA.912.C.2.1 :

Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., improvisation, trial and error, collaboration

DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

DA.912.F.3.8 :

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

DA.912.O.1.3 :

Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., tendu-dégagé-grand battement-grand jeté

DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.2 :

Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., repetition, revision, refinement, focus

LACC.910.RST.2 Craft and Structure

LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.3 :

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

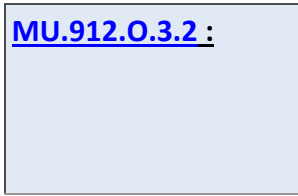
MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without



direct oversight, demonstrating skills for use in the workplace.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

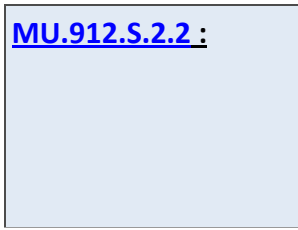
MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.



MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

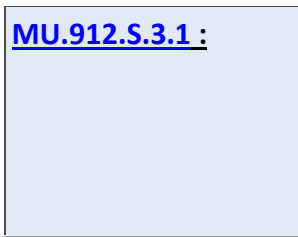
MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.



MU.912.S.2.2 :

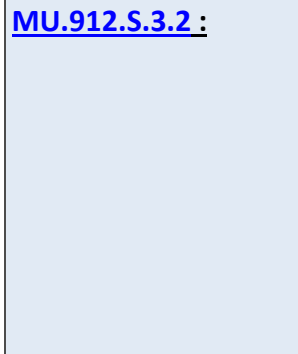
Transfer expressive elements and performance techniques from one piece of music to another.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.



MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique



MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

	<p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
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[PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

<u>PE.912.C.2.25 :</u>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
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<u>PE.912.C.2.3 :</u>	<p>Analyze the movement performance of self and others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are video analysis and checklist.</p>
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<u>PE.912.C.2.7 :</u>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
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<u>PE.912.C.2.9 :</u>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
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PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.912.M.1.20 :

Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

PE.912.R.5.5 :

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)



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Course: Band 6 Honors- 1302350

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4022.aspx>

BASIC INFORMATION

Course Title:	Band 6 Honors
Course Number:	1302350
Course Abbreviated Title:	BAND 6 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated

	<p>in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (50)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u>	
<u>DA.912.F.3.8 :</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

LACC.1112.RST.2 Craft and Structure

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

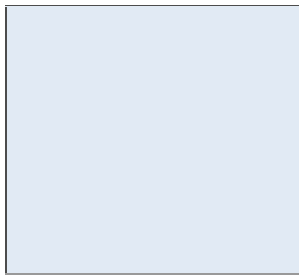
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

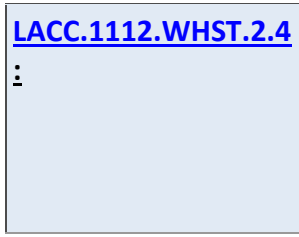
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the



line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.1112.WHST.2 Production and Distribution of Writing](#)



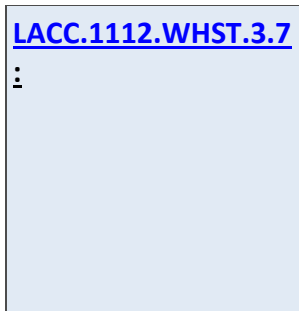
[LACC.1112.WHST.2.4](#)

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)

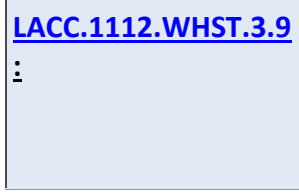


[LACC.1112.WHST.3.7](#)

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Research to Build and Present Knowledge](#)



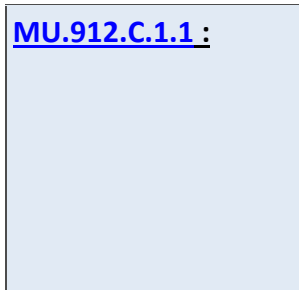
[LACC.1112.WHST.3.9](#)

:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Research to Build and Present Knowledge](#)

[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



[MU.912.C.1.1](#)

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.1.3 :

Analyze instruments of the world and classify them by common traits.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., classical and folk instruments from around the world

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.3 :

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.2.3 :

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

	<p>local and global economies.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
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[MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>MU.912.F.3.1 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.4 :</u>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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[MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
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	<p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

MU.912.H.2.2 :

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.3 :

Analyze the evolution of a music genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., jazz, blues

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture;

solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., using text or scat syllables</p>
<p><u>MU.912.S.1.3 :</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., singing, playing, writing</p>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence</p>

information.

