



★
Colorado
Academic Standards

Music



FINAL REVISION RECOMMENDATIONS
March 2022



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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Recommended Revisions for Colorado Academic Standards -Music

Recommended revisions are noted in **RED font**

2 Preschool, Standard 1. Expression of Music

3 Prepared Graduates:

- 4 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

5 Preschool Learning and Development Expectation:

- 6 1. Perform expressively.

7 LDE Code: MU.P.1.1

8 Indicators of Progress

9 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 10 a. Use voices expressively when speaking, chanting, and singing **in a variety of modes.**
- 11 b. Perform through multiple modalities a variety of simple songs and singing games alone and
- 12 with others.
- 13 c. Use voice and/or instruments to enhance familiar songs, chants, **and appropriate children’s**
- 14 **literature.**

15 Examples of High-Quality Teaching and Learning Experiences

16 Supportive Teaching Practices/Adults May:

- 17 1. ~~Enjoy~~ **Make and listen** to music.
- 18 2. Use their voices in different ways (e.g., varying volume/**dynamics**, imitating sounds of
- 19 machines, actions, animals and various characters) while reading a book, telling a story or
- 20 singing.
- 21 3. Incorporate simple songs throughout the daily routine and transitions.
- 22 4. Introduce parts of a song and repeat until everyone learns the words. Incorporate ~~sign or~~
- 23 **actions-hand gestures and body actions/movements** to the words.
- 24 5. Read **culturally diverse** children’s books based on songs and encourage children’s
- 25 participation in multiple ways.

- 1 6. Provide a variety of appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines,
2 drums) for children to use for musical experimentation.

3 **Examples of Learning/Children May:**

- 4 1. Sing along to verses of songs that have a repeated pattern.
5 2. ~~Act out actions in songs.~~ Incorporate hand signs and body actions/movements to the lyrics of
6 the songs.
7 3. Play ~~with~~ instruments to create different sounds.

8 **Preschool, Standard 1. Expression of Music**

9 **Prepared Graduates:**

- 10 2. Perform with appropriate technique and expressive elements to communicate ideas and
11 emotions.
12 3. Demonstrate practice and refinement processes to develop independent musicianship.

13 **Preschool Learning and Development Expectation:**

- 14 2. Respond to a **variety of** rhythmic patterns and elements of music using expressive movement.

15 LDE Code: MU.P.1.2

16 **Indicators of Progress**

17 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 18 a. Sing, play, or move to ~~simple~~ a variety of culturally diverse songs and singing games.
19 b. ~~Move or use body percussion to demonstrate awareness of changes in music.~~ Demonstrate
20 awareness of changes in music with body percussion or movement.

21 **Examples of High-Quality Teaching and Learning Experiences**

22 **Supportive Teaching Practices/Adults May:**

- 23 1. Sing a tone/**pitch** or make a sound and invite children to repeat or echo it.
24 2. Experiment with having children match sounds, beats, words, pitches and speed/**tempo**.
25 3. Play music from different cultures and traditions.

- 1 4. Sing songs or play music suggested by children’s families.
- 2 5. Offer different types of music rhythms, patterns and tempos and invite children to clap, tap or
- 3 move to the beat.
- 4 6. Provide many opportunities for children to hear or feel the vibrations of music with a
- 5 ~~prominent~~ and steady beat.

6 Examples of Learning/Children May:

- 7 1. Clap hands in response to music ~~with various beats~~.
- 8 2. ~~Make vocal sounds~~. Make sounds vocally and instrumentally with a variety of pitched, non-
- 9 pitched, traditional, and non-traditional instruments.
- 10 3. Use words such as loud or ~~soft-quiet~~, fast or slow to describe music.
- 11 4. Move arms up to high notes/~~pitches~~ and down to low notes/~~pitches~~.

12 **Preschool, Standard 1. Expression of Music**

13 Prepared Graduates:

- 14 3. Demonstrate practice and refinement processes to develop independent musicianship.

15 Preschool Learning and Development Expectation:

- 16 3. Apply teacher feedback to demonstrate appropriate processes when singing, playing, and
- 17 moving.

18 LDE Code: MU.P.1.3

19 Indicators of Progress

20 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 21 a. Apply teacher feedback for progress of musical practice and experience.

22 **Examples of High-Quality Teaching and Learning Experiences**

23 Supportive Teaching Practices/Adults May:

- 24 1. Use recorded models of children singing songs.
- 25 2. Model contrasting ways of singing/speaking songs.

- 1 3. Help students identify missed words of a song.
- 2 4. Play singing games.
- 3 5. Break songs down into parts for students to echo-sing.

4 Examples of Learning/Children May:

- 5 1. ~~Sing along with recordings of learned songs.~~ Sing learned songs with and without recordings.
- 6 2. Choose when to appropriately sing, speak, and chant the words of a learned song.
- 7 3. Practice using high and low vocal sounds/pitches.
- 8 4. Play a variety of culturally diverse singing games.

9 Preschool, Standard 2. Creation of Music

10 Prepared Graduates:

- 11 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful
- 12 intent.

13 Preschool Learning and Development Expectation:

- 14 1. Improvise movement and sound responses to music.

15 LDE Code: MU.P.2.1

16 Indicators of Progress

17 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 18 a. Improvise sound effects to accompany ~~play~~ activities
- 19 b. Use improvised movement to demonstrate musical awareness

20 Examples of High-Quality Teaching and Learning Experiences

21 Supportive Teaching Practices/Adults May:

- 22 1. ~~Enjoy-Participate~~ alongside children in creating different sounds during pretend play.
- 23 2. Listen to and imitate children's sound effects.

- 1 3. Comment on the ways children use their voices or make sound effects to encourage further
2 experimentation.
- 3 4. Call attention to sounds in the indoor and outdoor environment.
- 4 5. Use music or sound to enhance routines and learning activities such as playing the same piece
5 of music to signal a cleanup time.

6 Examples of Learning/Children May:

- 7 1. Move or play in response to music.
- 8 2. Improvise sound effects during play.

9 **Preschool, Standard 3. Theory of Music**

10 Prepared Graduates:

- 11 5. Read, write, and analyze the elements of music through a variety of means to demonstrate
12 musical literacy.
- 13 6. Aurally identify and differentiate musical elements to interpret and respond to music.

14 **Preschool Learning and Development Expectation:**

- 15 1. Describe and respond to musical elements.

16 LDE Code: MU.P.3.1

17 **Indicators of Progress**

18 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 19 a. ~~Use individual means to respond to rhythm.~~ Respond to rhythm using student choice of
20 demonstration.
- 21 b. ~~Use individual means to respond to pitch.~~ Respond to pitch using student choice of
22 demonstration.
- 23 c. ~~Use individual means to respond to dynamics.~~ Respond to dynamics using student choice of
24 demonstration.
- 25 d. ~~Use individual means to respond to form.~~ Respond to dynamics using student choice of
26 demonstration.

27 e. Use invented symbols to represent musical sounds and ideas.

1 Examples of High-Quality Teaching and Learning Experiences

2 Supportive Teaching Practices/Adults May:

- 3 1. Play their favorite kinds of music with children and tell what they like about it.
- 4 2. Play and discuss a variety of musical styles.
- 5 3. Invite children to compare their responses to different types of music.
- 6 4. Ask questions such as how a piece of music makes them feel, what they do or do not like
- 7 about it and how it is similar to other music they have heard.

8 Examples of Learning/Children May:

- 9 1. Use words or other expression to say why they like music.
- 10 2. Use words or other expression to describe differences in music.
- 11 3. Share why they like some music better than others.

12 Preschool, Standard 3. Theory of Music

13 Prepared Graduates:

- 14 5. Read, write, and analyze the elements of music through a variety of means to demonstrate
- 15 musical literacy.
- 16 6. Aurally identify and differentiate musical elements to interpret and respond to music.

17 Preschool Learning and Development Expectation:

- 18 2. Recognize a wide variety of sounds and sound sources.

19 LDE Code: MU.P.3.2

20 Indicators of Progress

21 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 22 a. Use personal communication to describe sources of sound.
- 23 b. ~~Use individual means to respond to dynamics and tempo.~~ Respond to dynamics and tempo
- 24 using student choice of demonstration.

25 Examples of High-Quality Teaching and Learning Experiences

1 Supportive Teaching Practices/Adults May:

- 2 1. Provide opportunities for children to listen to a variety of culturally diverse recorded music
3 while drawing or painting, as well as other appropriate classroom activities.
- 4 2. Model moving arms up when hearing high notes/pitches and down with low notes/pitches.
- 5 3. Demonstrate a variety of vocal and instrumental sounds.
- 6 4. Play sounds that students may hear in their world-environment (e.g., train
7 whistle,
thunderstorm, a concert).

8 Examples of Learning/Children May:

- 9 1. Communicate a song's meaning and intent through drawing or painting (e.g., drawing farm
10 animals while listening to "Old MacDonald").
- 11 2. Move arms up to high notes/pitches and down to low notes/pitches.
- 12 3. Identify types of sounds (voice vs instrument-vocal, instrumental, or environmental).
- 13 4. Use words to identify sounds they hear in their world-environment.

14 **Preschool, Standard 4. ~~Aesthetic Valuation of Music~~ Response to Music**

15 Prepared Graduates:

- 16 7. Evaluate and respond to music using criteria to make informed musical decisions.

17 Preschool Learning and Development Expectation:

- 18 1. Show musical preference for style or song.

19 LDE Code: MU.P.4.1

20 Indicators of Progress

21 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 22 a. Move, sing, or describe to show preference for styles of music.
- 23 b. Discuss feelings in response to music.
- 24 c. Use individual communication to describe music.

25 Examples of High-Quality Teaching and Learning Experiences

1 Supportive Teaching Practices/Adults May:

- 2 1. Model and talk about why they chose to listen to a particular musical selection.
- 3 2. Plan classroom experiences in which children are exposed to a variety of **culturally diverse**
- 4 musical styles.
- 5 3. Provide children with access to an organized music area and supply with a range of **culturally**
- 6 **diverse** recorded music (e.g., classical, jazz, rock, rap, salsa) and props (e.g., scarves, ribbons,
- 7 bells) for children to access independently to explore ways to move to music.
- 8 4. Provide children with opportunities to express opinions about music through verbal response,
- 9 movement, and play.

10 Examples of Learning/Children May:

- 11 1. Children move, dance, sing, **and/or play instruments** in response to music.
- 12 2. Children indicate preference for certain songs or styles of music.
- 13 3. Request their favorite music.

14 **Preschool, Standard 4. ~~Aesthetic Valuation of Music~~ Response to Music**

15 Prepared Graduates:

- 16 8. Connect musical ideas and works with societal, cultural and historical context to understand
- 17 relationships and influences.

18 Preschool Learning and Development Expectation:

- 19 2. Recognize music in daily life.

20 LDE Code: MU.P.4.2

21 Indicators of Progress

22 By the end of the preschool experience (approximately 60 months/5 years old), students may:

- 23 a. Explore **culturally diverse** music from media, community, and home events.
- 24 b. Listen and respond to various musical styles (such as marches, **mariachi**, and lullabies).
- 25 c. Communicate feelings in music.

- 26 d. Express personal interests regarding why some music selections are preferred over others.

1 Examples of High-Quality Teaching and Learning Experiences

2 Supportive Teaching Practices/Adults May:

- 3 1. Play a variety of **culturally diverse** music styles for children.
- 4 2. Demonstrate movement to music (e.g., marching, skipping, walking, rocking).
- 5 3. Encourage free movement to music of various styles.

6 Examples of Learning/Children May:

- 7 1. Move in different ways to different styles of music (e.g., children's songs, lullabies, jazz,
8 marches, **mariachi**, etc.).
- 9 2. Bounce, sway, walk, march, skip to music.

1 Kindergarten, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. Respond to musical opposites.

6 GLE Code: MU.K.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. Echo and perform ~~simple~~ melodic and rhythmic patterns.
- 10 b. Respond (sing, move, and play) to changes in mood or form (e.g., beat, tempo, dynamics, and
11 melodic direction).
- 12 c. Respond (sing, move, and play) to music, differentiating between sound and silence.

13 Academic Context and Connections

14 Colorado Essential Skills:

- 15 1. Recognize that problems can be identified and possible solutions can be created.
(Creativity/Innovation)
- 16 2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
17 (Critical Thinking & Analysis)

18 Inquiry Questions:

- 19 1. How does different music change the way you feel?
- 20 2. Is silence a part of music?
- 21 3. How many different ways can you move to music?

22 Expand and Connect:

- 23 1. Using developmentally appropriate movements to express music demonstrates ability to respond
24 to musical elements.
- 25 2. Gross and fine motor skills are refined when responding to music through movement.
- 26 3. Expressing music through movement and dance is an important part of all culture

1 Kindergarten, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

4 Grade Level Expectation:

- 5 2. ~~Sing and/or play~~ Perform Perform/Demonstrate introductory and developmentally appropriate simple songs with
6 accurate pitch, rhythm, expressive elements.

7 GLE Code: MU.K.1.2

8 Evidence Outcomes

9 Students Can:

- 10 a. ~~Sing and move~~ Demonstrate using developmentally appropriate simple songs and singing games
11 from a variety
12 of cultures.
- 13 b. Demonstrate speaking, singing, whispering, ~~and shouting~~, and inner voice (auditation).
14

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Communicating a variety of ideas and emotions through performance demonstrates a willingness
18 to try new things. (Adaptability and Flexibility)
- 19 2. Accurately recognize one's own emotions, thoughts, and values and how they influence a
20 performance. (Self-Awareness)
- 21 3. Articulate musical ideas using different forms of communication to express themselves.
22 (Interpersonal Communication)

23 Inquiry Questions:

- 24 1. How does performing songs help you learn?
- 25 2. How does music express thoughts and feelings?
- 26 3. How can movement communicate the meaning of a piece of music?

27 Expand and Connect:

- 28 1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and
29 patriotic songs enables varying ways to teach content skills.
- 30 2. Musicality is the ability to perform and respond to music in meaningful ways.

1 3. Movement can demonstrate the ability to follow musical elements.

2 Kindergarten, Standard 1. Expression of Music

3 Prepared Graduates:

4 3. Demonstrate practice and refinement processes to develop independent musicianship.

5 Grade Level Expectation:

6 3. Apply teacher critique and self-reflection to refine individual technique and performance of
7 ~~introductory~~ developmentally appropriate songs.

8 GLE Code: MU.K.1.3

9 Evidence Outcomes

10 Students Can:

- 11 a. Engage in refinement and feedback processes to prepare music for performance.
12 b. Self-evaluate to refine musical performance.

13 Academic Context and Connections

14 Colorado Essential Skills:

- 15 1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids
16 in developing musicianship. (Perseverance/Resilience)
- 17 2. Recognizing where performance problems can be identified, as well as possible solutions can be
18 created within musical practice and refinement processes, increases critical thinking within a
19 musical context. (Critical Thinking and Analysis)
- 20 3. Implementing a variety of teacher provided task and time management strategies through musical
21 practice and refinement processes supports development of high quality musical products,
22 determined by teacher criteria. (Self-Management)
- 23 4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic.
24 (Data Analysis)

25 Inquiry Questions:

- 26 1. When is a musical work ready to share?
27 2. How do individual musicians improve the quality of their performance?
28 3. Why is it important for the performer to stay focused throughout the performance?

1 Expand and Connect:

- 2 1. Musicality is the ability to perform and respond to music in meaningful ways.
- 3 2. Using movements to express music demonstrates ability to ~~correctly~~ accurately respond to musical elements.
- 4 3. Music ~~can~~ contain a theme just as a story contains a main idea.

5 Kindergarten, Standard 2. Creation of Music

6 Prepared Graduates:

- 7 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

8 Grade Level Expectation:

- 9 1. Compose, improvise, and arrange simple patterns using rhythm and/or pitch.

10 GLE Code: MU.K.2.1

11 Evidence Outcomes

12 Students Can:

- 13 a. Compose a short pattern to represent a character or idea in a story or poem.
- 14 b. Improvise sound effects and simple patterns to stories and poems.
- 15 c. Arrange sound effect patterns to embellish songs, stories and poems.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways.
19 (Creativity ~~and~~ Innovation)
- 20 2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across
21 domains, and recognize new opportunities. (~~Adaptability and Flexibility~~)
- 22 3. Creating music requires consideration of purpose, audience, planning, and delivery.
23 (~~Civic Engagement~~)

24 Inquiry Questions:

- 25 1. How ~~does-can~~ music help to tell a story?
- 26 2. Where else can you find patterns?
- 27 3. Why are patterns important in music?

1 Expand and Connect:

- 2 1. Students can make connections between the personality of a character in a story and how they are
3 portrayed with a musical theme or motif.
- 4 2. Students can use technology to create, sample and manipulate sound effects. They can also use
5 the internet as a resource for environmental sounds.

6 Kindergarten, Standard 3. Theory of Music

7 Prepared Graduates:

- 8 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
9 literacy.
- 10 6. Aurally identify and differentiate musical elements to interpret and respond to music.

11 Grade Level Expectation:

- 12 1. Identify and demonstrate melodic and rhythmic opposites.

13 GLE Code: MU.K.3.1

14 Evidence Outcomes

15 Students Can:

- 16 a. Melody: Identify and demonstrate high/low, same/different, up/down.
- 17 b. Rhythm: Identify/**differentiate** and demonstrate beat/no beat, same/different.

18 Academic Context and Connections

19 Colorado Essential Skills:

- 20 1. Reading and analyzing music increases s knowledge and development of musical ideas, as well as
21 musical understanding. (Creativity **and** Innovation)
- 22 2. Writing music allows application of knowledge, making informed decisions, and transferring that
23 knowledge to new contexts. (**Self-Awareness**)
- 24 3. Reading and analyzing music are opportunities to look for and value different perspectives
25 expressed by others. (Adaptability **and** Flexibility)

26 Inquiry Questions:

- 27 1. How do opposites make music more interesting to listen to?
- 28 2. Why is it important to keep a steady beat **in certain situations**?

1 Expand and Connect:

- 2 1. Demonstrating musical opposites through movement helps to assess one’s understanding of
3 opposites.
4 2. Demonstrating opposites builds long-term memory and connections to literary and societal
5 opposites.
6 3. Specific vocabulary is necessary to describe music.

7 Kindergarten, Standard 3. Theory of Music

8 Prepared Graduates:

- 9 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
10 literacy.
11 6. Aurally identify and differentiate musical elements to interpret and respond to music.

12 Grade Level Expectation:

- 13 2. Identify and demonstrate tempo and dynamic opposites.
14 GLE Code: MU.K.3.2

15 Evidence Outcomes

16 Students Can:

- 17 a. Tempo: Identify/~~differentiate~~ and demonstrate fast/slow.
18 b. Dynamics: Identify/~~differentiate~~ and demonstrate loud/~~soft-quiet~~, sound/silence, same/different.

19 Academic Context and Connections

20 Colorado Essential Skills:

- 21 1. Interpreting expressive musical elements provides an opportunity to recognize personal
22 characteristics, preferences, thoughts, and feelings. (Self-Awareness)
23 2. Using expressive musical elements provides recognition and awareness of the value in different
24 perspectives expressed by others. (Adaptability and Flexibility)
25 3. Using a variety of expressive elements in music demonstrates ~~a-willingness-an ability~~ to try new
26 things (Creativity and Innovation)

27 Inquiry Questions:

- 28 1. How can we make songs sound more interesting?

1 Expand and Connect:

- 2 1. Demonstrating opposites aurally and kinesthetically builds long-term memory and connections to
3 literary **and societal** opposites.
- 4 2. Demonstrating musical opposites through movement helps to assess one's understanding of
5 opposites.
- 6 3. Various musical styles (~~American~~ folk music, **classical music**, marches, **and** lullabies) can be used to
7 provide examples of same and different.

8 Kindergarten, Standard 3. Theory of Music

9 Prepared Graduates:

- 10 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
11 literacy.
- 12 6. Aurally identify and differentiate musical elements to interpret and respond to music.

13 Grade Level Expectation:

- 14 3. Identify and demonstrate basic form and timbre elements.

15 GLE Code: MU.K.3.3

16 Evidence Outcomes

17 Students Can:

- 18 a. Timbre: Aurally identify vocal/instrumental sounds, speaking/singing/whispering/shouting voices.
19 b. Form: Aurally identify same/different, introduction, question/answer.

20 Academic Context and Connections

21 Colorado Essential Skills:

- 22 1. Recognizing musical ~~form and~~ structure provides a format to describe cause and effect
23 relationships and patterns (**Critical Thinking and Analysis**)
- 24 2. Applying knowledge of musical form and structure allows design parameters to set goals and make
25 informed decisions to learned and new concepts. (**Self-Management**)

26 Inquiry Questions:

- 27 1. How do voices and instruments sound different?
28 2. When people listen to a piece of music, what are they listening for?

1 3. What makes voices and instruments sound different?

2 Expand and Connect:

3 1. Ample experiences of “same/different” set up eventual understanding of binary (AB) form.

4 2. The ability to hear same and different phrases is a foundational skill to developing aural
5 discrimination.

6 3. Identifying similar themes, patterns, and textures in stories, songs, and art forms provides practice
7 and exploration in how themes/patterns and textures are used in the world.

8 Kindergarten, Standard 4. ~~Aesthetic Valuation of Music~~ Response to
9 Music

10 Prepared Graduates:

11 7. Evaluate and respond to music using criteria to make informed musical decisions.

