

Grade Level Expectations for the Sunshine State Standards

Music Grades K-2



FLORIDA DEPARTMENT OF EDUCATION
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**Sunshine State Standards
Grade Level Expectations
Music
Grades K-2**

Strand A: Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music.

Benchmark MU.A.1.1.1: The student sings songs within a five-to-seven note range alone and maintains the tonal center.

Grade Level Expectations

The student:

Kindergarten

1. sings melodic patterns and songs within a four-note range (F-D¹) using sol, la, and mi.
2. echoes simple melodic patterns, using sol, la, and mi and maintaining the tonal center.
3. demonstrates healthy use of the singing, speaking, whispering, and calling voice with appropriate volume for the young child.

First

1. sings melodic patterns and songs, matching pitch, within a four- to six-note range (F-D¹) using sol, la, mi, re, and do.
2. echoes simple melodic patterns, using sol, la, mi, re, and do accurately and maintaining the tonal center.
3. demonstrates use of healthy singing techniques, including head tone, posture, and diction.

Second

1. sings melodic patterns and songs, alone and with others and matching pitch, within a five- to seven-note range (E-D¹).
2. echoes simple melodic patterns, using sol, la, mi, re, and do accurately and maintaining the tonal center.
3. demonstrates use of healthy singing techniques, including head tone, posture, diction, and breath support.

Benchmark MU.A.1.1.2: The student sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment.

Grade Level Expectations

The student:

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Kindergarten

1. sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality.

First

1. sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality.

Second

1. sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality.

Benchmark MU.A.1.1.3: The student sings a culturally diverse repertoire of songs (some from memory), with appropriate expression, dynamics, and phrasing.

Grade Level Expectations

The student:

Kindergarten

1. sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, nursery rhymes).
2. demonstrates expressive qualities appropriate to the music, using dynamic contrast and tempo change.

First

1. sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, rhymes).
2. demonstrates expressive qualities appropriate to the music, using phrasing, dynamic contrast, and tempo change.

Second

1. sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, rhymes).
2. demonstrates expressive qualities appropriate to the music, using phrasing, dynamic contrast, and tempo change.

Standard 2: The student performs on instruments, alone and with others, a varied repertoire of music.

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Benchmark MU.A.2.1.1: The student performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo.

Grade Level Expectations

The student:

Kindergarten

1. performs a steady beat based on a personal and/or group sense of pulse.
2. echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes on simple rhythm instruments.
3. echoes simple melodic patterns on instruments (for example, barred instruments).
4. performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, rhythm sticks, triangle, wood block).
5. performs simple rhythmic patterns and sound effects on instruments to accompany poems, rhymes, chants, and songs.

First

1. performs a steady beat based on a common group pulse.
2. echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes on simple rhythm instruments.
3. performs two- and three-note melodic patterns on instruments (for example, barred instruments).
4. performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, rhythm sticks, triangle, wood block, jingle bells, maracas) and pitched instruments (for example, xylophones, metallophones, resonator bells).
5. performs simple rhythmic and melodic patterns and sound effects on instruments to accompany poems, rhymes, chants, and songs.

Second

1. maintains a steady beat independently within simple rhythmic and melodic patterns.
2. echoes rhythmic patterns using quarter notes, quarter rests, two eighth notes, half notes, and half rests on rhythm instruments.
3. performs melodies and melodic patterns within the pentatonic scale on instruments (for example, barred instruments).

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4. performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, wood block, jingle bells, maracas, tambourines, hand drums, guiro) and pitched instruments (for example, xylophones, metallophones, glockenspiels, resonator bells).
5. maintains a simple rhythmic or melodic pattern on instruments, in combination with other patterns, to accompany poems, rhymes, chants, and songs.

Benchmark MU.A.2.1.2: The student performs expressively with appropriate dynamics and tempos on classroom and ethnic instruments.

Grade Level Expectations

The student:

Kindergarten

1. demonstrates expressive qualities (for example, loud-soft, fast-slow) while playing classroom and ethnic instruments.

First

1. demonstrates expressive qualities of dynamics and tempo, appropriate to the music, while playing classroom and ethnic instruments.

Second

1. demonstrates expressive qualities of dynamics and tempo, appropriate to the music, while playing classroom and ethnic instruments.

Standard 3: The student reads and notates music.

Benchmark MU.A.3.1.1: The student reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.

Grade Level Expectations

The student:

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Kindergarten

1. recognizes and performs sounds having long and short duration in response to visual representation.
2. recognizes and performs high and low sounds in response to visual representation.

First

1. reads and performs simple rhythmic patterns (quarter notes, quarter rests, and two eighth notes) in response to traditional and nontraditional notation.
2. reads and performs simple melodic patterns from traditional and nontraditional notation (for example, sol, la, and mi on a three-line staff).