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.3 :

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912.H.1.5 :

Examine artistic response to social issues and new ideas in various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Identify and analyze the historical, social, and cultural contexts of the arts.](#)

Remarks/Examples

Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.



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Course: Band 5 Honors- 1302340

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BASIC INFORMATION

Course Title:	Band 5 Honors
Course Number:	1302340
Course Abbreviated Title:	BAND 5 Hon
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks

listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (50)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and

achieve goals as required in the work environment.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.912.S.2.1 : Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

LACC.1112.RST.2 Craft and Structure

LACC.1112.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 11–12 texts and topics.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

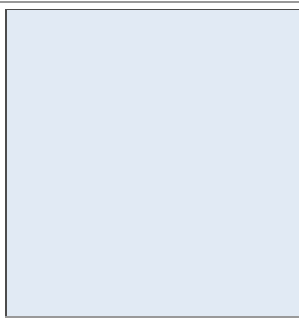
LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 : Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 : Present information, findings, and supporting evidence, conveying

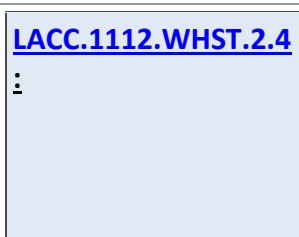


a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.2 Production and Distribution of Writing



LACC.1112.WHST.2.4

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge



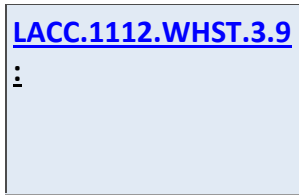
LACC.1112.WHST.3.7

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)



LACC.1112.WHST.3.9

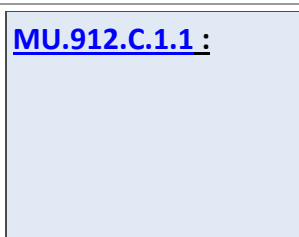
:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3 :</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-</u>	

thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and

leaders in a global economy are embedded in the study of the arts.

<p><u>MU.912.F.3.1 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.2 :</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

	<p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>MU.912.O.2.1 :</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>MU.912.O.2.2 :</u>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.1 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3 :</u>	Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	<p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and</p>

	refine simple, then complex, skills and techniques.
<u>MU.912.S.3.2 :</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3 :</u>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.4 :</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.</u>	
<u>SS.912.H.1.5 :</u>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify and analyze the historical, social, and cultural contexts of the arts.</p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>

SS.912.H.2 Respond critically and aesthetically to various works in the arts.

SS.912.H.2.3 :

Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Respond critically and aesthetically to various works in the arts.](#)



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Course: Band 4- 1302330

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BASIC INFORMATION

Course Title:	Band 4
Course Number:	1302330
Course Abbreviated Title:	BAND 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (45)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.1112.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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies

	among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal

	development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	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.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.F.3.4:</u>	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.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and

	piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	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. Remarks/Examples

	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique

<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Band 2- 1302310

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4006.aspx>

BASIC INFORMATION

Course Title:	Band 2
Course Number:	1302310
Course Abbreviated Title:	BAND 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an</p>

instrument from an outside source.

STANDARDS (37)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to</p>
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	<p>personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.912.F.3.1 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
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<u>MU.912.H.1.2 :</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the</p>
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	<p>worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture;
solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
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<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
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MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.912.S.2.1 :</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
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<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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information.