12 Grade Level Expectation:

13 1. Describe musical preferences in their own words.

14 GLE Code: MU.K.4.1

15 Evidence Outcomes

16 Students Can:

17 a. Communicate understanding of musical ideas or moods through a variety of mediums **and**
18 **modalities** (e.g., movement, drawing, story-telling).

19 ~~b. Communicate personal preferences and/or reactions to music.~~ Apply musical concepts to describe
20 **personal preferences or reactions to music.**

21 Academic Context and Connections

22 Colorado Essential Skills:

23 1. Discerning musical preferences allows individuals to make connections between information
24 gathered and personal experiences. (**Self-Awareness**)

25 Inquiry Questions:

26 1. Why do we choose different music for different events?

27 2. Why does some music make you want to move?

1 Expand and Connect:

- 2 1. Connecting music to other art forms (painting, sculpting, dancing) provides children with another
3 way to express thoughts and emotions.

4 Kindergarten, Standard 4. ~~Aesthetic Valuation of Music~~ Response to
5 Music

6 Prepared Graduates:

- 7 8. Connect musical ideas and works with societal, cultural and historical context to understand
8 relationships and influences.

9 Grade Level Expectation:

- 10 2. Recognize relationships between music and celebrations in daily life.

11 GLE Code: MU.K.4.2

12 Evidence Outcomes

13 Students Can:

- 14 a. Recognize the use of music in media.
15 b. Listen and respond to various musical styles (such as marches and lullabies).
16 c. Communicate how music for various purposes contributes to specific experiences.

17 Academic Context and Connections

18 Colorado Essential Skills:

- 19 1. Experiencing and analyzing music of different cultures helps to identify and explain cultural
20 perspectives. (Global and Cultural Awareness)

21 Inquiry Questions:

- 22 1. Why do we choose different music for different ~~times-occasions~~?
23 2. What causes various instruments and voices to sound different from each other?
24 3. What makes one ~~musical style-genre~~ different from another?

1 Expand and Connect:

- 2 1. Discussing ways that we listen to music in daily life (in the car, headphones, in an audience, on the
3 computer or television) provides a connection to the many purposes and functions music serves in
4 daily life.
- 5 2. Providing diverse examples of the use of music in society builds a beginning understanding of the
6 role music plays in individual experiences, family events.

1 Music

2 First Grade, Standard 1. Expression of Music

3 Prepared Graduates:

- 4 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

5 Grade Level Expectation:

- 6 1. ~~Perform Sing and/or play~~ Perform/Demonstrate music that ~~demonstrates exhibits~~ learned rhythmic and melodic patterns.

7 GLE Code: MU.1.1.1

8 Evidence Outcomes

9 Students Can:

- 10 a. ~~Perform Sing and/or play~~ Demonstrate melodic patterns that include same/different and three-pitch melodies.
- 11 b. ~~Perform Sing and/or play~~ Demonstrate rhythmic patterns that include quarter note, paired eighth notes, and
- 12 quarter rest.
- 13 c. ~~Perform Sing and/or play~~ Demonstrate a steady beat while contrasting rhythms are being played.
- 14 d. Apply the concept of steady beat to music with contrasting rhythms and tempo.

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Build on personal experience to specify a challenging problem to investigate.
18 (Creativity/Innovation)
- 19 2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
20 (Critical Thinking and Analysis)
- 21 3. Demonstrate a willingness to try new things. (Creativity and Innovation)

22 Inquiry Questions:

- 23 1. Why is it important to keep a steady beat in certain situations?
- 24 ~~2. —How do the beats in music relate to counting in math?~~
- 25 2. Why are patterns important in music?

26 Expand and Connect:

- 27 1. Use of **culturally diverse** nursery rhymes and songs **to** enable varying ways to teach content skills
28 and concepts.
- 29 2. Musicality is the ability to perform and respond to music in meaningful ways.

- 1 3. **When** performers respond to patterns and symbols of music, they are communicating a
2 composer's message just as a reader is communicating an author's message.

3 First Grade, Standard 1. Expression of Music

4 Prepared Graduates:

- 5 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

6 Grade Level Expectation:

- 7 2. ~~Perform Sing and/or play~~ Perform/Demonstrate ~~basic developmentally appropriate~~ songs with
8 accurate pitch, rhythm,
9 tone and expressive elements.

9 GLE Code: MU.1.1.2

10 Evidence Outcomes

11 Students Can:

- 12 a. ~~Sing and/or play, and/or move~~ Demonstrate a variety of culturally diverse songs while maintaining
13 a steady beat.
14 b. Demonstrate appropriate tempo and dynamic levels.

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Communicating a variety of ideas and emotions through performance demonstrates a
17 willingness to try new things. (**Adaptability and Flexibility**)
18 2. Consider purpose, formality of context/audience, and distinct cultural norms when
19 planning content, mode, delivery, and expression of a performance.
20 (**Social Awareness**)
21 3. Articulate musical ideas using different forms of communication to express themselves.
22 (**Interpersonal Communication**)

23 Inquiry Questions:

- 24 1. How ~~does-can~~ music tell a story?
25 2. Why are there changes in ~~speed and volume~~ tempo and dynamic level in music?
26 3. Why is it important to keep a steady beat in certain situations?

1 Expand and Connect:

- 2 1. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in
3 the physiological needs of beginning reading skills.
- 4 2. Musicality is the ability to perform and respond to music in ~~meaningful~~ a variety of ways.
- 5 3. Responding to patterns and symbols in music communicates a composer's message just as a
6 reader is communicating an author's message.

7 First Grade, Standard 1. Expression of Music

8 Prepared Graduates:

- 9 3. Demonstrate practice and refinement processes to develop independent musicianship.

10 Grade Level Expectation:

- 11 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance
12 of basic songs.

13 GLE Code: MU.1.1.3

14 Evidence Outcomes

15 Students Can:

- 16 a. Engage in refinement and feedback processes to prepare music for performance.
- 17 b. Self-evaluate to refine musical performance.
- 18 c. Critique expressive elements performed by others.

19 Academic Context and Connections

20 Colorado Essential Skills:

- 21 1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids
22 in developing musicianship. (Perseverance and Resilience)
- 23 2. Recognizing where performance problems can be identified, as well as possible solutions can be
24 created within musical practice and refinement processes, increases critical thinking within a
25 musical context..(Critical Thinking and Analysis)
- 26 3. Implement a variety of task and time management strategies through musical practices and
27 refinement processes to support development of high-quality musical products. (
28 Self-Management)
- 29 4. Synthesizing information from multiple sources ~~to~~ helps to demonstrate understanding of a topic.
30 (Critical Thinking and Analysis)

1 Inquiry Questions:

- 2 1. When is a musical work ready to share?
3 2. Why is it important to interpret music symbols ~~correctly~~ accurately and consistently in certain
4 musical situations?
5 3. Why is it important to follow the person leading the group (e.g., director, conductor, teacher)?

6 Expand and Connect:

- 7 1. Musicality is the ability to perform and respond to music in ~~meaningful~~ a variety of ways.
8 2. Understanding responsible personal and social behaviors in musical settings gives insights to
9 societal expectations in similar group settings.
10 3. When performers respond to patterns and symbols of music, they are communicating a
11 composer's message just as a reader is communicating an author's message.

12 First Grade, Standard 2. Creation of Music

13 Prepared Graduates:

- 14 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

15 Grade Level Expectation:

- 16 1. ~~Compose~~ Create, document, improvise, and arrange short phrases using rhythm and/or pitch.

17 GLE Code: MU.1.2.1

18 Evidence Outcomes

19 Students Can:

- 20 a. ~~Compose~~ Create and document a short instrumental and vocal pattern to accompany culturally
21 diverse poems, rhymes, and stories.
22 b. Improvise short patterns using ~~known~~ learned pitches and rhythms.
23 c. Arrange instrumental and vocal patterns to enhance culturally diverse poems, rhymes, stories and
24 songs. (e.g., create a spooky soundscape to go with a Halloween poem; create a happy pattern to
25 be background music for a happy part of a story)

26 Academic Context and Connections

27 Colorado Essential Skills:

- 28 1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways.
29 (Creativity and Innovation)

- 1 2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across
- 2 domains, and recognize new opportunities. (**Adaptability and Flexibility**)
- 3 3. Creating music requires consideration of purpose, audience, planning, and delivery.
- 4 **{Civic Engagement}**

5 Inquiry Questions:

- 6 1. How **does-can** music help to tell a story?
- 7 2. Why are phrases important in music?
- 8 3. How does music notation help a **composer-musical creator** share and save **his-their** music?

9 Expand and Connect:

- 10 1. Students can use technology to create, sample and manipulate sound effects. They can also use
- 11 the internet as a resource for sounds.
- 12 2. Exploring how music fits a story can lead to the connection between music and language arts.
- 13 3. Using music expressive elements in creating music **will-can** give students a deeper understanding
- 14 of these fundamentals.
- 15 4. Creating patterns in music can provide insight to identifying patterns in the world around them.

16 First Grade, Standard 3. Theory of Music

17 Prepared Graduates:

- 18 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 19 literacy.
- 20 6. Aurally identify and differentiate musical elements to interpret and respond to music.

21 Grade Level Expectation:

- 22 1. Identify and demonstrate introductory melodic and rhythmic patterns.

23 GLE Code: MU.1.3.1

24 Evidence Outcomes

25 Students Can:

- 26 a. Melody: Identify and demonstrate same/different patterns, three-**note-pitch** patterns.
- 27 b. Rhythm: Identify and demonstrate **rhythmic patterns that include one sound for one beat, two**
- 28 **equal sounds for one beat, and one silent beat** (quarter note/rest, paired eighth notes, steady
- 29 beat, strong/weak, beat vs rhythm, same/different).

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Reading and analyzing music increases knowledge and development of musical ideas, as well as
- 4 musical understanding. (Creativity and innovation)
- 5 2. Writing music allows application of knowledge, making informed decisions, and transferring that
- 6 knowledge to new contexts. (Self-Awareness)
- 7 3. Reading and analyzing music are opportunities to look for and value different perspectives
- 8 expressed by others (Global and Cultural Awareness)

9 Inquiry Questions:

- 10 1. How do melody and rhythm make music interesting?
- 11 2. Why is it important to keep a steady beat in certain situations?
- 12 3. How will identifying notes and rests help me in performing music?

13 Expand and Connect:

- 14 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found
- 15 in many disciplines and vocations (mathematics, history, visual art and design, architecture,
- 16 science).
- 17 2. ~~Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter~~
- 18 ~~rests. Students can make connections between one and two syllable words to one sound that~~
- 19 ~~represents a single beat of music and two equal sounds that represent a single beat of music~~
- 20 3. Music notation is a visual representation of organized sound and silence.

21 First Grade, Standard 3. Theory of Music

22 Prepared Graduates:

- 23 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 24 literacy.
- 25 6. Aurally identify and differentiate musical elements to interpret and respond to music.

26 Grade Level Expectation:

- 27 2. Identify, label, and demonstrate changes in tempos and dynamics.

28 GLE Code: MU.1.3.2

1 Evidence Outcomes

2 Students Can:

- 3 a. Tempo: Identify and demonstrate faster/slower.
- 4 b. Dynamics: Identify and demonstrate louder/softer, piano, forte

5 Academic Context and Connections

6 Colorado Essential Skills:

- 7 1. Interpreting expressive musical elements provides an opportunity to recognize personal
- 8 characteristics, preferences, thoughts, and feelings. (Self-Advocacy and Initiative)
- 9 2. Using expressive musical elements provides recognition and awareness of the value in different
- 10 perspectives expressed by others. (Social Awareness)
- 11 3. Using a variety of expressive elements in music demonstrates a willingness to try new things.
- 12 (Adaptability and Flexibility)

13 Inquiry Questions:

- 14 1. What are ways music can be made more interesting?

15 Expand and Connect:

- 16 1. Music from various cultures changes expressive elements to convey a message.
- 17 2. Demonstrating opposites kinesthetically builds long-term memory and connections to literary and
- 18 societal opposites.

19 First Grade, Standard 3. Theory of Music

20 Prepared Graduates:

- 21 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 22 literacy.
- 23 6. Aurally identify and differentiate musical elements to interpret and respond to music.

24 Grade Level Expectation:

- 25 3. Identify and demonstrate basic form/structure, meter/beat groupings, and timbre elements.

26 GLE Code: MU.1.3.3

1 Evidence Outcomes

2 Students Can:

- 3 a. Form/**Structure**: Aurally identify phrase, AB.
- 4 b. Meter/**Beat groupings**: Identify and demonstrate steady beat, in different meters/**beat groupings**.
- 5 c. Timbre: Aurally identify pitched/non-pitched instruments.

6 Academic Context and Connections

7 Colorado Essential Skills:

- 8 1. Recognizing musical form and structure provides a format to describe cause-and-effect
- 9 relationships and patterns (**Critical Thinking and Analysis**)
- 10 2. Applying knowledge of musical form and structure allows design parameters to set goals and make
- 11 informed decisions to learned and new concepts (**Self-Awareness**)

12 Inquiry Questions:

- 13 1. How do voices and instruments sound different?
- 14 2. When people listen to a piece of music, what are they listening for?
- 15 3. Why do instruments (or voices) belong to certain families/**groups**?

16 Expand and Connect:

- 17 1. Various musical styles (~~American~~ folk music, **classical music**, marches, lullabies, holidays) use an AB
- 18 pattern and/or introduction or phrases.
- 19 2. Describing other disciplines that could have an AB pattern provides a connection to what a pattern
- 20 is, how it is constructed, and where it can be found.
- 21 3. Musical themes, patterns, and textures can be compared to the use of these elements in stories,
- 22 songs, and other art forms.

23 First Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to Music

24 Prepared Graduates:

- 25 7. Evaluate and respond to music using criteria to make informed musical decisions.

26 Grade Level Expectation:

- 27 1. Describe and/or demonstrate how ideas or moods are communicated through music.

28 GLE Code: MU.1.4.1

1 Evidence Outcomes

2 Students Can:

- 3 a. Describe specific elements of music that impact thoughts or emotions.
- 4 b. Communicate understanding of music ideas or moods through a variety of mediums (e.g.,
- 5 movement, drawing, storytelling).
- 6 c. **Apply musical concepts to** describe personal preferences or reactions to music.

7 Academic Context and Connections

8 Colorado Essential Skills:

- 9 1. Articulating the mood of a particular piece of music requires interpretation of aural information to
- 10 draw conclusions. (Critical Thinking **and Analysis**)

11 Inquiry Questions:

- 12 1. How can certain movements be more appropriate for one type of music than another?
- 13 2. What are some specific elements in music that can change the feelings that are communicated?
- 14 3. How do the basic elements of music communicate thoughts or emotions?

15 Expand and Connect:

- 16 1. Looking at a variety of dance styles (e.g., ballet, samba, hip-hop, tap, flamenco) can bring clarity to
- 17 the idea that different styles of music make us feel and move differently.
- 18 2. Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies,
- 19 theater, dance, performances, commercials.)

20 Music

21 First Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to Music

22 Prepared Graduates:

- 23 8. Connect musical ideas and works with societal, cultural and historical context to understand
- 24 relationships and influences.

25 Grade Level Expectation:

- 26 2. Identify, discuss, and respond to music created for specific purposes.

27 GLE Code: MU.1.4.2

1 Evidence Outcomes

2 Students Can:

- 3 a. Describe how ideas or moods are communicated through music written for specific purposes (such
4 as holiday, march, lullaby).
- 5 b. Describe specific elements of music that impact thoughts or emotions.
- 6 c. Create developmentally appropriate responses to music from various genres, periods, and styles
7 (rhythm, melody, form).

8 Academic Context and Connections

9 Colorado Essential Skills:

- 10 1. Experiencing and analyzing music of different cultures helps to identify and explain cultural
11 perspectives. (Global and Cultural Awareness)

12 Inquiry Questions:

- 13 1. How does music that is ~~composed~~ created for various purposes contribute to a specific
14 experience?
- 15 2. How can instruments be used to convey various emotions?
- 16 3. How does movement differ from one musical style to another?

17 Expand and Connect:

- 18 1. Observing and imitating movement to a variety of musical styles (including cultural and historical
19 excerpts) provides an understanding of the multitude of ways people can express themselves
20 through music and movement.
- 21 2. Using pictures, books and the internet to recognize various instruments by shape and sound
22 develops an initial ability to identify the instruments and their contribution to different musical
23 sounds and styles.

1 Second Grade, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. ~~Perform Sing and/or play~~ Perform/Demonstrate music that demonstrates exhibits learned rhythmic, melodic, and harmonic patterns.

6 GLE Code: MU.2.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Perform Sing and/or play~~ Demonstrate and connect melodic, rhythmic, and harmonic patterns using expressive elements.
- 10 b. ~~Perform~~ Demonstrate rhythmic and melodic ostinati in small groups.

11 Academic Context and Connections

12 Colorado Essential Skills:

- 13 1. Build on personal experience to specify a challenging problem to investigate. (Creativity and Innovation)
- 14 2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Adaptability and Flexibility)
- 15 3. Resist distractions, maintain attention, and continue the task at hand through frustration or
- 16 challenges. (Perseverance and Resilience)

17 Inquiry Questions:

- 18 1. Are ~~rests-silences~~ as important as ~~notes-sounds~~ in music?
- 19 2. How do accompaniments change a song?
- 20 3. How do patterns in math ~~help-connect~~ with patterns in music?

21 Expand and Connect:

- 22 1. Mathematic patterns can be identified in music.
- 23 2. Music can communicate a message.

1 Second Grade, Standard 1. Expression of Music

2 Prepared Graduates:

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

4 Grade Level Expectation:

2. ~~Perform Sing and/or play~~ Perform/Demonstrate simple developmentally appropriate songs with accurate pitch, rhythm, harmony, tone and expressive elements.

6 GLE Code: MU.2.1.2

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Sing and/or play and/or move~~ Demonstrate while using ~~tonic chord~~ an instrumental accompaniment (e.g., bourdun).
- 10 b. ~~Play and sing simple~~ Sing and/or play Demonstrate a variety of developmentally appropriate and culturally diverse melodies with ~~correct~~ accurate rhythm, tempo and dynamics.
- 11 c. Make observations and draw conclusions about the rhythms, tempos, and dynamics to the music
12 to which students are singing, playing, and moving.
- 13 d. Apply the concepts of rhythm, tempo, and dynamics to the music to which student are singing,
14 playing, and moving.

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Communicating a variety of ideas and emotions through performance demonstrates a willingness
18 to try new things. (Interpersonal Communication)
- 19 2. Consider purpose, formality of context/audience, and distinct cultural norms when planning
20 content, mode, delivery, and expression of a performance. (Social Awareness)
- 21 3. Articulate musical ideas using different ~~forms~~ types of communication to express themselves.
22 (Interpersonal Communication)

23 Inquiry Questions:

- 24 1. Why is it important to understand how to perform using the ~~correct~~ accurate notes and rhythms?
- 25 2. How does music make you feel?
- 26 3. How does playing technique alter the quality of sound?

1 Expand and Connect:

- 2 1. Singing songs focusing on phonemic awareness and cross body movements develop reading skills.
3 2. Learning to **sing-express music** along with others demonstrates teamwork.
4 3. Musicality is the ability to perform and respond to music in **meaningful-a variety of** ways.

5 **Music**

6 **Second Grade, Standard 1. Expression of Music**

7 Prepared Graduates:

- 8 3. Demonstrate practice and refinement processes to develop independent musicianship.

9 Grade Level Expectation:

- 10 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance
11 of simple songs.

12 GLE Code: MU.2.1.3

13 Evidence Outcomes

14 Students Can:

- 15 a. Engage in refinement and feedback processes to prepare music for performance.
16 b. Self-evaluate to refine musical performance.
17 c. **Critique expressive elements performed by others.**

18 Academic Context and Connections

19 Colorado Essential Skills:

- 20 1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids
21 in developing musicianship. (Perseverance **and** Resilience)
22 2. Recognizing where performance problems can be identified, as well as possible solutions can be
23 created within musical practice and refinement processes, increases critical thinking within a
24 musical context. (Critical Thinking **and Analysis**)
25 3. Implementing a variety of task and time management strategies through musical practice and
26 refinement processes supports development of high-quality musical products. (**Self-Management**)
27 4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic.
28 (**Critical Thinking and Analysis**)

1 Inquiry Questions:

- 2 1. When is a musical work ready to share?
3 2. Why is it important to interpret music symbols ~~correctly~~ accurately and consistently?
4 3. How will knowing ~~notes and rests~~ musical symbols help me in performing music?

5 Expand and Connect:

- 6 1. Learning to ~~sing~~ express music along productively with others demonstrates teamwork.
7 2. Understanding responsible personal and social behaviors in musical settings gives insights to
8 societal expectations in similar group settings.
9 3. When performers respond to patterns and symbols of music, they are communicating a
10 composer's message just as a reader is communicating an author's message.

11 Music

12 Second Grade, Standard 2. Creation of Music

13 Prepared Graduates:

- 14 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

15 Grade Level Expectation:

- 16 1. ~~Compose~~, Create, document, improvise, and arrange phrases using rhythm and/or pitch.

