ALL ABOUT

A.C.T. For Youth

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, Florida.

Each year, the Atlantic Coast Theatre performs hundreds of shows for thousands of students across the United States.

ACT For Youth’s high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals–not to mention the thousands of children & families who see A.C.T. shows each year!

The theatre has been awarded placement on:

~2010-2012 Florida State Touring Roster~
~Hillsborough County Artist Roster~
~SC Arts Commission Roster Of Approved Artists~
~Raleigh/Wake County, NC United Arts Roster~

Visit Our Website!

www.atlantic-coast-theatre.com
Arthur Conan Doyle was born in Scotland in the year 1859. Growing up with an alcoholic father was quite difficult for Arthur, but his mother tried to make life better by telling Arthur stories. As Arthur grew up, he found that he also had a talent for storytelling, entertaining his fellow students while attending boarding school. Although he was very gifted at telling stories, Arthur decided to go to medical school. Even while studying to be a doctor, he published several short stories. Then, after he finished school and became a doctor, he still continued to write and publish fiction.

In 1888, Arthur Conan Doyle published the book *A Study in Scarlet* which first introduced readers to the characters Sherlock Holmes and his sidekick, Dr. Watson. The character of Sherlock Holmes became famous around the world. Everyone wanted to read Doyle’s stories about Sherlock Holmes creatively solving mysteries. Doyle was able to use his medical knowledge to make the mysteries interesting, for Sherlock Holmes used science and deductive reasoning to solve his mysteries. The stories were published in THE STRAND magazine.

In 1893, however, Arthur Conan Doyle became bored with writing stories about Sherlock Holmes. So, he “killed” the character of Sherlock Holmes in a short story called “The Final Problem”. Readers were outraged, and over 20,000 readers cancelled their subscriptions to the magazine. Fans insisted that they wanted more stories! Eventually Doyle gave the public what they wanted and published two Sherlock Holmes bestsellers, *The Hound of the Baskervilles* and *The Return of Sherlock Holmes*.

(Rumor has it that the King of England knighted Arthur Conan Doyle BECAUSE the king was a Sherlock Holmes fan!)

Although Arthur Conan Doyle wrote many books, plays, and poems, he will always be famous for giving the world the character of Sherlock Holmes.
Deductive Reasoning

Try to think about how one thing relates to another. If the suspect had dried mud on his shoes, then you can reason that it was either raining or muddy when he wore those shoes.

Knowledge

Try to learn as much as you can about a variety of subjects. The more that you know— the easier it is to solve the mystery.

Disguise

Sherlock Holmes would wear disguises to help him when solving mysteries. Why do you think that he did that?

Forensic Science

Forensic Science is the term we use to describe using science to solve a crime. Sherlock Holmes would study fingerprints and use a magnifying glass. His knowledge of chemistry allowed him to perform scientific experiments. Think about detectives in movies and television today. Shows like CSI are based on forensic science. Research how real detectives use science to solve crimes.
PRE-SHOW ACTIVITIES

• You will be seeing a live theatre production. Discuss the difference between watching a live performance and TV or Movies. What “Theatre Manners” are required when watching a play?

• Become familiar with Sherlock Holmes by reading a Sherlock Holmes story, or watching one of the many movie versions featuring Sherlock Holmes.

• The play features Opera. Even though opera music is very different from most popular music today, singing opera is one of the most challenging types of music. Become familiar with the style of Opera by listening recordings of Opera music.

POST-SHOW ACTIVITIES

• In the show, Sherlock Holmes uses his skills in observation to help solve the mystery. Test your observation skills. Have a student volunteer stand in front of the class. Instruct the students to “Observe” the volunteer for a few seconds then have them leave the room. Then have each student write down the following information:
  
  What color shirt was the volunteer wearing?
  What color hair does the volunteer have?
  Is the volunteer wearing a watch? Any other jewelry?
  What color are the volunteer’s eyes?
  What color shoes is the volunteer wearing? Shoelaces?

  When the volunteer returns to the room, see how good your observations were.

• Try writing your own Sherlock Holmes mystery. Try to keep the solution to the mystery a secret until the very end.