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.3 :

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Band 1- 1302300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4001.aspx>

BASIC INFORMATION

Course Title:	Band 1
Course Number:	1302300
Course Abbreviated Title:	BAND 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students

	in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
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STANDARDS (36)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>DA.912.S.2.1 :</u>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>LACC.910.RST.2 Craft and Structure</u>	
<u>LACC.910.RST.2.4 :</u>	<p>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 9–10 texts and topics.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Craft and Structure</p>
<u>LACC.910.SL.1 Comprehension and Collaboration</u>	

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to</p>
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	<p>personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.912.F.3.1 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
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<u>MU.912.H.1.2 :</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the</p>
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	<p>worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3 :</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.4 :</u>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.1.5 :</u>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<u>MU.912.H.2.1 :</u>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>MU.912.H.2.4 :</u>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<u>MU.912.O.1.1 :</u>	<p>Evaluate the organizational principles and conventions in musical</p>

	works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

[MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

<u>MU.912.O.2.1 :</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.912.O.3.1 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	Remarks/Examples
	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic
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	<p>progressions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.2 :</u>	<p>Sight-read music accurately and expressively to show synthesis of skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3 :</u>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.4 :</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.5 :</u>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Keyboard 4 Honors- 1301390

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3912.aspx>

BASIC INFORMATION

Course Title:	Keyboard 4 Honors
Course Number:	1301390
Course Abbreviated Title:	KEYBD 4 HONORS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

	that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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STANDARDS (50)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

- LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.1.3 :](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.1112.SL.2.4 :](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.1112.WHST.2 Production and Distribution of Writing](#)

[LACC.1112.WHST.2.4](#)

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)

[LACC.1112.WHST.3.7](#)

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

	<p>understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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<p>LACC.1112.WHST.3.9 :</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<p>MU.912.C.1.1 :</p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p>
	<p>e.g., listening maps, active listening, checklists</p>

<p>MU.912.C.1.2 :</p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p>
	<p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>

[MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

<p>MU.912.C.2.1 :</p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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<p>MU.912.C.2.2 :</p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.3 :</u></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	
<p><u>MU.912.F.1.1 :</u></p>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>MU.912.F.1.2 :</u></p>	<p>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u></p>	
<p><u>MU.912.F.2.1 :</u></p>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p>

	<p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<p><u>MU.912.F.2.2 :</u></p>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<p><u>MU.912.F.2.3 :</u></p>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<p><u>MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></p>	
<p><u>MU.912.F.3.1 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without</p>

	<p>direct oversight, demonstrating skills for use in the workplace. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and</p>

	<p>current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.2 :</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen</p>

	<p>learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.H.3.2 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>MU.912.O.2.1 :</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p><u>MU.912.O.2.2 :</u></p>	<p>Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.2 :

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.1.6 :

Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers</p>
<p><u>MU.912.S.1.7 :</u></p>	<p>Combine and/or create virtual and audio instruments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>

[MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

[MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of</p>

	<p>skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3 :</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Keyboard 3- 1301380

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3910.aspx>

BASIC INFORMATION

Course Title:	Keyboard 3
Course Number:	1301380
Course Abbreviated Title:	KEYBD 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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 (39)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

	<p>credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.1112.SL.1.3 :</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.1112.SL.2 Presentation of Knowledge and Ideas</u></p>	
<p><u>LACC.1112.SL.2.4 :</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
<p><u>LACC.1112.WHST.3 Research to Build and Present Knowledge</u></p>	
<p><u>LACC.1112.WHST.3.7 :</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
<p><u>MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</u></p>	
<p><u>MU.912.C.1.1 :</u></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination

and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers,](#)

	<p>and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <hr/> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <hr/> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <hr/> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the</p>

[worlds in which they live\(d\).](#)

[MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[MU.912.H.2.1 :](#)

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[MU.912.H.2.4 :](#)

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[MU.912.H.3.1 :](#)

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

[MU.912.H.3.2 :](#)

Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

[MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

MU.912.S.1.2 :

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>MU.912.S.1.3 :</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., texture, mode, form, tempo, voicing</p> <hr/>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., singing, playing, writing</p> <hr/>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., memorization, sequential process</p> <hr/>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	

<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



Course: Keyboard 2- 1301370

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3908.aspx>

BASIC INFORMATION

Course Title:	Keyboard 2
Course Number:	1301370
Course Abbreviated Title:	KEYBD 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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 (31)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or