17 GLE Code: MU.2.2.1

18 Evidence Outcomes

19 Students Can:

- 20 a. ~~Compose~~ Create and document instrumental and vocal patterns using known rhythms and pitches.
21 b. Improvise instrumentally and/or vocally question-answer patterns using known rhythms and
22 pitches.
23 c. Arrange a song by adding an ostinato using known pitches and rhythms (e.g., let students design a
24 minor ostinato to accompany a minor song they are singing in class; instructor gives the students
25 the pitches and the students choose how to use them).

26 Academic Context and Connections

27 Colorado Essential Skills:

- 28 1. Composing, improvising, and arranging helps to synthesize ideas in original and surprising ways.
29 (Creativity and Innovation)

- 1 2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across
- 2 domains, and recognize new opportunities. (**Perseverance and Resilience**)
- 3 3. Creating music requires consideration of purpose, audience, planning, and delivery.
- 4 (**Civic Engagement**)

5 Inquiry Questions:

- 6 1. Where else can you improvise?
- 7 2. How is improvisation like brainstorming?
- 8 3. How is improvising like having a conversation?

9 Expand and Connect:

- 10 1. Crafting an improvised phrase provides the ability to focus on aural detail, strengthening other
- 11 auditory abilities. (e.g., hearing phonemic differences, identify aural patterns in numeracy, ability
- 12 to follow directions)
- 13 2. Technology can be used as a tool to record and/or create music for student self-reflection.
- 14 3. The ability to create patterns in music can be connected to patterns in other disciplines (e.g., math,
- 15 visual art, dance, spelling).

16 Second Grade, Standard 3. Theory of Music

17 Prepared Graduates:

- 18 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 19 literacy.
- 20 6. Aurally identify and differentiate musical elements to interpret and respond to music.

21 Grade Level Expectation:

- 22 1. Identify and demonstrate basic melodic, rhythmic, and harmonic patterns.

23 GLE Code: MU.2.3.1

24 Evidence Outcomes

25 Students Can:

- 26 a. Melody: Identify and demonstrate step/skip/repeat within a melody.
- 27 b. Rhythm: Identify and demonstrate **patterns that include sounds and silence that last two beats and**
- 28 **four beats** (half note/rest, whole note/rest).
- 29 c. Harmony: Identify and demonstrate introductory harmony using **the tonic**-chords (e.g., intervals,
- 30 borduns, ostinato, home tone).

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Reading and analyzing music increases knowledge and development of musical ideas, as well as
4 musical understanding. (Creativity **and** Innovation)
- 5 2. Writing music allows application of knowledge, making informed decisions, and transferring that
6 knowledge to new contexts. (**Career Awareness**)
- 7 3. Reading and analyzing music are opportunities to look for and value different perspectives
8 expressed by others. (**Social Awareness**)

9 Inquiry Questions:

- 10 1. How does melody and rhythm make music interesting?
- 11 2. What does harmony add to music?
- 12 3. How do patterns in math correlate with patterns in music?

13 Expand and Connect:

- 14 1. Identification of the differences and similarities between the alphabet and the musical alphabet
15 provides insight to the understanding that **Western** music notation is a distinct language.
- 16 2. The ability to recognize the patterns that occur in music relates to the patterns that can be found
17 in many disciplines and vocations (mathematics, history, visual art and design, architecture,
18 science).
- 19 3. Mathematical counting equivalents can be applied to **sounds and silences that last two and four**
20 **beats** (half notes/~~half~~ rests, whole notes/~~and whole~~ rests).

21 Second Grade, Standard 3. Theory of Music

22 Prepared Graduates:

- 23 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
24 literacy.
- 25 6. Aurally identify and differentiate musical elements to interpret and respond to music.

26 Grade Level Expectation:

- 27 2. Identify and demonstrate extreme changes in tempos, dynamics, and articulations.

28 GLE Code: MU.2.3.2

1 Evidence Outcomes

2 Students Can:

- 3 a. Tempo: Identify and demonstrate presto/largo.
- 4 b. Dynamics: Identify and demonstrate forte/piano.
- 5 c. Articulation: Identify and demonstrate smooth/connected, short/separated.

6 Academic Context and Connections

7 Colorado Essential Skills:

- 8 1. Interpreting expressive musical elements provides an opportunity to recognize personal
9 characteristics, preferences, thoughts, and feelings. (**Self-Awareness**)
- 10 2. Using expressive musical elements provides recognition and awareness of the value in different
11 perspectives expressed by others. (**Social Awareness**)
- 12 3. Using a variety of expressive elements in music demonstrates a willingness to try new things.
13 (**Collaboration and Teamwork**)

14 Inquiry Questions:

- 15 1. How would changing the tempo affect a song?
- 16 2. How can changing dynamics affect a song?

17 Expand and Connect:

- 18 1. Music from various cultures use changes in expressive elements to convey a message.
- 19 2. Expressive elements enhance musical performance.
- 20 3. Articulation in music mirrors the skill for articulation in speech and theatre productions and
21 requires precise diction and clarity.

22 Second Grade, Standard 3. Theory of Music

23 Prepared Graduates:

- 24 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
25 literacy.
- 26 6. Aurally identify and differentiate musical elements to interpret and respond to music.

27 Grade Level Expectation:

- 28 3. Identify and demonstrate intermediate form/**structure**, meter/**beat groupings**, and timbre
29 elements.

1 GLE Code: MU.2.3.3

2 Evidence Outcomes

3 Students Can:

- 4 a. Form/**Structure**: Aurally identify ABA, verse/refrain, coda.
- 5 b. Meter/**Beat groupings**: Identify and demonstrate duple and triple meter/**beat groupings** (2/4, 3/4)
- 6 and strong vs. weak beat **within a** measure.
- 7 c. Timbre: Aurally **categorize-organize** instruments **into categories**.

8 Academic Context and Connections

9 Colorado Essential Skills:

- 10 1. Recognizing musical form and structure provides a format to describe cause-and-effect
- 11 relationships and patterns. (**Critical Thinking and Analysis**)
- 12 2. Applying knowledge of musical form and structure allows design parameters to set goals and make
- 13 informed decisions to learned and new concepts. (**Adaptability and Flexibility**)

14 Inquiry Questions:

- 15 1. Can the same musical idea be presented in more than one way?
- 16 2. When people listen to a piece of music, what are they listening for?

17 Expand and Connect:

- 18 1. Examples of the ABA and verse/refrain patterns can be found in other disciplines (visual art and
- 19 design, dance, theatre, poetry).
- 20 2. Musical themes, patterns, and textures can be compared to the use of these elements in stories,
- 21 songs, and other art forms.
- 22 3. Properties (e.g., size, shape, composition) of an instrument dictate the types and range of sound it
- 23 can make.

24 Second Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to

25 Music

26 Prepared Graduates:

- 27 7. Evaluate and respond to music using criteria to make informed musical decisions.

1 **Grade Level Expectation:**

2 1. Discuss individual preferences for music using specific music terminology.

3 GLE Code: MU.2.4.1

4 **Evidence Outcomes**

5 **Students Can:**

6 a. Communicate understanding of music’s expressive qualities that influence personal preference.

7 b. Communicate similarities between musical pieces.

8 **Academic Context and Connections**

9 **Colorado Essential Skills:**

10 1. Discerning musical preferences allows individuals to make connections between information
11 gathered and personal experiences. (Self-Awareness)

12 **Inquiry Questions:**

13 1. How can movement reflect the expressive qualities of music?

14 2. How does music affect emotions and feelings in general?

15 3. How do individuals experience music in different ways?

16 **Expand and Connect:**

17 1. Using common language helps people communicate with and understand one another. Using
18 music vocabulary can be compared to vocabulary used in other areas (art, sports, or math).

19 2. Individuals make choices about musical preferences based on many reasons, such as family
20 preferences, popular media, and a wide or limited exposure to diverse ~~forms~~ genres of music.
21 Understanding the reasons for their own preferences can open students’ receptiveness to the
22 opinions and choices of others.

23 **Second Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to**
24 **Music**

25 **Prepared Graduates:**

26 8. Connect musical ideas and works with societal, cultural and historical context to understand
27 relationships and influences.

1 **Grade Level Expectation:**

2 2. Describe music from various cultures in their own words.

3 GLE Code: MU.2.4.2

4 **Evidence Outcomes**

5 **Students Can:**

- 6 a. Describe varying kinds of voices and instruments and their uses in various settings.
- 7 b. Explain their own cultural and social interests in music.
- 8 c. Identify and ~~correlate-connect~~ specific songs/music to specific settings (holiday, religious,
- 9 celebratory).

10 **Academic Context and Connections**

11 **Colorado Essential Skills:**

- 12 1. Experiencing and analyzing music of different cultures helps to identify and explain cultural
- 13 perspectives. (Global ~~and~~ Cultural Awareness)

14 **Inquiry Questions:**

- 15 1. How often do people listen and move to music for enjoyment?
- 16 2. Why is it important to experience a variety of music from different cultures?
- 17 3. How does music that is composed for various purposes contribute to a specific experience?

18 **Expand and Connect:**

- 19 1. America was created as a ~~melting pot~~ mosaic of people from around the world. The foundation for
- 20 understanding and appreciating ~~American~~ music is an understanding and appreciation of music
- 21 from around the globe.
- 22 2. The importance of music goes beyond entertainment and is also used to express things such as
- 23 strong emotions or celebrations, and to document important events in history.
- 24 3. Each family has their own musical traditions. Students can connect the music of their family (e.g.,
- 25 birthdays, holidays) to those celebrations around the world.

1 Third Grade, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. ~~Perform Sing and/or play phrases~~ Perform/Demonstrate music demonstrating that exhibits learned rhythmic, melodic, and ~~chordal-introductory~~ accompaniment components.

6 GLE Code: MU.3.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Perform-Demonstrate~~ learned melodic, rhythmic, and harmonic phrases using expressive
10 elements.
- 11 b. ~~Perform-Demonstrate and connect songs with~~ multiple rhythmic ~~and-or~~ melodic ostinati in small
12 groups.
- 12 c. ~~Demonstrate and interpret melodies based on the pentatonic scale.~~

13 Academic Context and Connections

14 Colorado Essential Skills:

- 15 1. Build on personal experience to specify a challenging problem to investigate. (Creativity ~~and~~
16 Innovation)
- 16 2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities.
17 (~~Perseverance and Resilience~~)
- 18 3. Resist distractions, maintain attention, and continue the task at hand through frustration or
19 challenges. (Perseverance ~~and~~ Resilience)

20 Inquiry Questions:

- 21 1. How are beat and rhythm different?
- 22 2. ~~Why is repetition and/or pattern important in music?~~ Do you think repetition and/or patterns are
23 important in music? Why?
- 24 3. How does identifying patterns help with memorization?

25 Expand and Connect:

- 26 1. Recognizing that patterns occur in music as in other parts of life builds the ability to find
27 connections in the world.

- 1 2. Identifying patterns in music from various cultures, historical periods, genres, and styles enables
- 2 listeners to find similarities and differences in each.
- 3 3. Musicality is the ability to perform and respond to music in meaningful ways.

4 Third Grade, Standard 1. Expression of Music

5 Prepared Graduates:

- 6 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

7 Grade Level Expectation:

- 8 2. ~~Perform Sing and/or play~~ **Perform/Demonstrate** notated songs with accurate pitch, rhythm, harmony, tone and expressive elements.

9 GLE Code: MU.3.1.2

10 Evidence Outcomes

11 Students Can:

- 12 a. Use ~~correct~~ **accurate** vocal and instrumental techniques when singing and playing instruments.
- 13 b. ~~Perform Sing and/or play~~ **Demonstrate** two-part songs (example: rounds, partner songs) using speech, body percussion, singing, movement, or instruments.
- 14 c. **Use notation to accurately perform rhythms and melodic direction.**

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Synthesize connections between information gathered and personal experiences to communicate
- 18 a variety of ideas and emotions through performance. (Critical Thinking **and**
- 19 **Analysis**)
- 20 2. Apply knowledge to set goals, make informed decisions and transfer to a performance.
- 21 (**Self-Management**)
- 22 3. Model positive behaviors for others in rehearsals and performances. (**Social**
- 23 **Awareness**)

24 Inquiry Questions:

- 25 1. Why are there changes in tempo, dynamics, and articulations in music?
- 26 2. ~~How does reading music help in music making?~~ **What is the purpose of notating music?**
- 27 3. Why is it important for ensembles to work as a team?

1 Expand and Connect:

- 2 1. Understanding the physiological aspects of ~~correct~~ posture, breathing, and technique leads to an
3 understanding of the biological aspects of ~~good~~ effective music production.
4 2. Musicality is the ability to perform and respond to music in meaningful ways.

5 Third Grade, Standard 1. Expression of Music

6 Prepared Graduates:

- 7 3. Demonstrate practice and refinement processes to develop independent musicianship.

8 Grade Level Expectation:

- 9 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance
10 of simple notated songs.

11 GLE Code: MU.3.1.3

12 Evidence Outcomes

13 Students Can:

- 14 a. Engage in refinement and feedback processes to prepare music for performance.
15 b. Self-evaluate to refine musical performance.
16 c. Critique expressive elements performed by others.

17 Academic Context and Connections

18 Colorado Essential Skills:

- 19 1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids
20 in developing musicianship. (Perseverance and Resilience)
21 2. Recognizing where performance problems can be identified, as well as possible solutions can be
22 created within musical practice and refinement processes, increases critical thinking within a
23 musical context. (Critical Thinking and Analysis)
24 3. Implementing a variety of task and time management strategies through musical practice and
25 refinement processes support development of high-quality musical products. (Self-Management)
26 4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic.
27 (Data Literacy)

1 Inquiry Questions:

- 2 1. When is a musical work ready to share?
3 2. What knowledge is needed to read and perform music?
4 3. How does identifying patterns help with memorization?

5 Expand and Connect:

6 ~~1. Basic music reading skills are necessary to become a literate musician.~~

7 1. Performance skills can be isolated and adjusted using technological devices to record, compare,
8 and/or evaluate the result of different techniques.

9 2. Understanding the physiological aspects of ~~correct~~ posture, breathing, and technique leads to an
10 understanding of the biological aspects of ~~good~~ effective music production.

11 Third Grade, Standard 2. Creation of Music

12 Prepared Graduates:

- 13 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

14 Grade Level Expectation:

- 15 1. Compose, improvise and arrange in known musical forms using rhythm and/or pitch.

16 GLE Code: MU.3.2.1

17 Evidence Outcomes

18 Students Can:

- 19 a. ~~Compose a phrase alone or with others in a known musical form (e.g., AB/ABA where A and B are a~~
20 ~~short phrase or idea).~~ Create and document a melodic and/or rhythmic composition using known
21 rhythms and pitches.
22 b. ~~Generate and improvise phrases within a musical selection.~~ musical idea within a musical structure
23 (e.g., rondo).
24 c. Arrange an accompaniment ~~(e.g., add a 4-chord xylophone or recorder ostinato to a known tune;~~
25 ~~students can design the rhythm/style)~~ to support a musical idea using known rhythms or pitches.

26 Academic Context and Connections

27 Colorado Essential Skills:

- 28 1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways.
29 (Creativity and Innovation)

- 1 2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across
- 2 domains, and recognize new opportunities. (Self-Awareness)
- 3 3. Creating music requires consideration of purpose, audience, planning, and delivery.
- 4 (Civic Engagement)

5 Inquiry Questions:

- 6 1. How is specific criteria in creating music similar to specific criteria in writing?
- 7 2. ~~How is improvisation used in other disciplines?~~ What other areas of your life do you improvise?
- 8 3. ~~Why do some melodies sound better than others?~~ What are some characteristics of your favorite
- 9 melodies?

10 Expand and Connect:

- 11 1. Using technology to record or create short musical segments provides a connection to modern
- 12 technology tools used in composing, improvising and arranging.
- 13 2. Creating new music or improvising within music requires risk-taking and critical-thinking abilities.
- 14 3. Building a great story and building a great composition follow the same process and contain the
- 15 same elements (e.g., introduction, conflict, climax, resolution).

16 Third Grade, Standard 3. Theory of Music

17 Prepared Graduates:

- 18 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 19 literacy.
- 20 6. Aurally identify and differentiate musical elements to interpret and respond to music.

21 Grade Level Expectation:

- 22 1. Identify and demonstrate notated melodic, rhythmic, and harmonic patterns ~~within the treble~~
- 23 ~~staff.~~

24 GLE Code: MU.3.3.1

25 Evidence Outcomes

26 Students Can:

- 27 a. Melody: Identify and demonstrate ~~line and space notes within a melody~~ musical symbols by name
- 28 or function.
- 29 b. Rhythm: Identify and demonstrate four sixteenth notes, dotted half note.

- 1 c. Harmony: Identify, ~~and demonstrate~~ perform or respond to harmonic changes using tonic and
2 dominant chords (e.g., intervals, bourdun, ostinato, home tone).

3 Academic Context and Connections

4 Colorado Essential Skills:

- 5 1. Reading and analyzing music increases knowledge and development of musical ideas, as well as
6 musical understanding. (Creativity and Innovation)
7 2. Writing music allows application of knowledge, making informed decisions, and transferring that
8 knowledge to new contexts. (Career Awareness)
9 3. Reading and analyzing music are opportunities to look for and value different perspectives
10 expressed by others. (Social Awareness)

11 Inquiry Questions:

- 12 1. How will being able to identify notational elements help in music-making?
13 2. How does identifying melodic and rhythmic patterns improve performance skills?
14 3. ~~What does harmony add to music?~~ How can harmony change the way music feels?

15 Expand and Connect:

- 16 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found
17 in many disciplines and vocations (such as mathematics, history, visual art and design, architecture,
18 science).
19 2. There are definite mathematical components of sixteenth notes and dotted half notes that
20 represent a fundamental understanding of fractions.
21 3. Music notation is a visual representation of organized sound and silence.

22 Third Grade, Standard 3. Theory of Music

23 Prepared Graduates:

- 24 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
25 literacy.
26 6. Aurally identify and differentiate musical elements to interpret and respond to music.

27 Grade Level Expectation:

- 28 2. Identify and demonstrate gradual tempos, dynamics, and articulations.

29 GLE Code: MU.3.3.2

1 Evidence Outcomes

2 Students Can:

- 3 a. Tempo: Identify and demonstrate accelerando/ritardando.
- 4 b. Dynamics: Identify and demonstrate crescendo/decrescendo.
- 5 c. Articulation: Identify and demonstrate legato, staccato.

6 Academic Context and Connections

7 Colorado Essential Skills:

- 8 1. Interpreting expressive musical elements provides an opportunity to recognize personal
9 characteristics, preferences, thoughts, and feelings. (**Self-Awareness**)
- 10 2. Using expressive musical elements provides recognition and awareness of the value in different
11 perspectives expressed by others. (**Social Awareness**)
- 12 3. Using a variety of expressive elements in music demonstrates a willingness to try new things.
13 (**Adaptability and Flexibility**)

14 Inquiry Questions:

- 15 1. How would changing the tempo affect a song?
- 16 2. How do changes in tempo, dynamics, and articulation affect the mood of music?

17 Expand and Connect:

- 18 1. Expressive elements enhance musical performance.
- 19 2. Articulation in music mirrors the skill for articulation in speech and theatre productions and
20 requires precise diction and clarity.
- 21 3. Music from various cultures use changes in expressive elements to convey a message.

22 Third Grade, Standard 3. Theory of Music

23 Prepared Graduates:

- 24 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
25 literacy.
- 26 6. Aurally identify and differentiate musical elements to interpret and respond to music.

27 Grade Level Expectation:

- 28 3. Identify and demonstrate advanced form, meter, and timbre elements.

1 GLE Code: MU.3.3.3

2 Evidence Outcomes

3 Students Can:

- 4 a. Form/**Structure**: Aurally identify rondo.
- 5 b. Meter/**Beat groupings**: Identify and demonstrate various time signatures including 2/4, 3/4, 4/4.
- 6 c. Timbre: Aurally identify instruments and families.

7 Academic Context and Connections

8 Colorado Essential Skills:

- 9 1. Using a variety of expressive elements in music demonstrates a willingness to try new things.
10 (**Adaptability and Flexibility**)
- 11 2. Applying knowledge of musical form and structure allows design parameters to set goals and make
12 informed decisions to learned and new concepts. (**Self-Awareness**)

13 Inquiry Questions:

- 14 1. Can the same musical idea be presented in more than one way?
- 15 2. Why do some musical genres favor one meter over another?
- 16 3. Why do some musical genres favor certain instruments over others?

17 Expand and Connect:

- 18 1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use
19 simple notational elements and form.
- 20 2. Music from various cultures share notational elements so that music can be shared and
21 understood by others.
- 22 3. Similarities and differences can be identified between the use of color in visual arts and music.

23 Third Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to 24 Music

25 Prepared Graduates:

- 26 7. Evaluate and respond to music using criteria to make informed musical decisions.

27 Grade Level Expectation:

- 28 1. Select and use specific criteria in making judgments about the quality of a musical performance.

1 GLE Code: MU.3.4.1

2 Evidence Outcomes

3 Students Can:

- 4 a. Communicate how expressive qualities (such as dynamics, modality, tempo and meter) are used to
- 5 reflect expressive intent.
- 6 b. Communicate similarities and differences in music.