Second

1. reads and performs rhythmic patterns (quarter notes, quarter rests, two eighth notes, and half notes) in response to traditional and nontraditional notation.
2. reads and performs simple melodic patterns from traditional and nontraditional notation (for example, sol, la, mi, re, and do on a five-line staff).

Benchmark MU.A.3.1.2: The student demonstrates pitch direction by using visual representation (e.g., steps and line drawings).

Grade Level Expectations

The student:

Kindergarten

1. demonstrates melodic direction (upward, downward, and same) and register (high and low) through physical response and visual representation.

First

1. writes notation, using manipulatives and visual representation, for simple melodic patterns, using sol and mi on a three-line staff.

Second

1. writes notation, using manipulatives and visual representation, for simple melodic patterns, using sol, la, and mi on a five-line staff.

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Benchmark MU.A.3.1.3: The student writes the notation for simple rhythmic patterns that have been performed by someone else.

Grade Level Expectations

The student:

Kindergarten

1. represents long and short sounds visually that have been performed by someone else.

First

1. notates rhythmic patterns (quarter notes, quarter rests, and two eighth notes), using manipulatives, that have been performed by someone else.

Second

1. notates rhythmic patterns (quarter notes, quarter rests, two eighth notes, and half notes) that have been performed by someone else.

Strand B: Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments.

Benchmark MU.B.1.1.1: The student improvises appropriate “musical answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases.

Grade Level Expectations

The student:

Kindergarten

1. improvises a short rhythmic pattern in response to a musical prompt.
2. improvises a short melodic pattern in response to a musical prompt.

First

1. improvises a four-beat rhythmic pattern in response to a musical prompt.
2. improvises a four-beat melodic pattern in response to a musical prompt.

Second

1. improvises rhythmic “answer phrases” in the same style as given “question phrases.”
2. improvises melodic “answer phrases” in the same style as given “question phrases.”

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Benchmark MU.B.1.1.2: The student improvises simple rhythmic and melodic patterns and accompaniments.

Grade Level Expectations

The student:

Kindergarten

1. improvises a short free-form song.

First

1. improvises simple rhythmic and melodic patterns to accompany songs, poems, or stories.

Second

1. improvises rhythmic and melodic pentatonic patterns to accompany songs, poems, or stories.

Standard 2: The student composes and arranges music within specific guidelines.

Benchmark MU.B.2.1.1: The student creates simple accompaniments with classroom instruments.

Grade Level Expectations

The student:

Kindergarten

1. creates sound effects for songs, poems, and stories.

First

1. creates rhythmic and melodic patterns using classroom instruments for songs, poems, and stories.

Second

1. creates simple accompaniments using classroom instruments for songs, poems, and stories.

Strand C: Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history.

Benchmark MU.C.1.1.1: The student knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).

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Grade Level Expectations

The student:

Kindergarten

1. knows that music is different in other places.
2. recognizes music of contrasting cultures.

First

1. knows that music is different in other places and times.
2. recognizes music of contrasting cultures.

Second

1. understands that music is different in other places and times around the world.
2. identifies vocal and instrumental music from different cultures (for example, Latin, Asian, African).

Benchmark MU.C.1.1.2: The student understands how rhythm and tone color are used in different types of music around the world.

Grade Level Expectations

The student:

Kindergarten

1. understands that music can differ in various cultures.

First

1. compares timbres of contrasting examples of world music.

Second

1. compares rhythm and timbres of contrasting examples of world music.

Benchmark MU.C.1.1.3: The student knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life).

Grade Level Expectations

The student:

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Kindergarten

1. knows that music is a part of celebrations and daily life.

First

1. identifies selected songs associated with celebrations in varied cultures.
2. identifies selected songs that reflect daily life in varied cultures.
3. identifies music that reflects the cultural heritage of the community.

Second

1. identifies selected songs associated with historical events and celebrations in varied cultures.
2. identifies selected songs that reflect daily life in varied cultures.
3. identifies music that reflects the cultural heritage of the community.
4. identifies selected patriotic songs associated with the United States.

Strand D: Aesthetic and Critical Analysis

Standard 1: The student listens to, analyzes, and describes music.

Benchmark MU.D.1.1.1: The student knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement.

Grade Level Expectations

The student:

Kindergarten

1. responds to selected characteristics of music, including fast and slow, soft and loud, high and low, and upward and downward, through purposeful movement.

First

1. responds to selected characteristics of music, including tempo, dynamics, melodic contour, and same and different patterns, through purposeful movement.

Second

1. responds to selected characteristics of music, including tempo, dynamics, melodic contour, and form, through purposeful movement.

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Benchmark MU.D.1.1.2: The student identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, child, or adult).