	<p>distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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[LACC.910.WHST.3 Research to Build and Present Knowledge](#)

<u>LACC.910.WHST.3.7 :</u>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
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<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
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e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
<u>MU.912.F.3.3 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
<u>MU.912.F.3.4 :</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
<u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u>	
<u>MU.912.H.1.1 :</u>	Investigate and discuss how a culture's traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2 :</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3 :</u>	Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples

	<p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>

[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.912.O.3.2 :](#)

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.912.S.1.1 :](#)

Improvise rhythmic and melodic phrases over harmonic progressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., using text or scat syllables

[MU.912.S.1.2 :](#)

Compose music for voices and/or acoustic, digital, or electronic instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.912.S.1.3 :](#)

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

[MU.912.S.1.4 :](#)

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Keyboard 1- 1301360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4841.aspx>

BASIC INFORMATION

Course Title:	Keyboard 1
Course Number:	1301360
Course Abbreviated Title:	KEYBD 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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 (24)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence



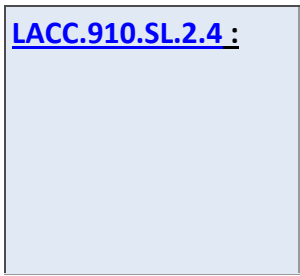
and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas



LACC.910.SL.2.4 :

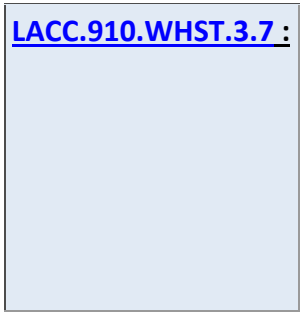
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge



LACC.910.WHST.3.7 :

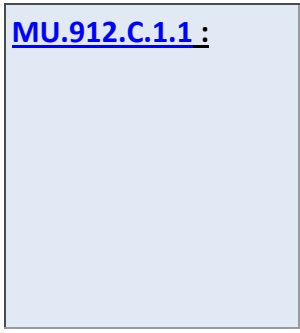
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

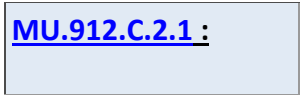
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.



MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<p><u>MU.912.F.1.1 :</u></p>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in

which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic progressions.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	Remarks/Examples
	e.g., using text or scat syllables

<u>MU.912.S.1.3 :</u>	Arrange a musical work by manipulating two or more aspects of the composition.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	Remarks/Examples
	e.g., texture, mode, form, tempo, voicing

[MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<u>MU.912.S.3.1 :</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation,
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	<p>technical accuracy, and kinesthetic energy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Guitar 4 Honors- 1301350

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3898.aspx>

BASIC INFORMATION

Course Title:	Guitar 4 Honors
Course Number:	1301350
Course Abbreviated Title:	GUITAR 4 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	<p>Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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>

General Notes:

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (40)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.SL.2.5 :

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.2 Production and Distribution of Writing

LACC.1112.WHST.2.4

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing</p>
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[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)

<p><u>LACC.1112.WHST.3.7</u> :</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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<p><u>LACC.1112.WHST.3.9</u> :</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<p><u>MU.912.C.1.2</u> :</p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
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<p><u>MU.912.C.1.1</u> :</p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists</p>
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[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-](#)

solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.2 :

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MACC.K12.MP.5 Use appropriate tools strategically.

MACC.K12.MP.5.1 :

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be

helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Use appropriate tools strategically.](#)

MACC.K12.MP.6 Attend to precision.

MACC.K12.MP.6.1 : **Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)

MACC.K12.MP.7 Look for and make use of structure.