7 Academic Context and Connections

8 Colorado Essential Skills:

- 9 1. Discerning musical preferences allows individuals to make connections between information
- 10 gathered and personal experiences. (Self-Awareness)
- 11 2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information
- 12 to draw conclusions. (Critical Thinking and Analysis)

13 Inquiry Questions:

- 14 1. Why is it beneficial to express a wide variety of musical styles as a listener and a performer?
- 15 2. ~~What is involved in respecting the opinions of others about~~ How can individuals show respect
- 16 towards different music preferences?
- 17 3. How can an appropriate music vocabulary help in discussing musical evaluations with others?

18 Expand and Connect:

- 19 1. Assisting students in developing a wider vocabulary helps them build deeper conviction and
- 20 rationales for their personal preference.
- 21 2. Comparing two audio or video recordings of the same musical work by different performers can aid
- 22 in building discernment skills and articulating preferences.
- 23 3. Respect for others' opinions and preferences exemplifies a fundamental respect of others that will
- 24 carry over to all aspects of life.

25 Third Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Response to

26 Music

27 Prepared Graduates:

- 28 8. Connect musical ideas and works with societal, cultural and historical context to understand
- 29 relationships and influences.

1 **Grade Level Expectation:**

2 2. Identify differences and commonalities in music from various cultures.

3 GLE Code: MU.3.4.2

4 **Evidence Outcomes**

5 **Students Can:**

6 a. Describe vocal and instrumental timbres and their uses in various cultures.

7 b. Communicate similarities and differences in music used for holidays, celebrations, and day-to-day
8 life from various cultures.

9 c. Discuss reasons that different kinds of music are important to different people and cultures.

10 **Academic Context and Connections**

11 **Colorado Essential Skills:**

12 1. Experiencing and analyzing music of different cultures helps to identify and explain cultural
13 perspectives. (Global and Cultural Awareness)

14 **Inquiry Questions:**

15 1. ~~What cultural music would be considered most appealing? Why? How does understanding music~~
16 ~~of different cultures impact your musical preference?~~

17 2. What do people listen for when choosing music for enjoyment?

18 3. How is music used in various cultures the same or differently from your own?

19 **Expand and Connect:**

20 1. Experiencing music from a variety of cultures helps students draw connections to their learning
21 about the world they live in.

22 2. Articulating the importance of music in a family or cultural heritage creates an appreciation for
23 how individuals contribute to local communities and influence the availability of musical
24 experiences within the community.

1 Fourth Grade, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. ~~Perform Sing and/or play sections of songs~~ Perform/Demonstrate music that ~~demonstrating~~ exhibits learned rhythmic, melodic, and ~~introductory~~ chordal accompaniment components.

6 GLE Code: MU.4.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Perform Sing and/or play~~ Demonstrate three-part vocal and/or instrumental rounds.
- 10 b. ~~Perform-Demonstrate~~ learned melodic, rhythmic, and harmonic patterns using expressive
11 elements.
- 12 c. ~~Play and sing~~ Demonstrate and differentiate between songs in major and minor keys.

13 Academic Context and Connections

14 Colorado Essential Skills:

- 15 1. Make connections between information gathered and personal experience to apply and/or test
16 solutions. (Data Literacy)
- 17 2. Build on personal experience to specify a challenging problem to investigate.
18 (Creativity and Innovation)
- 19 3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities,
20 and respect consensus in decision-making. (Collaboration and Teamwork)

21 Inquiry Questions:

- 22 1. How do changes in ~~rhythm change a message in music~~ musical elements affect the way we
23 interpret music?
- 24 2. How do accompaniments affect music?
- 25 3. How are music ~~like a and~~ language ~~that helps people communicate similar?~~

26 Expand and Connect:

- 27 1. Patterns in rhythm changes can be related to fractions in mathematics.

- 1 2. Music from various cultures, historical periods, genres, and styles vary in their use of melodic and
- 2 rhythmic patterns.
- 3 3. Mass media uses melodic and rhythmic patterns to make music memorable.

4 Fourth Grade, Standard 1. Expression of Music

5 Prepared Graduates:

- 6 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

7 Grade Level Expectation:

- 8 2. ~~Perform Sing and/or play~~ **Demonstrate** complex notated songs with accurate pitch, rhythm, tone, harmony and expressive elements.

9 GLE Code: MU.4.1.2

10 Evidence Outcomes

11 Students Can:

- 12 a. ~~Perform-Demonstrate learned~~ melodic, rhythmic, and harmonic patterns **learned from notation**
- 13 with attention to tempo, dynamics, and articulation.
- 14 b. Sing and/or play music following tempo, dynamic and articulation indications **in**
- 15 **musical examples.**

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Synthesize connections between information gathered and personal experiences to communicate
- 18 a variety of ideas and emotions through performance. (Critical Thinking **and**
- 19 **Analysis**)
- 20 2. Apply knowledge to set goals, make informed decisions and transfer to a performance.
- 21 (**Self-Management**)
- 22 3. Demonstrate leadership skills (e.g., organizing others, taking initiative, self-confidence in
- 23 performance) in rehearsals and performances. (**Self-Advocacy and**
- 24 **Initiative**)

25 Inquiry Questions:

- 26 1. How do changes in tempo, dynamics, articulations, tonality, and timbre change a message in
- 27 music?
- 28 2. How ~~does music help~~ **can** people communicate **through music**?

1 Expand and Connect:

2 ~~1. Math songs, work songs, celebration songs, holiday songs, and patriotic songs can be used to teach~~
3 ~~a wide variety of content knowledge for easy recall.~~

4 1. Musicality is the ability to perform and respond to music in meaningful ways.

5 2. Musical ~~compositions often demonstrate~~ creations can represent the main idea of a message.

6 Music

7 Fourth Grade, Standard 1. Expression of Music

8 Prepared Graduates:

9 3. Demonstrate practice and refinement processes to develop independent musicianship.

10 Grade Level Expectation:

11 3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique
12 and performance of notated songs.

13 GLE Code: MU.4.1.3

14 Evidence Outcomes

15 Students Can:

16 a. Engage in refinement and feedback processes to prepare music for performance.

17 b. Self-evaluate to refine musical performance.

18 c. Critique expressive elements performed by others.

19 Academic Context and Connections

20 Colorado Essential Skills:

21 1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids
22 in developing musicianship. (Perseverance and Resilience).

23 2. ~~Recognizing where~~ Identifying performance problems ~~can be identified, as well as and possible~~
24 ~~solutions can be created~~ within musical practice and refinement processes increases critical
25 thinking within a musical context. (Critical Thinking and Analysis)

26 3. Implementing a variety of task and time management strategies through musical practice and
27 refinement processes support development of high quality musical products.

28 (Self-Management)

29 4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic.

30 (Data Literacy)

1 Inquiry Questions:

- 2 1. When is a musical work ready to share **in a formal performance setting**?
- 3 2. How do individual musicians improve the quality of their performance?
- 4 3. How does a leader help support the refinement process?

5 Expand and Connect:

- 6 1. Musical ~~compositions often demonstrate~~ **creations can represent** the main idea of a message.
- 7 2. Following a conductor leads to a synthesis of visual and auditory stimuli.
- 8 3. Demonstration of responsible personal and social behaviors in musical settings can be used to
- 9 assess a fundamental understanding of societal norms.

10 **Music**

11 **Fourth Grade, Standard 2. Creation of Music**

12 Prepared Graduates:

- 13 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

14 Grade Level Expectation:

- 15 1. Compose, improvise and arrange ~~melody~~ **musical ideas** using rhythms and pitches.

16 GLE Code: MU.4.2.1

17 Evidence Outcomes

18 Students Can:

- 19 a. ~~Compose a section of a melody~~ **Create and document a melodic and/or rhythmic composition in a**
- 20 **known form** using known rhythms and pitches.
- 21 b. **Generate and** improvise ~~a section of melody~~ **musical ideas** using known rhythms and pitches.
- 22 c. Arrange a known melody by ~~adding style, ostinato, classroom instruments, or harmony~~ **changing a**
- 23 **musical component such as the style (e.g., rap, rock 'n' roll, reggae), ostinato, timbre, harmony.**

24 Academic Context and Connections

25 Colorado Essential Skills:

- 26 1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways.
- 27 (Creativity **and** Innovation)
- 28 2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across
- 29 domains, and recognize new opportunities. (**Creativity and Innovation**)

- 1 3. Creating music requires consideration of purpose, audience, planning, and delivery.
2 (Civic Engagement)

3 Inquiry Questions:

- 4 1. How is ~~composing~~ creating and documenting music related to writing stories?
5 2. ~~What is the difference between improvising with voice or instrument?~~ How does improvising with
6 voice differ from improvising on a different instrument?
7 3. Why is knowing prescribed criteria important when composing or arranging music?
8 4. What jobs require improvising, composing, or arranging skills?

9 Expand and Connect:

- 10 1. Creating music using musical elements (e.g., form, rhythm, pitch, dynamics) leads to a better
11 understanding of musical elements in larger pieces.
12 2. Basic musical structure learned through creating music can be transferred to one's ability to write a
13 structured sentence or paragraph in literature.

14 Fourth Grade, Standard 3. Theory of Music

15 Prepared Graduates:

- 16 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
17 literacy.
18 6. Aurally identify and differentiate musical elements to interpret and respond to music.

19 Grade Level Expectation:

- 20 1. Identify and demonstrate extended notated melodic, rhythmic, and harmonic patterns ~~within the~~
21 ~~treble staff.~~

22 GLE Code: MU.4.3.1

23 Evidence Outcomes

24 Students Can:

- 25 a. Melody: Identify, perform, ~~or respond to~~ in major/minor tonalities.
26 b. Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets.
27 c. Harmony: Identify, ~~perform, or respond to demonstrate~~ basic harmonic patterns. (e.g. I-V, V-I).

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Reading and analyzing music increases knowledge and development of musical ideas, as well as
- 4 musical understanding. (Creativity and Innovation)
- 5 2. Writing music ~~allows application of~~ provides opportunities for knowledge application, making
- 6 informed decision making, and ~~transferring that~~ knowledge transference to new contexts.
- 7 (Data Literacy)
- 8 3. Reading and analyzing music are opportunities to look for and value different perspectives
- 9 expressed by others. (Social Awareness)

10 Inquiry Questions:

- 11 1. How will identifying melodic and rhythmic patterns improve individual and ensemble
- 12 performance?
- 13 2. How does tonality affect the feeling of a piece of music?

14 Expand and Connect:

- 15 1. Four-beat musical patterns give insight to poetry patterns in literature, simple contemporary
- 16 songs, and nursery rhymes.
- 17 2. Music from various cultures, historical periods, genres, and styles can be compared based on the
- 18 use of the diatonic scale and four-beat rhythmic patterns.
- 19 3. Mass media predominantly employ diatonic scales and four-beat rhythmic and melodic
- 20 components because they are easily recognizable.

21 Fourth Grade, Standard 3. Theory of Music

22 Prepared Graduates:

- 23 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 24 literacy.
- 25 6. Aurally identify and differentiate musical elements to interpret and respond to music.

26 Grade Level Expectation:

- 27 2. Identify and demonstrate subtle differences in tempos, dynamics, and articulations.

28 GLE Code: MU.4.3.2

1 Evidence Outcomes

2 Students Can:

- 3 a. Tempo: Identify and demonstrate fermata.
- 4 b. Dynamics: Identify and demonstrate mezzo forte, mezzo piano, pianissimo/fortissimo.
- 5 c. Articulation: Identify and demonstrate accent.

6 Academic Context and Connections

7 Colorado Essential Skills:

- 8 1. Interpreting expressive musical elements provides an opportunity to recognize personal
9 characteristics, preferences, thoughts, and feelings. (Self-Awareness)
- 10 2. Using expressive musical elements provides recognition and awareness of the value in different
11 perspectives expressed by others. (Adaptability and Flexibility)
- 12 3. Using a variety of expressive elements in music demonstrates a willingness to try new things.
13 (Creativity and Innovation)

14 Inquiry Questions:

- 15 1. How would changing the tempo affect a song?
- 16 2. Why do composers use a combination of dynamics in a piece of music instead of using just one?
- 17 3. How can articulation and/or instrumentation be used to communicate a musical idea?

18 Expand and Connect:

- 19 1. Identification and analyzation of musical similarities and differences allows ~~a listener to for the~~
20 building of musical literacy.
- 21 2. Articulation in music mirrors the skill for articulation in speech and theatre productions and
22 requires precise diction and clarity.

23 Fourth Grade, Standard 3. Theory of Music

24 Prepared Graduates:

- 25 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
26 literacy.
- 27 6. Aurally identify and differentiate musical elements to interpret and respond to music.

28 Grade Level Expectation:

- 29 3. Identify and demonstrate complex form, meter, and timbre elements.

1 GLE Code: MU.4.3.3

2 Evidence Outcomes

3 Students Can:

- 4 a. **Form/Structure:** Aurally identify a variety of forms including recurring themes, interludes, canons
5 and theme/variations.
- 6 b. **Meter/Beat groupings:** Identify and demonstrate music in 6/8.
- 7 c. **Timbre:** Aurally identify 2+ parts.

8 Academic Context and Connections

9 Colorado Essential Skills:

- 10 1. Recognizing musical form and structure provides a format to describe cause-and-effect
11 relationships and patterns. (**Data Literacy**)
- 12 2. Applying knowledge of musical form and structure allows design parameters to set goals and make
13 informed decisions to learned and new concepts. (**Data Literacy**)

14 Inquiry Questions:

- 15 1. How does a theme unify sections of a piece of music?
- 16 2. ~~Why do some cultural music examples favor one meter over another?~~ How do different cultures
17 use different forms/structures, meters/beat groupings, and timbre elements to communicate
18 musical ideas?
- 19 3. Why do some musical styles favor specific instruments?

20 Expand and Connect:

- 21 1. Musical vocabulary has a strong correlation to adverbs in literature.
- 22 2. Theme and variation are used throughout the arts and among many disciplines and vocations (such
23 as visual art, dance, literature, interior design).
- 24 3. Choices made in instrumentation and expressive elements reflect the composer's emotions, ideas,
25 imagination, and cultural context.

26 Fourth Grade, Standard 4. ~~Aesthetic Valuation of Music~~ **Respond to** 27 **Music**

28 Prepared Graduates:

- 29 7. Evaluate and respond to music using criteria to make informed musical decisions.

1 **Grade Level Expectation:**

2 1. Discriminate between musical and nonmusical factors in creating criteria for evaluating music.

3 GLE Code: MU.4.4.1

4 **Evidence Outcomes**

5 **Students Can:**

6 a. Evaluate how a variety of musical elements influence musical performance and preference.

7 b. Communicate similarities and differences in music from various historical periods with music of
8 today.

9 **Academic Context and Connections**

10 **Colorado Essential Skills:**

11 1. Discerning musical preferences allows individuals to make connections between information
12 gathered and personal experiences. (Critical Thinking **and Analysis**)

13 2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information
14 to draw conclusions. (Critical Thinking **and Analysis**)

15 **Inquiry Questions:**

16 1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?

17 2. How are preferences better communicated when appropriate music terminology is used?

18 3. Is it possible to evaluate the quality of music, even if you don't care for the style?

19 4. Is any one kind of music better than any other?

20 **Expand and Connect:**

21 1. Experiences with a variety of musical styles develop an expanded range of personal preferences
22 and understanding of the factors that affect personal tastes.

23 2. Music preferences are sometimes affected by nonmusical but significant factors such as the social
24 meaning of a work at a particular time or for a particular purpose.

25 3. Looking at criteria developed in other disciplines can lead to a deeper understanding of music
26 evaluation (e.g., buying a car; choosing a work of art for your school)

1 Fourth Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to
2 Music

3 Prepared Graduates:

- 4 8. Connect musical ideas and works with societal, cultural and historical context to understand
5 relationships and influences.

6 Grade Level Expectation:

- 7 2. Articulate contributions of various cultures to music from American historical periods.

8 GLE Code: MU.4.4.2

9 Evidence Outcomes

10 Students Can:

- 11 a. Describe vocal and instrumental timbres and their uses throughout American music history.
12 b. Communicate similarities and differences throughout the history of American music.
13 ~~e. Analyze Discuss~~ the influence of the musics of various cultures ~~in the development of~~ and their role
14 in American music history. (~~Caribbean, Western European, Native American, African, etc.~~).

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Experiencing and analyzing music of different cultures helps to identify and explain cultural and
18 historical perspectives. (Global and Cultural Awareness)

19 Inquiry Questions:

- 20 1. If you could be born in a different historical musical period than ours, which would you choose?
21 Why?
22 ~~2. —Is any one kind of music better than any other?~~
23 2. Why is it important to have a variety and diversity of musical styles available to society?
24 3. How do you think music has played a role in historical events?

25 Expand and Connect:

- 26 1. Examining and listening to music that is unique to America gives historical context to how culture
27 in America evolved and was reinforced by music.

- 1 2. Understanding important events in American history help aid in the understanding of the music of
- 2 our country. For example, ragtime's joyful sound reverberated through America as African-
- 3 American and Cuban rhythms mixed in the south.
- 4 3. Connecting their personal cultural heritage and its place in the history of American music can help
- 5 students begin to define their own personal music preferences

1 Fifth Grade, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. ~~Perform Sing and/or play songs-~~ Perform/Demonstrate music that ~~demonstrate exhibits~~ learned rhythmic, melodic, and ~~chordal-complex~~ accompaniment components.

6 GLE Code: MU.5.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Perform-Demonstrate~~ and compare and contrast harmonic changes in songs (e.g., major vs. minor,
10 blues, chord progressions, etc.) that ~~incorporate more than one layer (e.g., partner songs, rounds,~~
11 ~~descants)-~~.
- 12 b. ~~Perform Sing and/or play~~ Demonstrate learned melodic, rhythmic, and harmonic patterns using
expressive elements.
- 13 c. ~~Play and sing Sing and/or play~~ Demonstrate songs in major and minor keys.

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Make connections between information gathered and personal experience to apply and/or test
17 solutions. (Critical Thinking and Analysis)
- 18 2. Build on personal experience to specify a challenging problem to investigate.
19 (Creativity and Innovation)
- 20 3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities,
21 and respect consensus in decision making. (Collaboration and Teamwork)

22 Inquiry Questions:

- 23 1. How do harmony and modes (~~key signatures~~)-and/or tonalities affect music?
- 24 2. How is music like a language?
- 25 3. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?
- 26 4. How is the human voice like other instruments?

- 1 Expand and Connect:
- 2 1. Music contains a theme just as a story contains a main idea.
 - 3 2. Rhythmic patterns in music can be related to patterns found in mathematics.
 - 4 3. Awareness of basic chord structures shows how basic harmony follows a distinct, repeatable
 - 5 pattern.

6 Fifth Grade, Standard 1. Expression of Music

7 Prepared Graduates:

- 8 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

9 Grade Level Expectation:

- 10 2. ~~Perform Sing and/or play Demonstrate~~ extended notated songs with accurate pitch, rhythm, tone, harmony and expressive elements.

11 GLE Code: MU.5.1.2

12 Evidence Outcomes

13 Students Can:

- 14 a. ~~Perform Sing and/or play Demonstrate~~ multi-layered rhythmic and melodic pieces **and songs** (e.g., rounds, partner songs, descants) **learned from notation**.
- 15 b. ~~Sing and/or play Demonstrate~~ following the director's indications for expressive elements.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Synthesize connections between information gathered and personal experiences to communicate
- 19 a variety of ideas and emotions through performance. (Critical Thinking **and Analysis**)
- 20 2. Apply knowledge to set goals, make informed decisions, and transfer to a performance.
- 21 (**Self-Management**)
- 22 3. Demonstrate confidence in rehearsals and performances while recognizing personal actions impact
- 23 others. (**Social Awareness**)

24 Inquiry Questions:

- 25 1. How is music similar to other spoken languages?
- 26 2. How do different rhythm patterns affect the feel of music?

- 1 3. How does music stimulate visual ideas, feelings, and perception?
- 2 Expand and Connect:
- 3 1. Using a variety of musical techniques allows for exploration of how cultures express the similar
- 4 ideas in different ways.
- 5 2. Knowledge of how expressive elements are used gives insight and predictability to musical
- 6 structure.
- 7 3. Proper care of ~~voice and~~ instruments, **including voice**, aids in the success of the performance.

8 Music

9 Fifth Grade, Standard 1. Expression of Music

10 Prepared Graduates:

- 11 3. Demonstrate practice and refinement processes to develop independent musicianship.

12 Grade Level Expectation:

- 13 3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique
- 14 and performance.

15 GLE Code: MU.5.1.3

16 Evidence Outcomes

17 Students Can:

- 18 a. Engage in refinement and feedback processes to prepare music for performance.
- 19 b. Self-evaluate to refine musical performance.
- 20 c. **Critique expressive elements performed by others.**

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids
- 24 in developing musicianship. (Perseverance **and** Resilience)
- 25 2. Recognizing where performance problems can be identified, as well as possible solutions can be
- 26 created within musical practice and refinement processes, increases critical thinking within a
- 27 musical context. (Critical Thinking **and Analysis**)
- 28 3. Implementing a variety of task and time management strategies through musical practice and
- 29 refinement processes support development of high-quality musical products.
- 30 **(Self-Management)**

- 1 4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic.
2 (Data Literacy)

3 Inquiry Questions:

- 4 1. When is a musical work ready to share?
5 2. Why is it important to practice **correctly for accuracy**?
6 3. What is the role of a leader?

