

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Miscellaneous
Course Number: 7813010
Course Title: Music: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

The content should include, but not be limited to, the following:

- vocal music
- instrumental music
- connections with culture and community
- music appreciation
- exploration of careers in music

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of

Course Number: 7813010 - Music: 6-8

working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompts—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Course Number: 7813010 - Music: 6-8

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of vocal and instrumental composers, performers, and musical events.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 1.1. Identify the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist).
- 1.2. Identify composers of common types of vocal and instrumental music.
- 1.3. Identify types of musical events in local community (e.g., band concerts, folk festivals, musical theatre).

2. Demonstrate awareness of selected musical instruments.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Identify common percussion instruments (e.g., drum, bells, xylophone).
- 2.2. Identify common woodwind instruments (e.g., flute, saxophone, clarinet).
- 2.3. Identify common brass instruments (e.g., trumpet, tuba, trombone).
- 2.4. Identify common string instruments (e.g., guitar, violin, cello).

Course Number: 7813010 - Music: 6-8

2.5. Identify other musical instruments present in the student's environment.

3. Demonstrate skills in vocal music.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

3.1. Sing short musical patterns, partner songs, and rounds.

3.2. Sing on pitch and in rhythm and maintain a steady tempo.

3.3. Sing melodies alone and with others.

3.4. Sing melodic and harmonic parts in a chorus or ensemble.

4. Demonstrate skills in instrumental music.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

4.1. Perform simple rhythms and melodies on music instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments).

4.2. Perform melodies or parts for an ensemble on a band or orchestra instrument (e.g., woodwind, string, brass, percussion).

5. Demonstrate awareness of characteristics of music of various cultures.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

5.1. Identify songs and instruments associated with cultures in the local community.

Course Number: 7813010 - Music: 6-8

- 5.2. Identify songs and instruments associated with various cultures represented in Florida.
- 5.3. Identify songs and instruments associated with cultures from other parts of the United States and the world.
- 5.4. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

6. Demonstrate awareness of various types of music (e.g., folk, jazz, choral, orchestra).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 6.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, different kinds of ceremonies and celebrations, lullabies, marches).
- 6.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

7. Demonstrate awareness of careers in music.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 7.1. Identify general characteristics of the career cluster dealing with music and entertainment (e.g., requires creative expression; opportunities for performance at various levels—local community, urban areas). (CL.C.1.In.1, CL.C.1.Su.1)

Course Number: 7813010 - Music: 6-8

7.2. Identify characteristics of specific jobs associated with the career cluster dealing with music and entertainment (e.g., vocalist or instrumentalist, member of band or orchestra, technician for sound systems, conductor, composer, instrument repairperson, music salesperson). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: entry level technical support
 advanced level creative support
 other: _____

7.3. Identify interests and skills generally needed to fulfill performance requirements for specific music-related jobs (e.g., creative expression, performance skills in selected musical form, ability to use technology).

7.4. Identify trends in the local job market for specific music-related jobs (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)

7.5. Identify educational and training requirements for music-related jobs (e.g., technical training, degree programs, summer programs). (CL.C.1.In.1, CL.C.1.Su.1)

7.6. Identify career advancement opportunities for music-related jobs. (CL.C.1.In.1, CL.C.1.Su.1)

7.7. Indicate awareness of music activities (e.g., responds to musical performance, shows interest in music by smiling). (CL.C.1.Pa.1)

Specify method: touch referent object point to actual object
 vocalize or gesture use assistive/augmentative device
 verbalize or sign other: _____

7.8. Communicate interest in participating in musical activities (e.g., smiles when asked about working with performer). (CL.C.1.Pa.1)

Specify method: touch referent object point to actual object
 vocalize or gesture use assistive/augmentative device
 verbalize or sign other: _____
Specify setting home school community

8. Demonstrate awareness of the roles of music in the school and community.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt verbal prompt visual prompt
___ assistive technology supervision other: _____

Course Number: 7813010 - Music: 6-8

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

- 8.1. Identify common leisure activities involving music. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ____ musical performances—concerts, dance performances
 ____ musical theatre, opera
 ____ celebrations—holidays, parades, festivals
 ____ other: _____
- 8.2. Identify appropriate times and occasions for attending activities in the community involving music (e.g., on holidays; for concerts, religious events, or sports events; when a performer is on tour; when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.3. Use specific knowledge and skills when planning and participating in leisure activities in the community involving music (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.4. Use different strategies to plan and participate in leisure activities in the community involving music effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.5. Accept assistance with and participate in a sequence of tasks or activities involving music at school or in the community. (IF.A.2.Pa.1)
Specify: ____ musical performances—concerts, dance performances, musical theatre
 ____ celebrations—holidays, parades, festivals
 ____ camps, extended school day programs, clubs, organizations
 ____ other: _____
- 8.6. Attend events involving music in the community (e.g., concerts in the park, dance). (IF.A.2.In.1, IF.A.2.Su.1)
Specify location/type of activity: _____
- 8.7. Demonstrate appropriate audience behavior and response when participating in leisure activities or tasks involving music. (IF.B.2.In.2, IF.B.2.Su.2)