MACC.K12.MP.7.1 :

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Look for and make use of structure.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.3 :

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

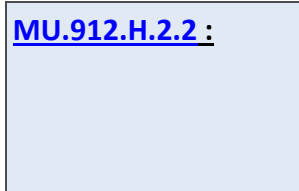
Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

	<p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<p><u>MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></p>	
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and</p>



current world cultures.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

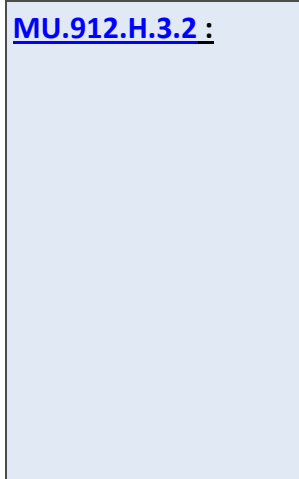
[MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)



[MU.912.H.2.2 :](#)

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

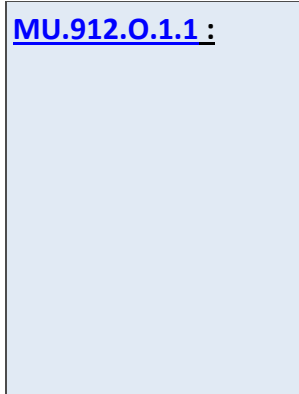


[MU.912.H.3.2 :](#)

Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples
 e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

[MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)



[MU.912.O.1.1 :](#)

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples
 e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4 :</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>MU.912.S.2.1 :</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2 :</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>MU.912.S.3.1 :</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.912.S.3.2 :</u>	Sight-read music accurately and expressively to show synthesis of

	<p>skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples</p> <hr/> <p>e.g., musical elements, expressive qualities, performance technique</p> <hr/>
MU.912.S.3.4 :	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
MU.912.S.3.5 :	<p>Develop and demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples</p> <hr/> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> <hr/>



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Course: Guitar 3- 1301340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3892.aspx>

BASIC INFORMATION

Course Title:	Guitar 3
Course Number:	1301340
Course Abbreviated Title:	GUITAR 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. 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:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
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<p><u>LACC.1112.SL.1.3 :</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
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LACC.1112.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.1112.SL.2.4 :</u></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.1112.WHST.3 Research to Build and Present Knowledge

<p><u>LACC.1112.WHST.3.7 :</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge</p>
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MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<p><u>MU.912.C.1.1 :</u></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists</p>
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MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a

foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our

ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Guitar 2- 1301330

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3889.aspx>

BASIC INFORMATION

Course Title:	Guitar 2
Course Number:	1301330
Course Abbreviated Title:	GUITAR 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant 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 (23)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or

	<p>distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.910.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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[LACC.910.WHST.3 Research to Build and Present Knowledge](#)

<u>LACC.910.WHST.3.7 :</u>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.912.C.1.1 :</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
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<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p>
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e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture's traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples
	e.g., patriotic, folk, celebration, entertainment, spiritual

<u>MU.912.H.1.3 :</u>	Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples
	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>MU.912.H.2.1 :</u>	Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
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MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.912.H.3.1 :</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples
	e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.912.O.1.1 :</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10
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	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>MU.912.S.1.3 :</u>	Arrange a musical work by manipulating two or more aspects of the composition.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	Remarks/Examples
	e.g., texture, mode, form, tempo, voicing

[MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<u>MU.912.S.2.1 :</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	Remarks/Examples
	e.g., memorization, sequential process

[MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine](#)

simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 4- 1302390

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4052.aspx>

BASIC INFORMATION

Course Title:	Orchestra 4
Course Number:	1302390
Course Abbreviated Title:	ORCH 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (42)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.F.3.8 :

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9

:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and

	<p>understanding of unfamiliar musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p>
<p><u>MU.912.C.1.2 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., classical and folk instruments from around the world</p>
<p><u>MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-</u></p>	

thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

	<p>property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

	<p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.2 :</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning</u></p>	

and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.3 :

Arrange a musical work by manipulating two or more aspects of the composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure,

	<p>accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.2 :</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.4 :</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.912.S.3.5 :</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and</p>

	refine simple, then complex, skills and techniques.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 3- 1302380

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BASIC INFORMATION

Course Title:	Orchestra 3
Course Number:	1302380
Course Abbreviated Title:	ORCH 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (38)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.F.3.8 :

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3 :</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u>	
<u>MU.912.C.3.1 :</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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[MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>MU.912.F.3.1 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.4 :</u>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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[MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p>
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	e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2 :</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3 :</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.4 :</u>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.1.5 :</u>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u>	
<u>MU.912.H.2.1 :</u>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>MU.912.H.2.3 :</u>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

	<p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>MU.912.O.2.1 :</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>MU.912.O.2.2 :</u>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.1 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.4 :</u>	Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., singing, playing, writing
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MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1 :

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., memorization, sequential process

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 2- 1302370

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4040.aspx>

BASIC INFORMATION

Course Title:	Orchestra 2
Course Number:	1302370
Course Abbreviated Title:	ORCH 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (34)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and

leaders in a global economy are embedded in the study of the arts.