7 Expand and Connect:

- 8 1. Relating music used in historical and societal events to genre and style can give insight to music's
9 role in society and how cultures choose to express things.
10 2. Demonstration of proper care of ~~voice and~~ instruments, **including voice**, and response to the
11 conductor aids in the understanding of music ensemble protocol.
12 3. Technology increasingly occupies a place in music performance as well as composition.

13 Fifth Grade, Standard 2. Creation of Music

14 Prepared Graduates:

- 15 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

16 Grade Level Expectation:

- 17 1. Compose, improvise, and arrange ~~melody with rhythmic~~ **a musical idea using rhythm and pitches**
18 **with** accompaniment.

19 GLE Code: MU.5.2.1

20 Evidence Outcomes

21 Students Can:

- 22 a. ~~Compose~~ **Create and document a melodic and/or rhythmic composition with accompaniment to**
23 **present a chosen style or mood.**
24 b. **Generate and** improvise ~~a melody using rhythmic and melodic phrases~~ **musical ideas** over an
25 accompaniment (e.g., 12-bar blues, changing chord ostinati or other accompaniment, vocal
26 ostinati).
27 c. Arrange an accompaniment to go with a melody.

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways.
4 (Creativity **and** Innovation)
- 5 2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across
6 domains, and recognize new opportunities. (Creativity **and** Innovation)
- 7 3. Creating music requires consideration of purpose, audience, planning, and delivery.
8 (**Civic Engagement**)

9 Inquiry Questions:

- 10 1. How does improvising music help to create and express ideas?
- 11 2. How can an accompaniment change the style of the music?
- 12 3. Why is it important to learn to notate **and/or document music melodies or rhythms that are**
13 **composed?**

14 Expand and Connect:

- 15 1. Applying criteria allows students to evaluate the quality of musical creations.
- 16 2. Technology can be used to create and record student composed and improvised pieces.
- 17 3. Understanding how other disciplines use the idea of arrangement, provide students with a deeper
18 understanding of arranging a piece of music (e.g., still life or photo composition; choreography of a
19 dance; blocking of a scene in a play; design of visual presentation).
- 20 4. Understanding the basic structural elements used to write short musical phrases provides a
21 foundation to understanding the structural elements of more complex musical compositions.

22 Fifth Grade, Standard 3. Theory of Music

23 Prepared Graduates:

- 24 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
25 literacy.
- 26 6. Aurally identify and differentiate musical elements to interpret and respond to music.

27 Grade Level Expectation:

- 28 1. Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns.

29 GLE Code: MU.5.3.1

1 Evidence Outcomes

2 Students Can:

- 3 a. Melody: Identify and demonstrate awareness of whole/half steps.
- 4 b. Rhythm: Identify and demonstrate syncopated rhythms.
- 5 c. Harmony: Identify, perform, or respond to **extended** harmonic patterns (e.g. I-V, V-I, I-IV-V-I).

6 Academic Context and Connections

7 Colorado Essential Skills:

- 8 1. Reading and analyzing music increases knowledge and development of musical ideas, as well as
9 musical understanding. (**Data Literacy**)
- 10 2. Writing music allows application of knowledge, making informed decisions, and transferring that
11 knowledge to new contexts. (**Creativity and Innovation**)
- 12 3. Reading and analyzing music are opportunities to look for and value different perspectives
13 expressed by others. (**Social Awareness**)

14 Inquiry Questions:

- 15 1. How does the ability to identify notes improve musical ability?
- 16 2. What makes a particular composition more complex than another?
- 17 3. How does syncopation affect the feel of music?

18 Expand and Connect:

- 19 1. Notation is the language of music.
- 20 2. Music notation is a visual representation of organized sound and silence occurring in discernable
21 patterns.
- 22 3. Recognizing the patterns that occur in music provides discernment skills that can be applied to
23 other disciplines.

24 Fifth Grade, Standard 3. Theory of Music

25 Prepared Graduates:

- 26 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
27 literacy.
- 28 6. Aurally identify and differentiate musical elements to interpret and respond to music.

1 **Grade Level Expectation:**

2 2. Identify and demonstrate new and learned tempos, dynamics, and articulations.

3 GLE Code: MU.5.3.2

4 **Evidence Outcomes**

5 **Students Can:**

6 a. Tempo: Identify and demonstrate written tempo symbols.

7 b. Dynamics: Identify and demonstrate the written symbols for dynamic changes.

8 c. Articulation: Identify and demonstrate learned written articulations.

9 **Academic Context and Connections**

10 **Colorado Essential Skills:**

11 1. Interpreting expressive musical elements provides an opportunity to recognize personal
12 characteristics, preferences, thoughts, and feelings. (Self-Awareness)

13 2. Using expressive musical elements provides recognition and awareness of the value in different
14 perspectives expressed by others. (Social Awareness)

15 3. Using a variety of expressive elements in music demonstrates a willingness to try new things.
16 (Creativity and Innovation)

17 **Inquiry Questions:**

18 1. How would changing the tempo affect a song?

19 2. Why do composers use a combination of dynamics in a piece of music instead of using just one?

20 3. How can articulation ~~and/or~~/instrumentation be used to ~~present and~~ communicate ~~a musical~~
21 ~~idea~~?

22 4. ~~How can musicians manipulate musical elements to create different performances of the same~~
23 ~~piece of music?~~

24 **Expand and Connect:**

25 1. Identification of similarities and differences allows a listener to build musical literacy.

26 2. The ability to interpret tempo markings in music can be compared to the use of adverbs in
27 literature.

28 3. Ways instruments produce changes in dynamics can be explained through the physics of sound
29 production.

30 4. ~~Understand that dynamics exist beyond music~~

1 Fifth Grade, Standard 3. Theory of Music

2 Prepared Graduates:

- 3 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
4 literacy.
- 5 6. Aurally identify and differentiate musical elements to interpret and respond to music.

6 Grade Level Expectation:

- 7 3. Identify and apply complex form, meter, and timbre elements.

8 GLE Code: MU.5.3.3

9 Evidence Outcomes

10 Students Can:

- 11 a. **Form/Structure**: Identify DS al Coda, DC al fine, 1st/2nd endings.
- 12 b. **Meter/Beat groupings**: Identify the purpose of the top and bottom number in a time signature.
- 13 c. **Timbre**: Aurally identify 3+ parts, and various world instruments.

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Recognizing musical form and structure provides a format to describe cause and effect
17 relationships and patterns. (**Data Literacy**)
- 18 2. Applying knowledge of musical form and structure allows design parameters to set goals and make
19 informed decisions to learned and new concepts. (**Self-Management**)

20 Inquiry Questions:

- 21 1. What is the purpose of a theme?
- 22 2. Why do some cultural music examples favor one meter over another?
- 23 3. Why do certain cultures favor specific instruments or rhythm patterns?

24 Expand and Connect:

- 25 1. Music vocabulary has a strong correlation to written and spoken language.
- 26 2. The flow of music in time relies on meter and tempo.
- 27 3. Unique tone qualities are found in varying styles and genres of music.

1 Fifth Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to Music

2 Prepared Graduates:

- 3 7. Evaluate and respond to music using criteria to make informed musical decisions.

4 Grade Level Expectation:

- 5 1. Create and use specific criteria in ~~making judgments about the quality of a~~ responding to a musical
6 performance.

7 GLE Code: MU.5.4.1

8 Evidence Outcomes

9 Students Can:

- 10 a. Discriminate between both musical (rhythm, melody, tempo) and nonmusical (text, feelings)
11 elements that influence musical performance and preference.
- 12 b. Discuss the difference between preference versus quality of musical works.

13 Academic Context and Connections

14 Colorado Essential Skills:

- 15 1. Discerning musical preferences allows individuals to make connections between information
16 gathered and personal experiences. (Self-Awareness)
- 17 2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information
18 to draw conclusions. (Critical Thinking and Analysis)

19 Inquiry Questions:

- 20 1. Does an individual preference for a musical work or performance affect the opinion of quality?
- 21 2. What is the correlation between liking a work and the importance of the work?
- 22 3. How are passive and active listening different?

23 Expand and Connect:

- 24 1. Experiencing music of various cultures and societies can help students understand how others view
25 the importance of music.
- 26 2. Creating a survey of the listening preferences of classmates and their families can provide students
27 a basis of both musical and nonmusical information that have an effect upon individual music
28 preference.

- 1 3. A broad musical experience and comprehensive musical vocabulary strengthen one’s ability to
2 objectively consider and articulate ideas about music.

3 Fifth Grade, Standard 4. ~~Aesthetic Valuation of Music~~ Respond to
4 Music

5 Prepared Graduates:

- 6 8. Connect musical ideas and works with societal, cultural and historical context to understand
7 relationships and influences.

8 Grade Level Expectation:

- 9 2. Identify differences and commonalities in music from ~~different historical periods and different~~
10 ~~cultures~~ a variety of sources and intentions (e.g., historical periods, cultures, genres).

11 GLE Code: MU.5.4.2

12 Evidence Outcomes

13 Students Can:

- 14 a. Describe ~~vocal and instrumental timbres~~ the use of various timbres and rhythmic patterns and
15 their uses in various historical periods and cultures.
16 b. Communicate similarities and differences in music from various historical periods.
17 c. Communicate ways in which music has been important to people throughout historical periods.

18 Academic Context and Connections

19 Colorado Essential Skills:

- 20 1. Experiencing and analyzing music of different cultures helps to identify and explain cultural and
21 historical perspectives. (Global and Cultural Awareness)

22 Inquiry Questions:

- 23 1. What roles does music play in American culture?
24 2. How do the elements of music affect the way that music is classified into various styles?
25 3. Why are many classical works, jazz works and performances, and Broadway songs considered to be
26 exceptional examples of American and Western music even though they do not share the
27 popularity of contemporary “top 40” or other contemporary styles?

1 Expand and Connect:

2 1. Connecting important events in a historical period with of the music of that time provides a deeper
3 understanding of history.

4 2. Identifying musical works that are specific to a given period builds a foundation for understanding
5 similarities and differences between historical periods.

1 ~~Sixth-Grade~~/Novice, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. Perform **contrasting** pieces of music, making interpretive and expressive choices.

6 GLE Code: MU.6N.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. Perform/Demonstrate music ~~rhythmically correct at a .5-1 level on the difficulty rating scale with accurate rhythms.~~ (See Skill Levels ~~.5-1 N~~ in the ~~Music Skills~~ Appendix)
- 10 b. Perform/Demonstrate music with ~~correct accurate~~ pitches and intonation ~~at a .5-1 level on the difficulty rating scale.~~ (See Skill Levels ~~.5-1 N~~ in the ~~Music Skills~~ Appendix)
- 11 c. Perform/Demonstrate music with expressive qualities ~~at a .5-1 level on the difficulty rating scale.~~ (See Skill Levels ~~.5-1 N~~ in the ~~Music Skills~~ Appendix)

12 Academic Context and Connections

13 Colorado Essential Skills:

- 14 1. Performing music demonstrates a willingness to try new things. (**Creativity and**
- 15 **Innovation**)
- 16 2. Performing music encourages musicians to recognize personal characteristics, preferences,
- 17 thoughts, and feelings. (**Self-Awareness**)
- 18 3. Students can synthesize information from multiple sources to demonstrate understanding of
- 19 music. (**Critical Thinking and Analysis**)

20 Inquiry Questions:

- 21 1. How do the ~~elements and performers~~ use expressive qualities of music express a composer's
- 22 intent?
- 23 2. How do expressive choices impact how performances are interpreted by an audience?

24 Expand and Connect:

- 25 1. Performing accurately and expressly requires musicians to access multiple skills simultaneously.
- 26 2. Musicians make expressive choices to communicate emotion.

1 ~~Sixth-Grade~~ Novice, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

4 Grade Level Expectation:

- 5 2. Perform/~~Demonstrate~~ music in unison and two-parts accurately and with **effective** technique in order to convey intent.

6 GLE Code: MU.6N.1.2

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Sing and/or play~~ Perform/~~Demonstrate~~ with ~~correct~~ **effective** technique ~~and using~~ consistent tone
10 quality, intonation, balance, diction/articulation, and phrasing **appropriate for the piece of music chosen**.
(See **Skill Levels .5-1 N** in the **Music Skills** Appendix)
- 11 b. Respond to written or visual cues for tempo, simple dynamics, and time signatures **including 2/4,**
12 **3/4, and 4/4**. (See **Skill Levels .5-1 N** in the **Music Skills** Appendix)
- 13 c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture,
14 **form, balance, blend, and phrasing**). (See **Skill Levels .5-1 N** in the **Music Skills**
Appendix)

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Singing and playing music requires students to consider purpose, formality of context and
18 audience, and distinct cultural norms when planning and performing musical content, delivery, and
19 expression. (**Civic Engagement**)
- 20 2. Performing music requires students to take responsibility for and pursue opportunities to create
21 the highest quality music performance. (**Self-Advocacy and Initiative**)
- 22 3. Discern differences of effective and ineffective processes and communication when performing
23 music. (**Self-Awareness**)

24 Inquiry Questions:

- 25 1. How do musicians define a quality sound?
- 26 2. Why is teamwork important when playing in an ensemble?

1 Expand and Connect:

- 2 1. Musicians ~~use fluency in the language of music to~~ develop ~~musical~~ leadership ~~through the~~
3 ~~performance of music.~~
- 4 2. Performing together helps musicians to build meaningful interpersonal relationships.

5 ~~Sixth-Grade~~/Novice, Standard 1. Expression of Music

6 Prepared Graduates:

- 7 3. Demonstrate practice and refinement processes to develop independent musicianship.

8 Grade Level Expectation:

- 9 3. Apply teacher and peer critiques and self-reflection to refine individual and/or ensemble
10 performances.

11 GLE Code: MU.6N.1.3

12 Evidence Outcomes

13 Students Can:

- 14 a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is
15 ready to perform.
- 16 b. Apply self-reflection process to refine musical performance

17 Academic Context and Connections

18 Colorado Essential Skills:

- 19 1. Accepting and applying feedback enables students to develop a clear sense of goals, and their
20 abilities and needs. (**Self-Advocacy and Initiative**)
- 21 2. Applying teacher, self, and peer critiques to improve personal musical performance teaches
22 students to regulate their reactions to different perspectives. (**Interpersonal**
23 **Communication**)

24 Inquiry Questions:

- 25 1. When is a musical work ready to share?
- 26 2. How do musicians use feedback from others to improve performance?
- 27 3. **How can music be used to impact the performer's or audiences' emotions?**

- 1 Expand and Connect:
- 2 1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the
- 3 application of appropriate criteria.
- 4 2. Practicing and refinement develops perseverance, discipline, and an academic mindset.

5 ~~Sixth Grade~~/Novice, Standard 2. Creation of Music

6 Prepared Graduates:

- 7 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

8 Grade Level Expectation:

- 9 1. ~~Compose, improvise, and arrange~~ Create simple melodic and/or rhythmic ~~phrases-ideas~~ to convey
- 10 intent.

11 GLE Code: MU.6N.2.1

12 Evidence Outcomes

13 Students Can:

- 14 a. ~~Create/compose combination of~~ melodic and rhythmic ~~phrases of basic length (e.g., 2-4~~
- 15 ~~measures)-musical ideas~~ within structured parameters using a variety of notation methods (e.g.,
- 16 ~~written, iconic, electronic, recording) at a .5-1 level on the difficulty rating scale.~~ (See Skill Levels .5-1
- 17 ~~N~~ in the ~~Music Skills~~ Appendix)
- 17 b. Improvise basic (e.g., 2-4 measures) melodic or rhythmic ~~phrases-musical ideas~~ over
- 18 accompaniment. (See Skill Levels .5-1 ~~N~~ the ~~Music Skills~~ Appendix)
- 19 c. Arrange an existing piece by changing one musical element. (See Skill Levels .5-1 ~~N~~ in the ~~Music~~
- 20 ~~Skills~~ Appendix)

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Composing, improvising, and arranging sounds allow students to make connections between
- 24 information gathered and personal experiences to create musical ideas. (Critical
- 25 Thinking and Analysis)
- 26 2. Composing, improvising, and arranging music allow students an opportunity to demonstrate a
- 27 willingness to try new things. (Adaptability and Flexibility)
- 28 3. Creating music requires the establishment of a goal for communication and a thoughtful step-by-
- 29 step plan for that communication. (Critical Thinking and Analysis)

1 Inquiry Questions:

- 2 1. How do musicians generate creative ideas?
- 3 2. Why is it important for musicians to be able to improvise?
- 4 3. What are some benefits of being able to adapt an existing piece of music for other uses?

5 Expand and Connect:

- 6 1. The process of creating music is similar to the creative writing process (clearly focused, well
- 7 developed, effectively formatted, etc.).
- 8 2. The use of technology can expand choices and provide resources for musicians to create music.
- 9 3. It would be advantageous for students to explore the jobs in current culture that require
- 10 composers (e.g., video game production; presentation at business; commercials; many other
- 11 media presentations such as art shows, movies, cartoons).

12 ~~Sixth Grade~~/Novice, Standard 3. Theory of Music

13 Prepared Graduates:

- 14 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 15 literacy.

16 Grade Level Expectation:

- 17 1. Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and
- 18 dynamics.

19 GLE Code: MU.6N.3.1

20 Evidence Outcomes

21 Students Can:

- 22 a. Identify by name or function and notate musical symbols. (See Skill Level ~~1~~ N in the ~~Music Skills~~
- 23 Appendix)
- 24 b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical
- 25 indications. (See Skill Level ~~.5~~ N in the ~~Music Skills~~ Appendix)
- 26 c. Notate melodic and/or rhythmic patterns ~~of two to four measures~~. (See Skill Levels ~~.5-1~~ N in the
- 27 ~~Music Skills~~ Appendix)

26 Academic Context and Connections

27 Colorado Essential Skills:

- 28 1. Sight-reading requires a high degree of risk taking. (~~Critical Thinking and Analysis~~)

- 1 2. Sight-reading develops stamina for rigorous tasks. (Perseverance and
2 Resilience)

3 Inquiry Questions:

- 4 1. Why is it important to use some form of notation when creating musical ideas?
5 2. How does accurate and expressive sight-reading impact performance?

6 Expand and Connect:

- 7 1. Knowing how other disciplines use form increases a musician's understanding of how form is used
8 in music.

9 ~~Sixth Grade~~/Novice, Standard 3. Theory of Music

10 Prepared Graduates:

- 11 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
12 literacy.

13 Grade Level Expectation:

- 14 2. Analyze structure, use of musical elements, and expressive choices within musical ~~compositions~~
15 ~~creations~~.

16 GLE Code: MU.6N.3.2

17 Evidence Outcomes

18 Students Can:

- 19 a. Identify how the use of repetition, similarities and contrasts inform the response to music.
20 b. Analyze a musical excerpt and describe the ~~composer's-creator's~~ application of musical structures
21 and elements. (~~See levels 5-1 in Music Skills Appendix~~)

22 Academic Context and Connections

23 Colorado Essential Skills:

- 24 1. Analyzing music requires one to draw on prior knowledge and make connections.
25 (Critical Thinking and Analysis)

26 Inquiry Questions:

- 27 1. How does analyzing the structure of music influence understanding of musical genres and styles?

1 2. How do analysis skills influence musical choices?

2 Expand and Connect:

3 1. Sight-reading music and sight-reading words are similar cognitive skills.

4 ~~Sixth-Grade~~/Novice, Standard 3. Theory of Music

5 Prepared Graduates:

6 6. Aurally identify and differentiate musical elements to interpret and respond to music.

7 Grade Level Expectation:

8 3. Aurally identify and differentiate elements of a piece of music.

9 GLE Code: MU.6N.3.3

10 Evidence Outcomes

11 Students Can:

12 a. Listen to a simple rhythmic phrase ~~of 1-2 measures~~ and notate the ~~correct~~ accurate rhythm.

13 b. Aurally recall a simple melodic phrase ~~and play or sing it back~~.

14 c. Aurally compare ~~and contrast~~ different tonalities.

15 Academic Context and Connections

16 Colorado Essential Skills:

17 1. Exercising aural skills requires the recognition of patterns in music. (**Critical**
18 **Thinking and** Analysis)

19 2. Pose and respond to questions or ideas and contribute to a discussion related to musical
20 styles/genres. (**Data Literacy**)

21 Inquiry Questions:

22 1. How does rhythmic dictation improve sight-reading skills?

23 2. How does aural identification of tonalities aid in interpretation of musical intent?

24 Expand and Connect:

25 1. Aural skills are necessary in other disciplines such as language arts.

1 ~~Sixth Grade~~/Novice, Standard 3. Theory of Music

2 Prepared Graduates:

- 3 6. Aurally identify and differentiate musical elements to interpret and respond to music.

4 Grade Level Expectation:

- 5 4. Aurally identify musical styles/genres.

6 GLE Code: MU.6N.3.4

7 Evidence Outcomes

8 Students Can:

- 9 a. Listen to a piece of music and identify the style/genre based on musical characteristics such as
10 form/~~structure~~, instrumentation, lyrical content, and vocal or instrumental nuances.

11 Academic Context and Connections

12 Colorado Essential Skills:

- 13 1. Participating in discussions to analyze unfamiliar music requires communication and collaboration
14 skills. (~~Social Awareness~~)

15 Inquiry Questions:

- 16 1. Why is it important to listen to and study music from different styles and genres?