• Discuss the play as a class. Did you solve the mystery before Sherlock Holmes?

• The play takes place at the “Turn Of The Century”- the early 1900’s. Sherlock Holmes uses science and new technologies to solve mysteries. Discuss new technologies that have become available at the turn of this century (the 2000’s)

• Even though Sherlock Holmes has a job as a detective, he loves playing the violin as a hobby. Discuss why the arts are important in our lives— even if we do not choose to make them our profession.
All About The Actors
Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!

NOEL HOLLAND – I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!

DON GRUEL – I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!
Get involved in a play at school or in your community!
Write A Letter
To The Actors Activity
A.C.T. For Youth loves to receive letters from our audience!

You will write letters all of your life! You will write letters in school, to correspond with friends and family, and for your job one day! It is very important to know how to write a good letter.

Your teachers may want you to write your letter in a proper letter-writing style or format. Here is an example of one style!

YOU CAN SEND US
~A DRAWING~
~WHAT YOU LEARNED~
~YOUR FAVORITE PART~

Your Opinions Count! They Help Us When We Write New Shows!

A.C.T. For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

Dear Audience:
The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don’t think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

Send your letters to:
Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896
The following standards can be supported by:

- Watching the production
- Participating in the activities listed in the study guide
- Classroom discussion after the show
National Standards: Kindergarten – 4th Grade

NA-T.K-4.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS
Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

NA-T.K-4.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS
Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
Students explain how the wants and needs of characters are similar to and different from their own
Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

NA-T.K-4.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE
Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

NA-M.K-4.9
UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE
Students demonstrate audience behavior appropriate for the context and style of music performed

National Standards: 5th Grade

NA-T.5-8.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS
Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
Students express and compare personal reactions to several art forms
Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

NA-T.5-8.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS
Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

NA-T.5-8.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE
Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

NA-M.5-8.7
EVALUATING MUSIC AND MUSIC PERFORMANCES
Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
FLORIDA SUNSHINE STATE STANDARDS- THEATRE

KINDERGARTEN
TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.1 Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2 Share reactions to a live theatre performance.
TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.
TH.K.S.1.2 Describe play-acting, pretending, and real life.
TH.K.S.1.3 Describe personal preferences related to a performance.
TH.K.S.2.1 Pretend to be a character from a given story.
TH.K.O.1.1 Share opinions about a story with classmates.
TH.K.O.2.1 Draw a picture of a favorite scene from a play.
TH.K.H.3.1 Describe feelings related to watching a play.

GRADE 1
TH.1.C.1.2 Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.2 Identify elements of an effective performance.
TH.1.S.1.1 Exhibit appropriate audience etiquette and response.
TH.1.S.1.2 Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3 Explain personal preferences related to a performance.
TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.
TH.1.H.3.1 Identify similarities between plays and stories.

GRADE 2
TH.2.C.1.1 Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2 Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1 Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2 Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.O.1.1 Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2 Explain the difference between the stage, backstage, and audience areas.
TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.F.2.1 Identify the jobs people can have in a theater.

GRADE 3
TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, & sound influence the mood of the production.
TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1 Discuss the techniques that help create an effective theatre work.
TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2 Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
TH.3.O.1.1 Describe how an actor creates a character.
TH.3.O.1.2 Discuss why costumes and makeup are used in a play.
TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.F.2.1 Identify non-theatre professions that require the same skills as are used in theatre.

GRADE 4
TH.4.C.3.1 Identify the characteristics of an effective acting performance.
TH.4.C.3.3 Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2 Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience’s response to the production.
TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.
TH.4.H.3.1 Describe how individuals learn about themselves and others through theatre experiences.
TH.4.F.2.1 Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
TH.4.F.3.1 Identify the leadership qualities of directors, actors, and/or technicians.
FLORIDA SUNSHINE STATE STANDARDS- THEATRE (Continued)

GRADE 5
TH.5.C.3.1 Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.3 Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2 Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2 Make a list of the types of props that might be found in a play.
TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2 Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.H.3.1 Identify symbolism in a play that is found in other art forms.
TH.5.H.3.2 Compare theatre to other modes of communication.
TH.5.H.3.3 Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.F.2.1 Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
TH.5.F.3.1 Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.