Grade Level Expectations

The student:

Kindergarten

1. differentiates between speaking and singing voices.
2. identifies classroom instruments by sound source, including wood and metal.
3. identifies a variety of environmental sound sources.

First

1. differentiates between the child voice and adult voice.
2. differentiates between solo and group performance (for example, vocal solo and choir).
3. classifies classroom instruments by sound source (wood, metal, shaker, or membrane).
4. identifies a variety of environmental sound sources.
5. identifies selected instruments when presented visually and aurally.

Second

1. differentiates between child singing in head tone and child singing in chest voice.
2. differentiates between solo and group performance (for example, vocal solo and choir, instrumental solo and band).
3. classifies classroom instruments by sound source (wood, metal, shaker, or membrane) when presented visually and aurally.
4. classifies instruments by family when presented visually and aurally.
5. identifies selected instruments when presented visually and aurally.

Benchmark MU.D.1.1.3: The student knows a simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles.

Grade Level Expectations

The student:

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Kindergarten

1. describes specific music characteristics using appropriate vocabulary (fast-slow, loud-soft, high-low, and upward-downward).

First

1. describes specific music characteristics using appropriate vocabulary (tempo, dynamics, melodic contour, and same and different patterns).

Second

1. describes specific music characteristics using appropriate vocabulary (tempo, dynamics, melodic contour, and form).

Benchmark MU.D.1.1.4: The student understands how music can communicate ideas suggesting events, feelings, moods, or images.

Grade Level Expectations

The student:

Kindergarten

1. describes feelings communicated through music.

First

1. describes feelings and images communicated through music.

Second

1. describes how expressive qualities are used to convey feelings, images, moods, and events through music.

Standard 2: The student evaluates music and music performance.

Benchmark MU.D.2.1.1: The student identifies simple criteria for the evaluation of performances and compositions.

Grade Level Expectations

The student:

Kindergarten

1. uses simple criteria for evaluating performances (for example, like or dislike, happy or sad).

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First

1. uses teacher-specified criteria for evaluating compositions and performances (for example, Did we follow the dynamics? Did we maintain a steady beat?).

Second

1. selects one or two specific characteristics to evaluate within a composition or performance (for example, starting together, performing correct pitches).

Benchmark MU.D.2.1.2: The student knows how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.

Grade Level Expectations

The student:

Kindergarten

1. evaluates one's own and others' performances and describes what was successful.

First

1. evaluates one's own and others' performances and describes what was successful.

Second

1. evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.

Strand E: Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.

Benchmark MU.E.1.1.1: The student understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theatre, and dance).

Grade Level Expectations

The student:

Kindergarten

1. demonstrates basic understanding of concepts in music and the visual arts that are similar (for example, repetition).

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First

1. demonstrates basic understanding of how concepts in music, visual arts, and dance are similar (for example, shape, line, pattern).

Second

1. demonstrates basic understanding of how concepts within and among music, theatre, visual arts, and dance are similar (for example, improvisation in sound, words, and movement).

Benchmark MU.E.1.1.2: The student understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds).

Grade Level Expectations

The student:

Kindergarten

1. identifies ways in which language arts relates to music (for example, rhyming words, song storybooks).

First

1. identifies ways in which language arts and mathematics relate to music (for example, groupings, sets, patterns).

Second

1. identifies ways in which language arts, mathematics, social studies, and science relate to music (for example, vibrations in science and musical sounds, patterns in mathematics and music).

Standard 2: The student understands the relationship between music and the world beyond the school setting.

Benchmark MU.E.2.1.1: The student knows how music is used in daily life (e.g., for entertainment or relaxation).

Grade Level Expectations

The student:

Kindergarten

1. understands the use of music in daily life (for example, birthday parties, holidays).

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First

1. understands the use of music in daily life (for example, parades, sporting events).

Second

1. understands the use of music in daily life (for example, worship, patriotic events, background music).

Benchmark MU.E.2.1.2: The student knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert).

Grade Level Expectations

The student:

Kindergarten

1. demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance).

First

1. demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance).

Second

1. demonstrates appropriate audience behavior in such settings as classroom, school, and public performances (for example, listening quietly during a performance, clapping at the end of a performance).

Benchmark MU.E.2.1.3: The student understands that music preferences reflect one's own experiences.

Grade Level Expectations

The student:

Kindergarten

1. identifies a personal preference for a specific song.

First

1. identifies a personal preference for a specific type of music.

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Second

1. explains a personal preference for a specific type of music in relation to his/her own experiences.

Benchmark MU.E.2.1.4: The student understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various music settings and/or cultures.

Grade Level Expectations

The student:

Kindergarten

1. identifies musicians in the school and community.

First

1. identifies the role of musicians in schools and the community.

Second

1. identifies the role of musicians (for example, Afro-Cuban drummer, gospel singer) in schools, the media, the community, and specific cultures.