17 Expand and Connect:

- 18 1. Listening to and analyzing music from a variety of genres expands one's musical palette and builds
19 knowledge.

1 ~~Sixth Grade~~/Novice, Standard 4. ~~Aesthetic Valuation of Music Respond~~
2 ~~to Music~~

3 Prepared Graduates:

- 4 7. Evaluate and respond to music using criteria to make informed musical decisions.

5 Grade Level Expectation:

- 6 1. ~~Evaluate-Respond to~~ musical performances using ~~prescribed teacher created~~ criteria.

7 GLE Code: MU.6N.4.1

8 Evidence Outcomes

9 Students Can:

- 10 a. Identify criteria used in evaluating various kinds of musical performances.
11 b. Employ basic specific music terminology related to elements of performance and evaluation to
12 discuss a music performance.
13 c. Interpret a piece of work and explain how creators' and performers' application of the elements of
14 music and expressive qualities within genres, cultures, and historical periods convey expressive
15 intent.
16 d. ~~Interpret a piece of work from a personal perspective and explain how the musical elements affect~~
17 ~~the emotional state of the listener.~~

18 Academic Context and Connections

19 Colorado Essential Skills:

- 20 1. Evaluating musical works allows one to express opinions through one's own personal perspective.
21 (Social Awareness)
22 2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own
23 performance. (Critical Thinking and Analysis)

24 Inquiry Questions:

- 25 1. How does using prescribed criteria inform one's definition of quality?
26 2. How do music evaluators use knowledge and skills to make informed musical decisions?

27 Expand and Connect:

- 28 1. The ability to critically evaluate performances provides necessary information essential to
29 improving performance skills.

- 1 2. Discussions about the quality of a performance using criteria encourage collegial discourse and
- 2 require one to articulately communicate an aesthetic valuation.

3 ~~Sixth-Grade/~~Novice, Standard 4. ~~Aesthetic Valuation of Music Respond~~
4 ~~to Music~~

5 Prepared Graduates:

- 6 8. Connect musical ideas and works with societal, cultural and historical context to understand
- 7 relationships and influences.

8 Grade Level Expectation:

- 9 2. Articulate and ~~justify-explain with evidence~~ personal preferences as a music consumer.

10 GLE Code: MU.6N.4.2

11 Evidence Outcomes

12 Students Can:

- 13 a. Create a program of music (such as a CD mix, playlist, or live performances) and demonstrate the
- 14 connections to a personal interest or experience for a specific purpose.
- 15 b. Describe, ~~citing evidence~~, how personal preferences influence music consumerism.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Evaluating personal preferences allows one to identify how music influences their ~~behavior-state of~~
- 19 ~~being~~. (Self-Awareness)
- 20 2. Identifying key attributes from a variety of ~~information-products-sources~~ allows one to
- 21 demonstrate personal preferences for music. (~~Data~~ Literacy)

22 Inquiry Questions:

- 23 1. How do individuals choose the music they listen to?
- 24 2. How does musical knowledge influence personal choices in music listening?
- 25 3. ~~How might one's current emotional state influence the music they choose to experience?~~

26 Expand and Connect:

- 27 1. Examining one's personal choices in music reinforces metacognition.

1 2. The study of music develops informed consumers of music in society.

2 ~~Sixth Grade~~/Novice, Standard 4. ~~Aesthetic Valuation of Music Resond to~~
3 ~~Music~~

4 Prepared Graduates:

5 8. Connect musical ideas and works with societal, cultural and historical context to understand
6 relationships and influences.

7 Grade Level Expectation:

8 3. Identify and describe uses for music in different world cultures.

9 GLE Code: MU.6N.4.3

10 Evidence Outcomes

11 Students Can:

- 12 a. Explain why particular pieces of music are important to one's family or cultural heritage.
13 b. Describe various ways music is used and enjoyed in different cultural traditions.

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Examining music from different cultures allows one to evaluate their own attitudes and beliefs.
17 (Global and Cultural Awareness)
18 2. Studying music deepens the understanding of one's own cultural experience.
19 (Global and Cultural Awareness)

20 Inquiry Questions:

- 21 1. How does learning about music of one's own culture influence identity?
22 2. How is music a form of cultural transmission?
23 3. Do all cultures emotionally interpret and respond to music the same way?

24 Expand and Connect:

- 25 1. Examining the cultural influences in popular music influences the development of multiple
26 perspectives.

1 ~~Sixth Grade~~/Novice, Standard 4. Aesthetic Valuation of Music Respond
2 to Music

3 Prepared Graduates:

- 4 8. Connect musical ideas and works with societal, cultural and historical context to understand
5 relationships and influences.

6 Grade Level Expectation:

- 7 4. Identify how music has been used in different historical periods and cultural and social contexts.

8 GLE Code: MU.6N.4.4

9 Evidence Outcomes

10 Students Can:

- 11 a. Listen to and analyze music from an historical period and describe how the music reflects the
12 context of the period.
13 b. Identify and describe how historical context can inform a performance.

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Considering historical perspectives in music-making requires access to information for a specific
17 purpose. (Data Literacy)
18 2. Describing cause and effect patterns illuminates correlations between music and history.
19 (Critical Thinking and Analysis)

20 Inquiry Questions:

- 21 1. How does music serve as a form of historical record?
22 2. How does historical context influence the way we might perform a particular musical work?

23 Expand and Connect:

- 24 1. We can learn about the human experience during a historical period by examining its music.
25 2. Musicians often consider historic perspectives when making creative decisions.

1 ~~Seventh Grade~~/Intermediate, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. Perform/~~Demonstrate~~ contrasting pieces of music, making interpretive and expressive choices.

6 GLE Code: MU.7I.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. Perform/~~Demonstrate~~ music ~~rhythmically correct with accurate rhythms~~. (See Skill Levels ~~1-2~~ I in the ~~Music Skills~~ Appendix)
- 10 b. Perform/~~Demonstrate~~ music with ~~correct-accurate~~ pitches and intonation. (See Skill Levels ~~1-2~~ I in the ~~Music Skills~~ Appendix)
- 11 c. Perform/~~Demonstrate~~ music with expressive qualities. (See Skill Levels ~~1-2~~ I in the ~~Music Skills~~ Appendix)

12 Academic Context and Connections

13 Colorado Essential Skills:

- 14 1. Performing music demonstrates flexibility, imagination, and inventiveness in taking on tasks and
15 activities. (~~Adaptability and Flexibility~~)
- 16 2. Performing music encourages musicians to recognize personal characteristics, preferences,
17 thoughts, and feelings. (~~Self-Awareness~~)
- 18 3. Students can synthesize information from multiple sources to demonstrate understanding of a
19 topic. (~~Data Literacy~~)

20 Inquiry Questions:

- 21 1. How do performers interpret musical works?
- 22 2. How do context and the manner in which music is presented influence audience response?

23 Expand and Connect:

- 24 1. Performing accurately and expressively requires musicians to access multiple skills simultaneously.
- 25 2. Musicians make expressive choices to connect with listeners.

1 ~~Seventh Grade~~/Intermediate, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

4 Grade Level Expectation:

- 5 2. Perform/~~Demonstrate~~ music in two or more parts accurately and with **effective** technique in order to convey intent.

6 GLE Code: MU.7I.1.2

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Sing and/or play~~ Perform/~~Demonstrate~~ with ~~correct~~ **effective** technique ~~with~~ **using** consistent tone
10 quality, intonation, balance, diction/articulation and phrasing **appropriate for the piece of music chosen**.
(See **Skill Levels 1-2 I** in the **Music Skills** Appendix)
- 11 b. Respond to written or visual cues for tempo, dynamics, and time signatures ~~including 6/8~~. (See
Skill Levels 1-2 I in the **Music Skills** Appendix)
- 12 c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture,
13 **form, balance, blend, and phrasing**). (See **Skill Levels 1-2 I** in the **Music Skills** Appendix)

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Singing and playing music requires students to consider purpose, formality of context and
17 audience, and distinct cultural norms when planning and performing musical content, delivery, and
18 expression. (**Civic Engagement**)
- 19 2. Performing music requires students to appropriately express one's own emotions, thoughts, and
20 values and identify how they influence musical performances. (Self-
21 Awareness)
- 22 3. Discern differences of effective and ineffective processes and communication when performing
23 music. (**Data Literacy**)

24 Inquiry Questions:

- 25 1. How does appropriate performance technique impact a performance and audience response?
26 2. How are skills and techniques applied differently when performing in an ensemble?

1 Expand and Connect:

- 2 1. Musicians ~~use fluency in the language of music to~~ develop ~~musical~~ leadership ~~through the~~
3 ~~performance of music.~~
- 4 2. Performing together helps musicians to build meaningful interpersonal relationships.

5 ~~Seventh Grade/~~Intermediate, Standard 1. Expression of Music

6 Prepared Graduates:

- 7 3. Demonstrate practice and refinement processes to develop independent musicianship.

8 Grade Level Expectation:

- 9 3. Apply self-reflection to create criteria and refine the individual and/or ensemble performances.

10 GLE Code: MU.7I.1.3

11 Evidence Outcomes

12 Students Can:

- 13 a. Identify and apply self-reflection of criteria to rehearse, refine, and determine when the music is
14 ready to perform.
- 15 b. ~~Apply-Construct and show~~ self-reflection process to refine musical performance

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Practicing music requires students to demonstrate ways to adapt and reach workable solutions in
19 order to refine musical performances and pieces to the best of their abilities.
20 (Adaptability ~~and~~ Flexibility)
- 21 2. Applying teacher, self, and peer critiques to improve personal musical performance teaches
22 students to focus on learning goals ~~by employing motivation and familiar strategies for~~
23 ~~engagement and evaluate progress, making necessary changes to stay the course and~~
24 ~~improvement.~~ (Perseverance ~~and~~ Resilience)
- 25 3. Practicing and refining music requires students to recognize and describe cause-and-effect
26 relationships and patterns in personal musical performance. (~~Critical Thinking and~~
27 Analysis)

28 Inquiry Questions:

- 29 1. How do individual musicians improve the quality of their performance?

1 Expand and Connect:

- 2 1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the
3 application of appropriate criteria.
4 2. Practicing and refinement develop perseverance, discipline, and an academic mindset.

5 ~~Seventh Grade~~/Intermediate, Standard 2. Creation of Music

6 Prepared Graduates:

- 7 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

8 Grade Level Expectation:

- 9 1. ~~Compose, improvise, and arrange~~ Create increasingly complex music with melodic and/or rhythmic
10 ~~phrases and variations ideas~~ to convey intent.

11 GLE Code: MU.7I.2.1

12 Evidence Outcomes

13 Students Can:

- 14 a. ~~Compose new music in a given genre or style with melodic phrases or sentences or moderate~~
15 ~~length (4-8 measures)~~ Create/compose a melodic and/or rhythmic composition with structured
16 parameters using a variety of notation methods (e.g. written, iconic, electronic, recorded).
17 ~~including use of technology. (See levels 1-2 in the Music Skills Appendix)~~
18 b. Improvise ~~moderate length (e.g., 4-8 measures) melodies vocally and/or instrumentally~~ melodic or
19 ~~rhythmic musical ideas~~ over an accompaniment. ~~(See levels 1-2 in the Music Skills Appendix)~~
20 c. Arrange an existing piece with or without accompaniment. ~~(See levels 1-2 in the Music Skills Appendix)~~

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Composing, improvising, and arranging sounds require that students interpret and analyze a
24 variety of musical ~~information/sounds elements~~ and draw conclusions in order to best convey a
25 purposeful intent. (Critical Thinking ~~and Analysis~~)
26 2. Composing, improvising, and arranging music allow students to demonstrate flexibility,
27 imagination, and inventiveness in taking on tasks and activities. (~~Creativity and~~
28 ~~Innovation~~)
29 3. Creating music requires the establishment of a goal for communication and a thoughtful step by
30 step plan for that communication. (~~Career Awareness~~)

1 Inquiry Questions:

- 2 1. How do musicians make creative decisions?
- 3 2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic
- 4 progression when improvising?
- 5 3. Why is it important for musicians to be able to create/compose music?
- 6 4. **How can people create music that expresses their own emotions and impacts others as well?**

7 Expand and Connect:

- 8 1. The process of creating music is similar to the creative writing process (clearly focused, well
- 9 developed, effectively formatted, etc.).
- 10 2. The use of technology can expand choices and provide resources for musicians to create music.

11 **Seventh Grade/**Intermediate, Standard 3. Theory of Music

12 Prepared Graduates:

- 13 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
- 14 literacy.

15 Grade Level Expectation:

- 16 1. Read, notate, and identify by name or function standard symbols for rhythm, pitch articulation,
- 17 dynamics, tempo, and form.

18 GLE Code: MU.7I.3.1

19 Evidence Outcomes

20 Students Can:

- 21 a. Identify by name or function, and notate musical symbols. (See level **2 I** in the Music Skills Appendix)
- 22 b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical
- 23 indications. (See **Skill Level 1 I** in the **Music Skills** Appendix)
- 24 c. Notate melodic and/or rhythmic patterns **of two to four measures**. (See **Skill Levels 1-2 I** in the
- 25 **Music Skills** Appendix)

26 Academic Context and Connections

27 Colorado Essential Skills:

- 28 1. Sight-reading requires a high degree of risk taking. (**Critical Thinking and Analysis**)
- 29 2. Sight-reading develops stamina for rigorous tasks. (**Self-Management**)

1 Inquiry Questions:

- 2 1. How does a working knowledge of different types of music notation (including technology) assist in
3 composing original musical ideas?
4 2. How does accurate and expressive sight-reading impact performance?

5 Expand and Connect:

- 6 1. Knowing how other disciplines use form increases a musician's understanding of how form is used
7 in music.

8 **Music**

9 ~~Seventh Grade~~/Intermediate, Standard 3. Theory of Music

10 Prepared Graduates:

- 11 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
12 literacy.

13 Grade Level Expectation:

- 14 2. Analyze structure, use of musical elements, and expressive choices within musical ~~compositions~~
15 ~~creations~~.

16 GLE Code: MU.7I.3.2

17 Evidence Outcomes

18 Students Can:

- 19 a. Describe the way in which elements of music and form are manipulated and how it informs the
20 response to music.
21 b. Analyze a musical excerpt and describe the ~~composer's-creator's~~ application of musical structures
22 and elements. (See ~~Skill Levels 1-2~~ I in the ~~Music Skills~~ Appendix)

23 Academic Context and Connections

24 Colorado Essential Skills:

- 25 1. Analyzing music requires one to draw on prior knowledge and make connections.
26 (Critical Thinking ~~and Analysis~~)

27 Inquiry Questions:

- 28 1. How do musicians use analysis to discern the composer's and performer's intent?

29 2. How do analysis skills influence musical choices?

1 Expand and Connect:

2 1. Sight-reading music and sight-reading words are similar cognitive skills.

3 ~~Seventh Grade~~/Intermediate, Standard 3. Theory of Music

4 Prepared Graduates:

5 6. Aurally identify and differentiate musical elements to interpret and respond to music.

6 Grade Level Expectation:

7 3. Aurally identify and differentiate elements of music including simple tonal and/or rhythmic
8 relationships.

9 GLE Code: MU.7I.3.3

10 Evidence Outcomes

11 Students Can:

12 a. Listen to a rhythmic phrase ~~of 2-4 measures~~ and notate the ~~correct accurate~~ rhythm.

13 b. Listen to two diatonic tones and identify the interval from a given starting pitch.

14 c. Aurally identify a variety of tonalities.

15 Academic Context and Connections

16 Colorado Essential Skills:

17 1. Aurally differentiating between musical elements requires one to make connections and draw
18 conclusions. (~~Critical Thinking and~~ Analysis)

19 2. Pose and respond to questions or ideas and contribute to a discussion related to musical
20 styles/genres. (~~Data Literacy~~)

21 Inquiry Questions:

22 1. How does rhythmic dictation improve sight-reading skills?

23 2. How does aurally differentiating between tones improve intonation in performance?

24 Expand and Connect:

25 1. Aural skills are necessary in other disciplines such as language arts.

1 ~~Seventh Grade~~/Intermediate, Standard 3. Theory of Music

2 Prepared Graduates:

- 3 6. Aurally identify and differentiate musical elements to interpret and respond to music.

4 Grade Level Expectation:

- 5 4. Aurally identify and differentiate characteristics of musical styles/genres.

6 GLE Code: MU.7I.3.4

7 Evidence Outcomes

8 Students Can:

- 9 a. Listen to several pieces of music. Describe each genre based on multiple musical characteristics
10 such as form/~~structure~~, instrumentation, lyrical content, and vocal or instrumental nuances.

11 Academic Context and Connections

12 Colorado Essential Skills:

- 13 1. Participating in discussions to analyze unfamiliar music requires communication and collaboration
14 skills. (~~Social Awareness~~)

15 Inquiry Questions:

- 16 1. How is comparing and contrasting music similar to analyzing genres in literature?
17 2. ~~Do all cultures use the same techniques to convey emotion in their music?~~

18 Expand and Connect:

- 19 1. Listening to and recognizing characteristics of different genres and styles of music builds skills
20 necessary to analyze and understand characteristics of different genres and styles of other
21 disciplines such as literature.

1 ~~Seventh Grade~~/Intermediate, Standard 4. ~~Aesthetic Valuation of Music~~
2 ~~Respond to Music~~

3 Prepared Graduates:

- 4 7. Evaluate and respond to music using criteria to make informed musical decisions.

5 Grade Level Expectation:

- 6 1. ~~Evaluate, through compare and contrast,~~ Respond to music by comparing two or more musical
7 performances or compositions using ~~prescribed teacher created~~ criteria.

8 GLE Code: MU.7I.4.1

9 Evidence Outcomes

10 Students Can:

- 11 a. Apply prescribed criteria used in evaluating various kinds of musical performances.
12 b. Compare two performances of the same work and discuss the comparison.
13 c. Interpret contrasting works and explain how creators' and performers' application of the elements
14 of music and expressive qualities within genres, cultures, and historical periods convey expressive
15 intent.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Evaluating musical works allows one to express opinions through one's own personal perspective.
19 (~~Interpersonal Communication~~)
20 2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own
21 performance. (~~Self-Advocacy and Initiative~~)

22 Inquiry Questions:

- 23 1. What criteria are important in comparing two or more musical performances?
24 2. How do music evaluators use knowledge and skills to make informed musical decisions?

25 Expand and Connect:

- 26 1. The ability to critically evaluate performances provides necessary information essential to
27 improving performance skills.
28 2. Discussions comparing performances using criteria encourage collegial discourse and require one
29 to articulately communicate an aesthetic valuation

1 ~~Seventh Grade~~/Intermediate, Standard 4. ~~Aesthetic Valuation of Music~~
2 Respond to Music

3 Prepared Graduates:

- 4 8. Connect musical ideas and works with societal, cultural and historical context to understand
5 relationships and influences.

6 Grade Level Expectation:

- 7 2. Identify and describe the ways in which music is consumed in society.

8 GLE Code: MU.7I.4.2

9 Evidence Outcomes

10 Students Can:

- 11 a. Explain, citing evidence, how musical concepts, design, and contexts affect the way social groups
12 respond to music.
13 b. Describe, **citing evidence**, the social influences on personal music preferences.

14 Academic Context and Connections

15 Colorado Essential Skills:

- 16 1. Evaluating the social influences on music preference strengthens one's flexibility in valuing
17 different perspectives. (**Social Awareness**)
18 2. Evaluating music's economic impact requires one to investigate, make observations, and draw
19 conclusions. (**Data Literacy**)

20 Inquiry Questions:

- 21 1. Who and/or what influences our personal choices of music?
22 2. How do the contributions of the music industry impact the economy?
23 3. **How does one's current emotional state influence the music they choose to consume?**
24 4. **How do current events impact the music we choose to listen to or encounter in media?**

25 Expand and Connect:

- 26 1. Examining one's personal choices in music reinforces metacognition.
27 2. The study of music develops informed consumers of music in society

1 ~~Seventh Grade~~/Intermediate, Standard 4. ~~Aesthetic Valuation of Music~~
2 ~~Respond to Music~~

3 Prepared Graduates:

- 4 8. Connect musical ideas and works with societal, cultural and historical context to understand
5 relationships and influences.

6 Grade Level Expectation:

- 7 3. Compare ~~and contrast~~ uses for music in ~~different world cultures around the world in a culturally~~
8 ~~responsive manner~~.

9 GLE Code: MU.7I.4.3

10 Evidence Outcomes

11 Students Can:

- 12 a. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of
13 others.
14 b. ~~Create a playlist that describes family and cultural identity~~ Identify and explore music that is
15 ~~culturally relevant to one's identity~~.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Examining music from different cultures encourages the use of multiple perspectives.
19 (Global ~~and~~ Cultural Awareness)
20 2. Studying music deepens the understanding of one's own cultural experience.
21 (~~Self-Awareness~~)

22 Inquiry Questions:

- 23 1. How does learning about music of one's own culture influence identity?
24 2. How is music a form of cultural transmission?
25 3. ~~Do all cultures emotionally interpret and respond to music the same way?~~

26 Expand and Connect:

- 27 1. Examining the cultural influences in popular music creates opportunities to understand similarities
28 between cultures.