GRADES 6-8
TH.68.C.3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.S.1.1 Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3 Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.1.4 Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.O.1.1 Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4 Discuss how the whole of a theatre performance is greater than the sum of its parts.
TH.68.O.3.2 Explore how theatre and theatrical works have influenced various cultures.
TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6 Discuss how a performer responds to different audiences.
TH.68.H.3.1 Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.6 Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.F.2.1 Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
FLORIDA SUNSHINE STATE STANDARDS– LANGUAGE ARTS

GRADE K
LA.K.2.1.1 The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;
LA.K.2.1.2 The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);

GRADE 1
LA.1.2.1.1 The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);
LA.1.2.1.2 The student will retell the main events (e.g., beginning, middle, end) of a story;
LA.1.2.1.3 The student will identify the characters and settings in a story;
LA.1.2.1.4 The student will identify an author’s theme, and use details from the text to explain how the author developed that theme;
LA.1.2.1.5 The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.1.2.1.6 The student will identify authors, illustrators, or composers with their works.

GRADE 2
LA.2.2.1.1 The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folk tales, legends) and how they are alike and different;
LA.2.2.1.2 The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
LA.2.2.1.3 The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
LA.2.2.1.4 The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5 The student will respond to various literary selections (biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.2.2.1.6 The student will identify and explain an author’s use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

GRADE 3
LA.3.2.1.1 The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.3.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.3.2.1.4 The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.3.2.1.5 The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.3.2.1.6 The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

GRADE 4
LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, & media;
LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
LA.4.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.6 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
LA.4.2.1.7 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present;

GRADE 5
LA.5.2.1.1 The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.3 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.4 The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.5 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
LA.5.2.1.6 The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods.
FLORIDA SUNSHINE STATE STANDARDS—SOCIAL STUDIES

GRADE K
SS.K.C.1.1 Define and give examples of rules and laws, and why they are important.
SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.
SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

GRADE 1
SS.1.A.2.2 Compare life now with life in the past.
SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.
SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.
SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
SS.1.C.2.4 Show respect and kindness to people and animals.

GRADE 2
SS.2.C.1.2 Explain the consequences of an absence of rules and laws.
SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.
SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

GRADE 3
SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

GRADE 4
SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

GRADE 5
SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.
SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

FLORIDA SUNSHINE STATE STANDARDS—MUSIC

GRADE K
MU.K.C.2.1 Identify similarities and/or differences in a performance.
MU.K.C.3.1 Share opinions about selected pieces of music.
MU.K.O.3.1 Respond to music to demonstrate how it makes one feel.

GRADE 1
MU.1.C.1.2 Respond to music from various sound sources to show awareness of differences in musical ideas.
MU.1.C.3.1 Share different thoughts or feelings people have about selected pieces of music.
MU.1.H.1.2 Explain the work of a composer.
MU.1.F.2.1 Describe how he or she likes to participate in music.

GRADE 2
MU.2.C.1.2 Respond to a piece of music and discuss individual interpretations.
MU.2.C.3.1 Discuss why musical characteristics are important when forming and discussing opinions about music.
MU.2.F.2.1 Describe how people participate in music.

GRADE 3
MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.
MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.
MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.
MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical work.
MU.3.O.1.2 Identify and describe the musical form of a familiar song.
MU.3.F.2.1 Identify musicians in the school, community, and media.
MU.3.F.2.2 Describe opportunities for personal music-making.

GRADE 4
MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.
MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.
MU.4.C.3.1 Describe characteristics that make various musical works appealing.
MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

GRADE 5
MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one’s own and others’ performance.
MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
FLORIDA SUNSHINE STATE STANDARDS– MUSIC (Continued)

GRADE 5
MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.
MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.H.2.2 Describe how technology has changed the way audiences experience music.
MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.

GRADES 6-8
MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.3.1 Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.O.1.1 Compare performances of a musical work to identify artistic choices made by performers.
MU.68.H.3.2 Discuss how the absence of music would affect other content areas and contexts.