<p><u>MU.912.F.3.1 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.1.4 :

Analyze how Western music has been influenced by historical and current world cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.3 :

Analyze the evolution of a music genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., jazz, blues

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 1- 1302360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4035.aspx>

BASIC INFORMATION

Course Title:	Orchestra 1
Course Number:	1302360
Course Abbreviated Title:	ORCH 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (33)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.910.RST.2 Craft and Structure](#)

[LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of

	<p>two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.1.3 :</u></p>	<p>Analyze instruments of the world and classify them by common traits. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p> <hr/> <p>e.g., classical and folk instruments from around the world</p>

MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.912.C.2.1 :</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.912.C.2.2 :</u></p>	<p>Evaluate performance quality in recorded and/or live performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.912.C.3.1 :</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and

leaders in a global economy are embedded in the study of the arts.

MU.912.F.3.1 :

Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.2 :

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.912.H.1.1 :

Investigate and discuss how a culture’s traditions are reflected through its music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., patriotic, folk, celebration, entertainment, spiritual

MU.912.H.1.2 :

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

MU.912.H.1.3 :

Compare two or more works of a composer across performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

MU.912.H.1.4 :

Analyze how Western music has been influenced by historical and current world cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.1.5 :

Analyze music within cultures to gain understanding of authentic performance practices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.912.H.2.1 :

Evaluate the social impact of music on specific historical periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture;
solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.4 :

Perform and notate, independently and accurately, melodies by ear.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., singing, playing, writing

MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.2 :

Transfer expressive elements and performance techniques from one piece of music to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique,

	tuning, strumming
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Course: Marching Band- 1302355

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4030.aspx>

BASIC INFORMATION

Course Title:	Marching Band
Course Number:	1302355
Course Abbreviated Title:	MARCH BAND
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.
General Notes:	Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (28)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

DA.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

DA.912.C.1.2 :

Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues

DA.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

DA.912.C.2.1 :

Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., improvisation, trial and error, collaboration

DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

DA.912.F.3.8 :

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

DA.912.O.1.3 :

Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., tendu-dégagé-grand battement-grand jeté

DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.912.S.2.2 :

Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., repetition, revision, refinement, focus

LACC.910.RST.2 Craft and Structure

LACC.910.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 9–10 texts and topics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.2 :

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 :

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.3 Research to Build and Present Knowledge

LACC.910.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.3 :

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

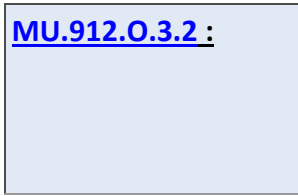
MU.912.F.3.3 :

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without



direct oversight, demonstrating skills for use in the workplace.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

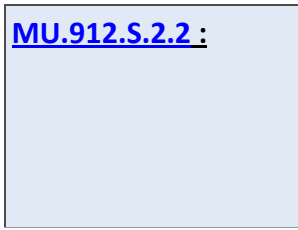
MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.



MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

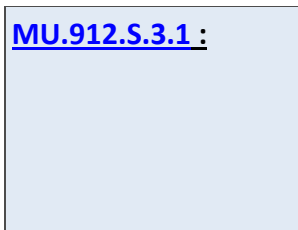
MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.



MU.912.S.2.2 :

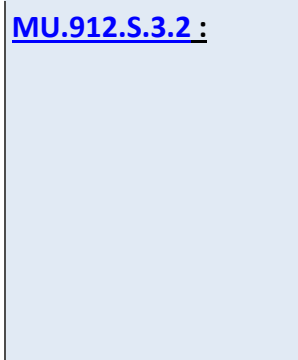
Transfer expressive elements and performance techniques from one piece of music to another.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.



MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique



MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

	<p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
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[PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

<u>PE.912.C.2.25 :</u>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
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<u>PE.912.C.2.3 :</u>	<p>Analyze the movement performance of self and others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are video analysis and checklist.</p>
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<u>PE.912.C.2.7 :</u>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
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<u>PE.912.C.2.9 :</u>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
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PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.912.M.1.20 :

Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

PE.912.R.5.5 :

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)



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Course: Band 6 Honors- 1302350

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4022.aspx>

BASIC INFORMATION

Course Title:	Band 6 Honors
Course Number:	1302350
Course Abbreviated Title:	BAND 6 HON
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated

	<p>in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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STANDARDS (50)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u>	
<u>DA.912.F.3.8 :</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.912.S.2.1 :

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

LACC.1112.RST.2 Craft and Structure

LACC.1112.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 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 :

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 :

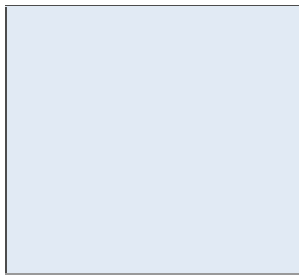
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 :

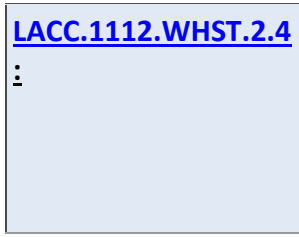
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the



line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

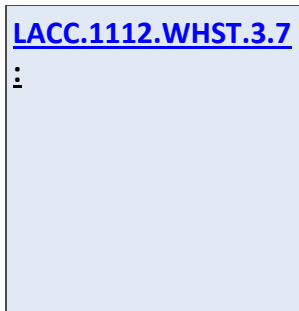
[LACC.1112.WHST.2 Production and Distribution of Writing](#)



Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

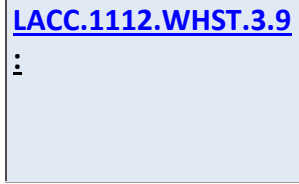
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)



Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

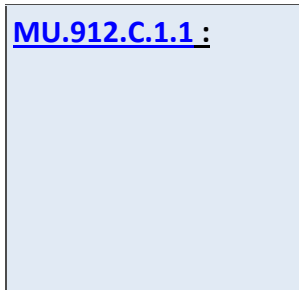
Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)



Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listening maps, active listening, checklists

MU.912.C.1.2 :

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

MU.912.C.1.3 :

Analyze instruments of the world and classify them by common traits.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., classical and folk instruments from around the world

MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.1 :

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.2 :

Evaluate performance quality in recorded and/or live performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.2.3 :

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.2.3 :

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

	<p>local and global economies.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
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[MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>MU.912.F.3.1 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.2 :</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.3 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>MU.912.F.3.4 :</u>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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[MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.912.H.1.1 :</u>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
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	<p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

MU.912.H.2.2 :

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.2.3 :

Analyze the evolution of a music genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., jazz, blues

MU.912.H.2.4 :

Examine the effects of developing technology on composition, performance, and acquisition of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.912.H.3.1 :

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.912.O.1.1 :

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, melody, timbre, form, tonality, harmony, texture;

solo, chamber ensemble, large ensemble

MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.2.1 :

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.2.2 :

Transpose melodies into different modalities through performance and composition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.O.3.1 :

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2 :

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.912.S.1.1 :

Improvise rhythmic and melodic phrases over harmonic progressions.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., using text or scat syllables</p>
<p><u>MU.912.S.1.3 :</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., singing, playing, writing</p>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence</p>

information.

MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.912.S.3.1 :

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.2 :

Sight-read music accurately and expressively to show synthesis of skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.3 :

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.4 :

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.912.S.3.5 :

Develop and demonstrate proper vocal or instrumental technique.

Cognitive Complexity: N/A | Date Adopted or Revised:

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912.H.1.5 :

Examine artistic response to social issues and new ideas in various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Identify and analyze the historical, social, and cultural contexts of the arts.](#)

Remarks/Examples

Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.