1 ~~Seventh Grade~~/Intermediate, Standard 4. ~~Aesthetic Valuation of Music~~
2 ~~Respond to Music~~

3 Prepared Graduates:

- 4 8. Connect musical ideas and works with societal, cultural and historical context to understand
5 relationships and influences.

6 Grade Level Expectation:

- 7 4. Identify and describe the ways in which music is ~~used as historical record~~ selected for use in a
8 ~~variety of historical periods and cultural and societal contexts.~~

9 GLE Code: MU.7I.4.4

10 Evidence Outcomes

11 Students Can:

- 12 a. Analyze music from a historical period. Describe how accurately or inaccurately it depicts or
13 reflects upon the events of the period.
14 b. Identify how different historical contexts can result in different music performances and
15 interpretations.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Considering historical perspectives in music-making requires access to information for a specific
19 purpose. (~~Global and Cultural Awareness~~)
20 2. Describing cause-and-effect patterns illuminates correlations between music and history.
21 (~~Critical Thinking and Analysis~~)

22 Inquiry Questions:

- 23 1. How does music serve as a form of historical record?
24 2. How does historical context influence the way we might perform a particular musical work?

25 Expand and Connect:

- 26 1. We can learn about the human experience during a historical period by examining its music.
27 2. Musicians often consider historic perspectives when making creative decisions.

1 ~~Eighth Grade~~/Proficient, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. Perform/~~Demonstrate~~ contrasting pieces of music, making interpretive and expressive choices.

6 GLE Code: MU.8P.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. Perform/~~Demonstrate~~ music ~~rhythmically correct with accurate rhythms~~. (See Skill Levels ~~2-3 P~~ in the ~~Music Skills~~ Appendix)
- 10 b. Perform/~~Demonstrate~~ music with ~~correct-accurate~~ pitches and intonation. (See Skill Levels ~~2-3 P~~ in the ~~Music Skills~~ Appendix)
- 11 c. Perform/~~Demonstrate~~ music with expressive qualities. (See Skill Levels ~~2-3 P~~ in the ~~Music Skills~~ Appendix.)

12 Academic Context and Connections

13 Colorado Essential Skills:

- 14 1. Performing music requires musicians to innovate from failure, connect learning across domains,
15 and recognize new opportunities. (~~Adaptability and Flexibility~~)
- 16 2. Performing music requires musicians to regulate one's emotions, thoughts, and behaviors in
17 different situations. (~~Self-Awareness~~)
- 18 3. Students can synthesize information from multiple sources to demonstrate understanding of a
19 topic. (Critical Thinking ~~and Analysis~~)

20 Inquiry Questions:

- 21 1. How does understanding the structure and context of musical works inform performance?
- 22 2. How do musicians select repertoire?

23 Expand and Connect:

- 24 1. Performing accurately and expressively requires cognitive demands similar to reading complex
25 texts.
- 26 2. The quality of a performance can elicit different responses from audiences

1 ~~Eighth Grade~~/Proficient, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

4 Grade Level Expectation:

- 5 2. Perform/~~Demonstrate~~ music in three or more parts accurately and with effective technique in order to convey intent.

6 GLE Code: MU.8P.1.2

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Sing and/or play~~ Perform/~~Demonstrate~~ with ~~correct~~ effective technique ~~and using~~ consistent tone
10 quality, intonation, balance, diction/articulation and phrasing ~~appropriate for the piece of music chosen~~.
(See ~~Skill Levels 2-3 P~~ in the ~~Music Skills~~ Appendix)
- 11 b. Respond to ~~conductor's-instructor's~~ cues ~~of balance and blend~~ while singing or playing in an
12 ensemble.
- 13 c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture,
14 ~~form~~ balance, blend, and phrasing). (See ~~Skill Levels 2-3 P~~ in the ~~Music Skills~~ Appendix)

15 Academic Context and Connections

16 Colorado Essential Skills:

- 17 1. Singing and playing music requires students to consider purpose, formality of context and
18 audience, and distinct cultural norms when planning and performing musical content, delivery, and
19 expression. (~~Civic Engagement~~)
- 20 2. Performing music requires students to appropriately express one's own emotions, thoughts, and
21 values and identify how they influence musical performances. (Self-Awareness)
- 22 3. Consider purpose, formality of context and audience, and distinct cultural norms when planning
23 content, mode, delivery, and expression. (~~Civic Engagement~~)

24 Inquiry Questions:

- 25 1. How does appropriate performance technique impact a performance and audience response?
- 26 2. How are skills and techniques applied differently when performing in an ensemble?

- 1 Expand and Connect:
- 2 1. Musicians scaffold technique and skills to increase access to challenging music.
 - 3 2. Musicians connect their personal interests, experiences, ideas, and knowledge with their musical
 - 4 performance.

5 ~~Eighth Grade~~/Proficient, Standard 1. Expression of Music

6 Prepared Graduates:

- 7 3. Demonstrate practice and refinement processes to develop independent musicianship.

8 Grade Level Expectation:

- 9 3. Apply personal and prescribed criteria to develop a practice cycle.

10 GLE Code: MU.8P.1.3

11 Evidence Outcomes

12 Students Can:

- 13 a. Identify and apply personally developed criteria to rehearse, refine, and determine when the music
- 14 is ready to perform.
- 15 b. ~~Apply~~Cite evidence during the self-reflection process to refine musical performance.

16 Academic Context and Connections

17 Colorado Essential Skills:

- 18 1. Evaluating and refining personal music-making skills allows students to apply knowledge to set
- 19 goals, make informed decisions and transfer to new contexts. (Self-Management)
- 20 2. Applying teacher, self, and peer critiques to improve personal musical performance teaches
- 21 students to focus on learning goals and improvement ~~by employing motivation and familiar~~
- 22 ~~strategies for engagement and evaluate progress, making necessary changes to stay the course.~~
- 23 (Perseverance and Resilience)
- 24 3. Practice and refinement of musical performance requires students to investigate their own playing
- 25 skills and form hypotheses and draw conclusions of how best to improve personal musicianship.
- 26 (Critical Thinking and Analysis)

27 Inquiry Questions:

- 28 1. When is a ~~judged~~ performance ready to present to an audience?

- 1 2. How does a personal reflection and refinement process improve the overall ensemble
- 2 performance?

3 Expand and Connect:

- 4 1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the
- 5 application of appropriate criteria.
- 6 2. Practicing and refinement develops perseverance, discipline, and an academic mindset.

7 ~~Eighth Grade~~/Proficient, Standard 2. Creation of Music

8 Prepared Graduates:

- 9 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

10 Grade Level Expectation:

- 11 1. ~~Compose, improvise, and arrange~~ Create increasingly complex music using melodic and/or
- 12 rhythmic ~~ideas phrases~~ with variations to convey intent.

13 GLE Code: MU.8P.2.1

14 Evidence Outcomes

15 Students Can:

- 16 a. ~~Create/compose melody of at least 12 measures melodic and/or rhythmic musical ideas~~ using
- 17 patterns and sequencing ~~adding tonal accompaniment utilizing with multiple parts using~~ a variety
- 18 of notation methods ~~(written, iconic, electronic, recording, etc.) including the use of technology.~~
- 19 ~~(See levels 2-3 in the Music Skills Appendix)~~
- 20 b. Improvise a solo vocally and/or instrumentally over a ~~three-chord harmonic~~ pattern using varied
- 21 rhythmic and melodic patterns. ~~(See levels 2-3 in the Music Skills Appendix)~~
- 22 c. Arrange an existing vocal or instrumental composition. ~~(See levels 2-3 in the Music Skills Appendix)~~

23 Academic Context and Connections

24 Colorado Essential Skills:

- 25 1. Composing, improvising, and arranging sounds require that students interpret and analyze a
- 26 variety of musical ~~information/sounds elements~~ and draw conclusions in order to best convey a
- 27 purposeful intent. (Critical Thinking ~~and Analysis~~)
- 28 2. Composing, improvising and arranging ~~cause-allows~~ one to innovate from failure, connect learning
- 29 across domains, and recognize new opportunities. (~~Perseverance and Resilience~~)

- 1 3. Creating music requires the demonstration of confidence in sharing ideas/feelings.
2 (Self-Advocacy and Initiative)

3 Inquiry Questions:

- 4 1. How do musicians use different sources to generate creative ideas?
5 2. What are the contexts/clues that a musician should consider when making improvisational
6 decisions?
7 3. What are some differences between arranging and composing music and why do you think both
8 are important?
9 4. Why do people create music?

10 Expand and Connect:

- 11 1. Understanding the basic structural elements used to write short musical phrases-creations
12 provides a foundation to understanding the structural elements of more complex musical
13 compositions.
14 2. Technology can provide new platforms for creating and sharing musical ideas.

15 Music

16 ~~Eighth Grade~~/Proficient, Standard 3. Theory of Music

17 Prepared Graduates:

- 18 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
19 literacy.

20 Grade Level Expectation:

- 21 1. Read, notate, and identify by name or function complex standard symbols for rhythm, pitch,
22 articulation, dynamics, tempo, and form.

23 GLE Code: MU.8P.3.1

24 Evidence Outcomes

25 Students Can:

- 26 a. Identify by name or function and notate musical symbols. (See Skill level 3 P in the Music Skills
Appendix)
27 b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical
28 indications. (See Skill level 2 P in the Music Skills Appendix)
29 c. Notate melodic and/or rhythmic patterns of two to four measures. (See Skill levels 2-3 P in the
Music

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Sight-reading requires one to learn from failure and develop confidence to try again.
4 (**Adaptability and Flexibility**)
5 2. Building sight-reading skills develops the habit of setting goals.
6 (**Perseverance and Resilience**)

7 Inquiry Questions:

- 8 1. How do different types of notation relate to different musical cultures, genres, styles, or
9 instrumentation?
10 2. How do sight-reading skills accelerate learning of music?

11 Expand and Connect:

- 12 1. Musicians consider historical and cultural contexts when analyzing music.

13 ~~Eighth Grade~~/Proficient, Standard 3. Theory of Music

14 Prepared Graduates:

- 15 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
16 literacy.

17 Grade Level Expectation:

- 18 2. Analyze structure, use of musical elements, and expressive choices within musical **compositions**
19 **creations**.

20 GLE Code: MU.8P.3.2

21 Evidence Outcomes

22 Students Can:

- 23 a. Describe the way in which elements of music and form are manipulated and how it informs the
24 response to music.
25 b. Analyze a musical excerpt and describe the **composer's-creator's** application of musical structures
26 and elements. (See **Skill levels 2-3 P** in the **Music Skills** Appendix)

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Analyzing music requires one to draw on prior knowledge and make connections.
- 4 (Critical Thinking and Analysis)

5 Inquiry Questions:

- 6 1. How do musicians extrapolate the structure of music from a single part?
- 7 2. How are the skills used to analyze music similar to the skills used to analyze literature?

8 Expand and Connect:

- 9 1. Sight-reading strengthens the visual-spatial reasoning skills required in other disciplines.

10 ~~Eighth Grade~~/Proficient, Standard 3. Theory of Music

11 Prepared Graduates:

- 12 6. Aurally identify and differentiate musical elements to interpret and respond to music.

13 Grade Level Expectation:

- 14 3. Aurally identify and differentiate elements of a piece including chords and harmonic progression.

15 GLE Code: MU.8P.3.3

16 Evidence Outcomes

17 Students Can:

- 18 a. Listen to a rhythmic phrase ~~of four or more measures~~ and notate the ~~correct~~ accurate rhythm.
- 19 b. Listen to and identify chord changes in harmonic progression.
- 20 c. Listen to and notate a simple, diatonic melody with stepwise motion.

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Aurally differentiating between musical elements requires one to make connections and draw
- 24 conclusions. (Critical Thinking and Analysis)
- 25 2. Pose and respond to questions or ideas and contribute to a discussion related to musical
- 26 styles/genres. (Interpersonal Communication)

1 Inquiry Questions:

- 2 1. How does rhythmic dictation improve sight-reading skills?
3 2. How ~~does identification of chord changes do~~ theoretical concepts reinforce the understanding of
4 mathematical relationships in music?

5 Expand and Connect:

- 6 1. Aurally differentiating intervals and chordal relationships strengthens understanding of the
7 mathematical nature of music.

8 ~~Eighth Grade~~/Proficient, Standard 3. Theory of Music

9 Prepared Graduates:

- 10 6. Aurally identify and differentiate musical elements to interpret and respond to music.

11 Grade Level Expectation:

- 12 4. Aurally identify and differentiate characteristics and expressive elements of different musical
13 styles/genres.

14 GLE Code: MU.8P.3.4

15 Evidence Outcomes

16 Students Can:

- 17 a. Listen to several pieces of music. Create a listening map describing each genre based on multiple
18 musical characteristics such as form/**structure**, instrumentation, lyrical content, vocal or
19 instrumental nuances, and application of dynamics.

20 Academic Context and Connections

21 Colorado Essential Skills:

- 22 1. Participating in discussions to analyze unfamiliar music requires communication and collaboration
23 skills. (**Interpersonal Communication**)

24 Inquiry Questions:

- 25 1. How is comparing and contrasting music similar to analyzing genres in literature?
26 2. **Do all cultures use the same techniques to convey emotion in their music?**

1 Expand and Connect:

- 2 1. Listening to and recognizing characteristics of different genres and styles of music builds skills
3 necessary to analyze and understand characteristics of different genres and styles of other
4 disciplines such as literature.

5 ~~Eighth Grade/~~Proficient, Standard 4. ~~Aesthetic Valuation of Music~~
6 ~~Respond to Music~~

7 Prepared Graduates:

- 8 7. Evaluate and respond to music using criteria to make informed musical decisions.

9 Grade Level Expectation:

- 10 1. ~~Evaluate and assess~~ Respond to the ~~quality of~~ musical performances or compositions using
11 student-created criteria.

12 GLE Code: MU.8P.4.1

13 Evidence Outcomes

14 Students Can:

- 15 a. Develop and describe personal criteria for evaluating musical performances.
16 b. Listen to a performance and assign a quality rating based on student-created criteria. Explain and
17 justify the rating.
18 c. Justify personal interpretations of contrasting pieces of music and explain how creators or
19 performers apply the elements of music and expressive qualities within genres, cultures, and
20 historical periods to convey expressive intent.

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Creating personal criteria for evaluation of music requires one to form a hypothesis about what
24 defines quality. (Critical Thinking and Analysis)
25 2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own
26 performance. (Self-Awareness)
27 3. Information literacy is required to make appropriate selections of music in a variety of contexts.
28 (Social Awareness)

1 Inquiry Questions:

- 2 1. How do we **judge-evaluate** the quality of musical work(s) and performances using our own criteria?
3 2. How do music evaluators use knowledge and skills to make informed musical decisions?

4 Expand and Connect:

- 5 1. The ability to critically evaluate performances provides necessary information essential to
6 improving performance skills.
7 2. Justifying one's own personal critique of a performance requires the evaluator to define quality,
8 apply reason, and cite evidence.

9 ~~Eighth Grade/~~Proficient, Standard 4. ~~Aesthetic Valuation of Music~~
10 **Respond to Music**

11 Prepared Graduates:

- 12 8. Connect musical ideas and works with societal, cultural and historical context to understand
13 relationships and influences.

14 Grade Level Expectation:

- 15 2. Identify and describe ways in which music is selected for use in society.

16 GLE Code: MU.8P.4.2

17 Evidence Outcomes

18 Students Can:

- 19 a. Apply personally developed criteria for selecting music of contrasting styles for a specific social
20 event.
21 b. Describe how entertainment and social media impact personal music preferences.
22 **c. Identify and describe the social roles of music, citing evidence, in a variety of cultural**
settings.

23 Academic Context and Connections

24 Colorado Essential Skills:

- 25 1. Selecting music for consumption by others requires one to act on creative ideas to make a tangible
26 and useful product. (**Creativity and Innovation**)
27 2. Selecting music for an audience requires one to consider purpose, formality of context, and distinct
28 cultural norms. (**Civic Engagement**)

1 Inquiry Questions:

- 2 1. What criteria do we use when choosing music for others?
3 2. How does the ease of global communication influence musical choices?

4 Expand and Connect:

- 5 1. We can communicate intent through music choices and programming.
6 2. The study of music develops informed consumers of music in society.

7 ~~Eighth Grade/~~Proficient, Standard 4. ~~Aesthetic Valuation of Music~~
8 Respond to Music

9 Prepared Graduates:

- 10 8. Connect musical ideas and works with societal, cultural and historical context to understand
11 relationships and influences.

12 Grade Level Expectation:

- 13 3. Identify and describe musical characteristics and performance styles of different world cultures
14 through a global lens.

15 GLE Code: MU.8P.4.3

16 Evidence Outcomes

17 Students Can:

- 18 a. ~~Describe-Classify~~ the use, performance technique, and cultural significance of instruments and
19 vocal techniques specific to local or regional culture.
20 b. Construct a personal listening repertoire that represents various styles and cultures.

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Examining music from different cultures encourages the use of multiple perspectives.
24 (Civic Engagement)
25 2. Studying music of world cultures encourages one to make observations and draw conclusions.
26 (Global and Cultural Awareness)

1 Inquiry Questions:

- 2 1. How does learning about a culture's music promote understanding and acceptance of that culture?
3 2. How is music a form of cultural transmission?

4 Expand and Connect:

- 5 1. Examining the cultural influences in popular music creates opportunities to understand similarities
6 between cultures.

7 ~~Eighth Grade~~/Proficient, Standard 4. ~~Aesthetic Valuation of Music~~
8 ~~Respond to Music~~

9 Prepared Graduates:

- 10 8. Connect musical ideas and works with societal, cultural and historical context to understand
11 relationships and influences.

12 Grade Level Expectation:

- 13 4. Compare ~~and contrast~~ uses for music in historical events ~~and cultural and social contexts~~.

14 GLE Code: MU.8P.4.4

15 Evidence Outcomes

16 Students Can:

- 17 a. Select musical works from two or more historical periods (~~including our current period~~) and
18 compare the various roles the music played (e.g., historical record, propaganda, patriotism).
19 b. ~~Identify-Investigate~~ how different historical contexts inform performance and result in different
20 musical effects ~~compared to the music of today~~.

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Analyzing media messages in popular music from a time period allows one to assess the influence
24 of music on the outcome of specific historical events. (~~Media Literacy~~)
25 2. Analyzing music from historical periods requires the listener to make hypotheses and draw
26 conclusions. (~~Critical Thinking and Analysis~~)

1 Inquiry Questions:

2 1. What role does music play in historical events?

3 2. How does historical context influence the way we might perform a particular musical work?

4 Expand and Connect:

5 1. We can learn about the human experience during a historical period by examining its music.

6 2. Musicians often consider historic perspectives when making creative decisions.

1 ~~High School~~/Accomplished, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

4 Grade Level Expectation:

- 5 1. Perform/~~Demonstrate~~ contrasting pieces of music, making ~~advanced~~ **complex** interpretive and expressive choices.

6 GLE Code: MU.H1.1.1

7 Evidence Outcomes

8 Students Can:

- 9 a. Perform/~~Demonstrate~~ ~~contrasting piece of music~~ ~~rhythmically correct with accurate rhythms~~. (See Skill Levels ~~4-5~~ ACC the in ~~Music Skills~~ Appendix)
- 10 b. Perform/~~Demonstrate~~ ~~contrasting pieces of~~ music with ~~correct~~ **accurate** pitches and intonation. (See Skill Levels ~~4-5~~ ACC the in ~~Music Skills~~ Appendix)
- 11 c. Perform/~~Demonstrate~~ ~~contrasting pieces of~~ music with expressive qualities. (See Skill Levels ~~4-5~~ ACC the in ~~Music Skills~~ Appendix)

12 Academic Context and Connections

13 Colorado Essential Skills:

- 14 1. Performing music **invites** musicians to act on creative ideas to make an **artistic statement** ~~tangible~~
15 **and useful contribution**. (Creativity and Innovation)
- 16 2. Interpret information and draw conclusions based on **informed** ~~the best~~ analysis.
17 (Critical Thinking **and Analysis**)

18 Inquiry Questions:

- 19 1. How do different interpretations and application of expressive elements impact performance?
20 2. How do musicians make meaningful connections between creating, performing, and responding?

21 Expand and Connect:

- 22 1. Performing accurately and expressively requires cognitive demands similar to reading complex
23 texts.
- 24 2. The **impact** ~~quality~~ of a performance can increase the persuasive effect of the music and build the
25 credibility of the performer(s).

1 ~~High School~~/Accomplished, Standard 1. Expression of Music

2 Prepared Graduates:

- 3 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

4 Grade Level Expectation:

- 5 2. Perform/~~Demonstrate~~ music accurately and expressively, demonstrating self-evaluation and personal ~~interpretation~~.