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Course: Band 5 Honors- 1302340

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BASIC INFORMATION

Course Title:	Band 5 Honors
Course Number:	1302340
Course Abbreviated Title:	BAND 5 Hon
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks

listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (50)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[DA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and

achieve goals as required in the work environment.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.912.S.2.1 : Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

LACC.1112.RST.2 Craft and Structure

LACC.1112.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 11–12 texts and topics.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

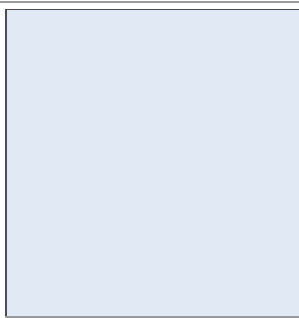
LACC.1112.SL.1 Comprehension and Collaboration

LACC.1112.SL.1.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.1.3 : Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.1112.SL.2.4 : Present information, findings, and supporting evidence, conveying

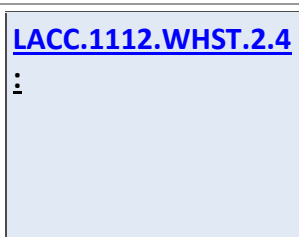


a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.2 Production and Distribution of Writing



LACC.1112.WHST.2.4

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.1112.WHST.3 Research to Build and Present Knowledge



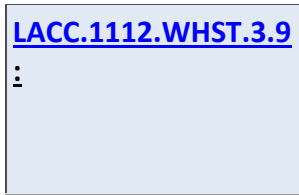
LACC.1112.WHST.3.7

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)



LACC.1112.WHST.3.9

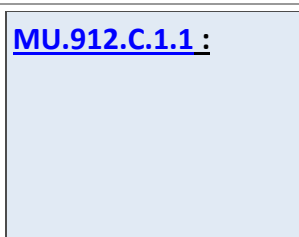
:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



MU.912.C.1.1 :

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3 :</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u>	
<u>MU.912.C.2.1 :</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.2 :</u>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.2.3 :</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-</u>	

thinking skills transferable to other contexts.

MU.912.C.3.1 :

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.912.F.1.1 :

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.912.F.2.1 :

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

MU.912.F.2.2 :

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.3 The 21st-century skills necessary for success as citizens, workers, and

leaders in a global economy are embedded in the study of the arts.

<p><u>MU.912.F.3.1 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.2 :</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<p><u>MU.912.F.3.4 :</u></p>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>

MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<p><u>MU.912.H.1.1 :</u></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><u>MU.912.H.1.2 :</u></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><u>MU.912.H.1.3 :</u></p>	<p>Compare two or more works of a composer across performance media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4 :</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.1.5 :</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>MU.912.H.2.1 :</u></p>	<p>Evaluate the social impact of music on specific historical periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.2 :</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.2.3 :</u></p>	<p>Analyze the evolution of a music genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

	<p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<p><u>MU.912.H.2.4 :</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.912.H.3.1 :</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>MU.912.O.1.1 :</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>MU.912.O.2.1 :</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>MU.912.O.2.2 :</u>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.912.O.3.1 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2 :</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.912.S.1.1 :</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3 :</u>	Arrange a musical work by manipulating two or more aspects of the composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	<p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.4 :</u></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><u>MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>MU.912.S.2.1 :</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2 :</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.912.S.3.1 :</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and</p>

	refine simple, then complex, skills and techniques.
MU.912.S.3.2 :	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
MU.912.S.3.3 :	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
MU.912.S.3.4 :	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
MU.912.S.3.5 :	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised:</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.	
SS.912.H.1.5 :	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify and analyze the historical, social, and cultural contexts of the arts.</p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>

SS.912.H.2 Respond critically and aesthetically to various works in the arts.

SS.912.H.2.3 :

Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Respond critically and aesthetically to various works in the arts.](#)



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Course: Band 4- 1302330

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4017.aspx>

BASIC INFORMATION

Course Title:	Band 4
Course Number:	1302330
Course Abbreviated Title:	BAND 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (45)

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

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.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:

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LACC.1112.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 11–12 texts and topics.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies

	among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal

	development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	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.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	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.
<u>MU.912.F.3.4:</u>	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.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and

	piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	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. Remarks/Examples

	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique

<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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