6 GLE Code: MU.H1.1.2

7 Evidence Outcomes

8 Students Can:

- 9 a. ~~Sing and/or play~~ Perform/~~Demonstrate~~ with ~~effective correct~~ technique ~~with using~~ consistent tone quality, intonation, balance, diction/articulation and phrasing. (See ~~Skill Levels 4-5 ACC~~ in the ~~Music~~ Appendix)
- 10 b. Respond to ~~conductor's leader's~~ cues ~~of balance and blend~~ while singing or playing in an ensemble.
- 11 c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture,
- 12 ~~form, balance, blend, and phrasing~~). (See ~~Skill Levels 4-5 ACC~~ in the ~~Music Skills~~ Appendix)

13 Academic Context and Connections

14 Colorado Essential Skills:

- 15 1. ~~Performing Singing and playing~~ music requires students to consider purpose, ~~venue formality of~~
16 ~~context and audience~~, and ~~distinct~~ cultural norms when planning and performing musical ~~content,~~
17 ~~delivery, and expression~~. (Civic Engagement)
- 18 2. Performing music requires students to adapt to different ~~venues environments~~ with appropriate
19 emotions, ~~etiquette behaviors~~, ~~musical~~ techniques, and expression. (Self-
20 Awareness)
- 21 3. Consider purpose, ~~venue formality of context and audience~~, and ~~distinct~~ cultural norms when
22 planning content, ~~mode~~, delivery, and expression. (Global and Cultural Awareness)

23 Inquiry Questions:

- 24 1. How do musicians apply effective strategies to consistently improve ~~technique~~?
- 25 2. How do individual musicians adjust ~~their performance practices~~ when performing with others?

1 Expand and Connect:

- 2 1. Musicians ~~intuitively-simultaneously~~ combine complex technique and skills to ~~express access~~
3 challenging music.
- 4 2. Musicians ~~can~~ connect their personal interests, experiences, ideas, and knowledge with their
5 musical performance.

6 ~~High School/~~Accomplished, Standard 1. Expression of Music

7 Prepared Graduates:

- 8 3. Demonstrate practice and refinement processes to develop independent musicianship.

9 Grade Level Expectation:

- 10 3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to
11 refine performance.

12 GLE Code: MU.H1.1.3

13 Evidence Outcomes

14 Students Can:

- 15 a. Define valid criteria for informed aesthetic judgments and apply those criteria to unfamiliar
16 musical works and performances.
- 17 b. Apply self-reflection process to refine musical performance.

18 Academic Context and Connections

19 Colorado Essential Skills:

- 20 1. ~~Musicians set personal goals by evaluating and refining personal music-making skills allows~~
21 ~~students to set personal goals and taking~~ responsibility for those goals through reflection ~~upon~~
22 ~~prior outcomes.~~ (Self-Management)
- 23 2. ~~Musicians can apply leader, teacher,~~ self, and peer critiques to improve personal musical
24 performance ~~by allowing~~ students to make connections between information gathered and
25 personal experiences to apply and/or test solutions. (Critical Thinking ~~and Analysis~~)
- 26 3. ~~Musicians can practice and refinement of~~ musical performance ~~requires students by to~~
27 ~~investigating their own musical playing skills and refining form hypotheses and draw conclusions of~~
28 ~~how best to improve~~ personal musicianship. (Career Awareness)

1 Inquiry Questions:

- 2 1. ~~Why~~ What techniques do performers use ~~need~~ to evaluate themselves?
3 2. How does self-evaluation strengthen performance during the course of preparation?

4 Expand and Connect:

- 5 1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the
6 application of appropriate criteria.
7 2. Learning ~~how to critique improve the quality of~~ musical creations ~~works~~ transfers over to ~~critiquing~~
8 ~~improving the quality of work content~~ in other ~~content~~ areas.

9 ~~High School/~~Accomplished, Standard 2. Creation of Music

10 Prepared Graduates:

- 11 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

12 Grade Level Expectation:

- 13 1. ~~Compose, improvise and arrange compositions~~ Create music using melodic, harmonic and rhythmic
14 elements to convey intent.

15 GLE Code: MU.H1.2.1

16 Evidence Outcomes

17 Students Can:

- 18 a. Create/compose music incorporating level-appropriate melody, harmony, and form. ~~(See levels 4-5~~
19 ~~in the Music Skills Appendix)~~
20 b. Improvise a solo vocally and/or instrumentally using varied rhythmic and melodic patterns. ~~(See~~
21 ~~levels 4-5 in the Music Skills Appendix)~~
22 c. Arrange ~~original vocal or instrumental~~ music: level-appropriate melody, harmony, and
23 form/structure. ~~(See levels 4-5 in the Music Skills Appendix)~~

24 Academic Context and Connections

25 Colorado Essential Skills:

- 26 1. Composing/creating, improvising, and arranging help to synthesize ideas in original and
27 ~~surprising-unexpected~~ ways. (Creativity and Innovation)
28 2. Composing/creating, improvising, and arranging allow one to ~~express act on~~ creative ideas ~~and~~
29 ~~make a tangible and useful contribution.~~ (Self-Advocacy and Initiative)

- 1 3. ~~Creating music requires the application of knowledge to set goals, make informed decisions and~~
2 ~~transfer knowledge and skills to new contexts. (Personal: Initiative/Self-Direction)~~

3 Inquiry Questions:

- 4 1. How do ~~composers-music~~ creators use the elements of music to communicate?
5 2. How does the skill of improvising music help people in other areas of their lives?
6 3. How can one devise their own means of notating sound ~~for others to use?~~

7 Expand and Connect:

- 8 1. Understanding the basic structural elements used to ~~create write~~ short musical ~~phrases~~ provides a
9 foundation to understanding the structural elements of more complex musical ~~compositions~~
10 ~~creations~~.
11 2. Technology ~~can~~ provides new platforms for creating and sharing musical ideas.

12 ~~High School/~~Accomplished, Standard 3. Theory of Music

13 Prepared Graduates:

- 14 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
15 literacy.

16 Grade Level Expectation:

- 17 1. Read and notate level-appropriate music accurately and expressively.

18 GLE Code: MU.H1.3.1

19 Evidence Outcomes

20 Students Can:

- 21 a. Identify by name or function and notate musical symbols. (See ~~Skill Level-4 ACC~~ in the ~~Music Skills~~
Appendix)
22 b. Sight-read, observing ~~all~~ musical symbols, tempo indications, expressive indications, and technical
23 indications. (See ~~Skill Level -5 P~~ in the ~~Music Skills~~ Appendix)
24 c. Notate melodic and/or rhythmic patterns of two to four measures. (See ~~Skill Levels 3-4 ACC~~ in the
~~Music Skills~~ Appendix)

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Sight-reading ~~encourages requires one to~~ musicians to synthesize their skills with the expectation
4 of growth. ~~learn from failure in order to innovate new ways of approaching music learning.~~
5 (Self-Awareness)
- 6 2. ~~Building~~ Sight-reading ~~skills invites musicians develops the habit of to~~ setting goals and apply
7 strategies to meet those goals. (Perseverance and Resilience)

8 Inquiry Questions:

- 9 1. How are complex musical ideas expressed through notation?
- 10 2. What cognitive skills are required to make instant adjustments while sight-reading?

11 Expand and Connect:

- 12 1. Analysis ~~music leads to music literacy and~~ allows ~~musicians one~~ to make informed critiques of
13 music and other art forms.

14 ~~High School/~~Accomplished, Standard 3. Theory of Music

15 Prepared Graduates:

- 16 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical
17 literacy.

18 Grade Level Expectation:

- 19 2. Analyze structure, use of musical elements, and expressive choices within musical ~~compositions~~
20 ~~creations.~~

21 GLE Code: MU.H1.3.2

22 Evidence Outcomes

23 Students Can:

- 24 a. Compare ~~composition and~~ notation among different musical ~~works~~ ~~creations.~~
- 25 b. Analyze a musical excerpt and describe the ~~composer's~~ ~~creator's~~ application of musical structures
26 and elements. (See Skill Levels 3-4 ACC in the ~~Music Skills~~ Appendix)

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Analyzing music requires one to interpret information and draw conclusions.
- 4 (Critical Thinking ~~and Analysis~~)

5 Inquiry Questions:

- 6 1. How do ~~musical creators composers~~ express meaning through differentiated ~~application of~~ musical
- 7 ~~structures-expressions~~?
- 8 2. How does analyzing ~~complex~~ musical ideas improve critical listening skills?

9 Expand and Connect:

- 10 1. Sight-reading ~~complex~~ music requires musicians to make multiple, simultaneous musical decisions
- 11 and technical adjustments.

12 ~~High School/~~Accomplished, Standard 3. Theory of Music

13 Prepared Graduates:

- 14 6. Aurally identify and differentiate musical elements to interpret and respond to music.

15 Grade Level Expectation:

- 16 3. Aurally identify and differentiate musical elements within musical excerpts.

17 GLE Code: MU.H1.3.3

18 Evidence Outcomes

19 Students Can:

- 20 a. Listen to and notate ~~four-measure~~ melodies with rhythm.
- 21 b. Listen to ~~and~~ identify, ~~and demonstrate common~~ chords and intervals, ~~including sevenths.~~
- 22 c. ~~Aurally recall a complex melodic phrase.~~

23 Academic Context and Connections

24 Colorado Essential Skills:

- 25 1. ~~Aurally~~ Listening to ~~analyzing~~ music requires one to ~~apply strategies and design data~~ aurally
- 26 ~~analyze musical ideas.~~ (Critical Thinking and Analysis)

- 1 2. Discuss musical styles and genres by posing and responding to questions or ideas. Pose and
2 respond to questions or ideas and contribute to a discussion related to musical styles/genres.
3 (Self-Awareness)

4 Inquiry Questions:

- 5 1. How does melodic and rhythmic dictation improve critical listening and composition skills?
6 2. How ~~can does-audiation and identifying understanding~~ intervals and chordal relationships improve
7 intonation and performance?

8 Expand and Connect:

- 9 1. Aurally differentiating intervals and chordal relationships strengthens understanding of the
10 mathematical nature of music.

11 ~~High School/~~Accomplished, Standard 3. Theory of Music

12 Prepared Graduates:

- 13 6. Aurally identify and differentiate musical elements to interpret and respond to music.

14 Grade Level Expectation:

- 15 4. ~~Aurally identify Classify~~ music by genre, style, historical period or culture.

16 GLE Code: MU.H1.3.4

17 Evidence Outcomes

18 Students Can:

- 19 a. Classify and describe ~~unfamiliar but representative~~ aural examples of music from a given musical
20 genre and explain the reasoning for the classification

21 Academic Context and Connections

22 Colorado Essential Skills:

- 23 1. Discussing, ~~Participating in collaborative discussions by~~, analyzing and differentiating musical
24 elements ~~encourages-promotes the sharing of thoughts and ideas~~ understanding of musical genres,
25 styles, historical periods, or cultures. (Global and Cultural Awareness)

1 Inquiry Questions:

- 2 1. What informed ~~understandings~~ ~~assumptions~~ are necessary in order to classify ~~unfamiliar-known~~
3 ~~and unknown~~ music?

4 Expand and Connect:

- 5 1. Classifying ~~unfamiliar-known and unknown~~ music encourages the listener to draw upon previous
6 knowledge and draw inferences.

7 ~~High School/Accomplished, Standard 4. Aesthetic Valuation of Music~~
8 ~~Respond to Music~~

9 Prepared Graduates:

- 10 7. Evaluate and respond to music using criteria to make informed musical decisions.

11 Grade Level Expectation:

- 12 1. ~~Evaluate and assess the quality~~ ~~Respond to~~ ~~of~~ musical performances or ~~compositions~~ ~~creations~~ and
13 communicate those ~~aesthetic-artistic~~ choices using ~~valid~~ ~~informed~~ criteria.

14 GLE Code: MU.H1.4.1

15 Evidence Outcomes

16 Students Can:

- 17 a. ~~Define objective and subjective criteria for informed aesthetic judgments and apply those criteria~~
18 ~~to unfamiliar musical works and performances.~~ Analyze and interpret the intention of different
19 musical elements throughout culturally diverse musical creations and performances.
20 b. Listen to a performance and ~~assign a quality rating based on objective and subjective criteria.~~
21 ~~Explain and justify the rating.~~ evaluate various musical elements.
22 c. Explain ~~aesthetic judgments and~~ interpretations of musical ~~works~~ ~~creations~~ as they connect with
23 musicians' intent and communicative choices.

24 Academic Context and Connections

25 Colorado Essential Skills:

- 26 1. Evaluating music requires one to ~~draw conclusions from the observational data presented through~~
27 ~~a performance~~ ~~interpret a performance.~~ (Critical Thinking and Analysis)

- 1 2. ~~Objectively~~ Critiquing performances allows the evaluator ~~to build confidence and recognize the~~
2 ~~impact of the evaluation on others.~~ provide feedback and respond to their aesthetic choices.
3 (Critical Thinking and Analysis)

4 Inquiry Questions:

- 5 1. How do personal preferences and bias impact the way we evaluate musical ~~compositions-creations~~
6 and performances?
7 ~~2. How do we objectively or subjectively evaluate the choices and decisions of others as reflected in~~
8 ~~compositions and performances?~~

9 Expand and Connect:

- 10 1. Critically evaluating performances draws on analytical skills used in other disciplines. ~~such as math~~
11 ~~and science.~~
12 2. Awareness of biases in musical critiques encourages the evaluator to apply the same lens to
13 evaluations in other fields of study.

14 ~~High School/~~Accomplished, Standard 4. ~~Aesthetic Valuation of Music~~
15 Respond to Music

16 Prepared Graduates:

- 17 8. Connect musical ideas and works with societal, cultural and historical context to understand
18 relationships and influences.

19 Grade Level Expectation:

- 20 2. Describe and analyze the ~~influence of music on popular culture~~ contributions of music on various
21 cultures.

22 GLE Code: MU.H1.4.2

23 Evidence Outcomes

24 Students Can:

- 25 a. Analyze how specific musical ~~works-creations~~ influence and are influenced by interactions between
26 social ~~and cultural~~ groups.
27 b. Analyze the ~~present and historical~~ relationships between music and ~~trends-shifts~~ in ~~popular~~
28 culture.

1 Academic Context and Connections

2 Colorado Essential Skills:

- 3 1. Analyzing music illuminates the ~~cause-and-effect~~ relationship between music and popular culture.
- 4 (~~Critical Thinking and Analysis~~)
- 5 2. Studying the ~~influence-contributions~~ of ~~popular~~ music on social groups aids in the development of
- 6 interpersonal skills ~~to work with individuals from diverse backgrounds.~~
- 7 (~~Global and Cultural Awareness~~)

8 Inquiry Questions:

- 9 1. How ~~does popular can~~ music ~~influence-contribute to~~ how listeners collectively think and behave?
- 10 2. How does the ~~increased~~ ease of global communication ~~influence-contribute to~~ musical choices?

11 Expand and Connect:

- 12 ~~1. We can draw inferences about a social group from the music they consume.~~
- 13 2. The study of music ~~develops-helps~~ informed ~~ed~~ consumers of music in society.

14

15 ~~High School/~~Accomplished, Standard 4. ~~Aesthetic Valuation of Music~~
16 ~~Respond to Music~~

17 Prepared Graduates:

- 18 8. Connect musical ideas and works with societal, cultural and historical context to understand
- 19 relationships and influences.

20 Grade Level Expectation:

- 21 3. Compare ~~and-contrast~~ the use of ~~common~~ musical characteristics across multiple ~~world-and~~
- 22 ~~diverse~~ cultures.

23 GLE Code: MU.H1.4.3

24 Evidence Outcomes

25 Students Can:

- 26 a. Analyze music influenced by two or more cultures for structure, style, and cultural context ~~of the~~
- 27 ~~works~~-(e.g., connections, spirituality, traditions, language, community, etc.).

- 1 b. Contrast ~~common~~ performance styles and/or techniques between two or more cultures and
- 2 describe the intent and application of each.
- 3 c. ~~Research and present the music of multiple and diverse cultures for indicators of cultural identity~~
- 4 ~~(e.g., connections, spirituality, traditions, language).~~

5 Academic Context and Connections

6 Colorado Essential Skills:

- 7 1. Examining music from different cultures promotes understanding of global problems through
- 8 multiple perspectives. (Global ~~and~~ Cultural Awareness)
- 9 2. Examining the relationship between music and cultural identity requires one to interpret
- 10 information and draw ~~informed~~ conclusions. (Critical Thinking ~~and~~ Analysis)

11 Inquiry Questions:

- 12 1. How ~~does-can~~ learning about a culture's music promote understanding and acceptance of that
- 13 culture?
- 14 2. How do ~~migrant-different~~ cultures retain their identity through music?

15 Expand and Connect:

- 16 1. Examining the cultural ~~influences-contributions~~ in ~~popular-~~music ~~develops-promotes~~ empathy.

17 ~~High School/Accomplished, Standard 4. Aesthetic Valuation of Music~~

18 ~~Respond to Music~~

19 Prepared Graduates:

- 20 8. Connect musical ideas and works with societal, cultural and historical context to understand
- 21 relationships and influences.

22 Grade Level Expectation:

- 23 4. Describe and analyze the ~~influence-contributions~~ of music on historical-periods ~~and~~ cultural and
- 24 ~~social contexts.~~

25 GLE Code: MU.H1.4.4

1 Evidence Outcomes

2 Students Can:

- 3 a. Analyze ~~representative~~ examples of music associated with a specific historical event and describe
- 4 how music may have ~~influenced-contributed to~~ the outcome of the event.
- 5 b. Analyze the ~~co~~-evolution of music and other arts ~~in-and their~~ relationship to ~~their role in~~ history
- 6 and social movements.

7 Academic Context and Connections

8 Colorado Essential Skills:

- 9 1. Analyzing media messages in ~~popular~~ music from ~~specific a~~-time periods allows one to assess the
- 10 ~~influence-contributions~~ of music ~~on the outcome of specific on~~ historical events.
- 11 (~~Media Literacy~~)
- 12 2. ~~Analyzing music from historical periods requires the listener to make hypotheses and draw~~
- 13 ~~conclusions. (Entrepreneurial: Inquiry/Analysis)~~

14 Inquiry Questions:

- 15 1. What role ~~does-can~~ music play in historical events?
- 16 2. How ~~does-can~~ music ~~influence-contribute to the~~ thinking and behavior during a historic event?

17 Expand and Connect:

- 18 1. Music and other arts can provide ~~evidence-artifacts~~ of historical trends.
- 19 2. Musicians make ~~aesthetic-performance~~ choices by considering historical context and modern
- 20 innovations.

1 **Music**

2 ~~High School/Advanced, Standard 1. Expression of Music~~

3 ~~Prepared Graduates:~~

4 ~~1.—Apply knowledge and skills through a variety of means to demonstrate musical concepts.~~

5 ~~Grade Level Expectation:~~

6 ~~1.—Perform contrasting pieces of music, making advanced interpretive and expressive choices.~~

7 ~~GLE Code: MU.H2.1.1~~

8 ~~Evidence Outcomes~~

9 ~~Students Can:~~

10 ~~a.—Perform music rhythmically correct. (See levels 5–6 in Music Skills Appendix)~~

11 ~~b.—Perform music with correct pitches and intonation. (See levels 5–6 in Music Skills Appendix)~~

12 ~~c.—Perform music with expressive qualities. (See levels 5–6 in Music Skills Appendix)~~

13 ~~Academic Context and Connections~~

14 ~~Colorado Essential Skills:~~

15 ~~1.—Performing music requires musicians to act on creative ideas to make a tangible and useful~~
16 ~~contribution. (Entrepreneurial Skills: Risk-Taking)~~

17 ~~2.—Interpret information and draw conclusions based on the best analysis. (Entrepreneurial~~
18 ~~Skills: Critical Thinking/Problem Solving)~~

19 ~~Inquiry Questions:~~

20 ~~1.—How do different performance choices influence listener response?~~

21 ~~2.—Why is it important for musicians to adjust their individual performance to aid in the~~
22 ~~success of an ensemble performance?~~

23 ~~Expand and Connect:~~

24 ~~1.—Advanced performance practices require high-level cognitive skills, including real-time~~
25 ~~analysis and adjustment.~~

26 ~~2.—The quality of a performance can increase the persuasive effect of the music and build the~~
27 ~~credibility of the performer(s).~~

1 **Music**

2 ~~High School/Advanced, Standard 1. Expression of Music~~

3 ~~Prepared Graduates:~~

4 ~~2. Perform with appropriate technique and expressive elements to communicate ideas and~~
5 ~~emotions.~~

6 ~~Grade Level Expectation:~~

7 ~~2. Perform advanced music accurately and expressively, demonstrating self-evaluation and~~
8 ~~personal interpretation.~~

9 ~~GLE Code: MU.H2.1.2~~

10 ~~Evidence Outcomes~~

11 ~~Students Can:~~

- 12 ~~a. Sing and/or play with correct technique with consistent tone quality, intonation, balance,~~
13 ~~dictation/articulation and phrasing. (See levels 5-6 in Music Skills Appendix)~~
14 ~~b. Respond to conductor's cues of balance and blend while singing or playing in an ensemble.~~
15 ~~c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre,~~
16 ~~texture, form). (See levels 5-6 in Music Skills Appendix)~~

17 ~~Academic Context and Connections~~

18 ~~Colorado Essential Skills:~~

- 19 ~~1. Singing and playing music requires students to consider purpose, formality of context and~~
20 ~~audience, and distinct cultural norms when planning and performing musical content,~~
21 ~~delivery, and expression. (Civic/Interpersonal: Communication)~~
22 ~~2. Performing music requires students to adapt to different environments with appropriate~~
23 ~~emotions, behaviors, musical techniques and expression. (Personal: Self-Awareness)~~
24 ~~3. Articulate thoughts and ideas effectively using oral, written, and musical communication.~~
25 ~~(Civic/Intrapersonal: Communication)~~

26 ~~Inquiry Questions:~~

- 27 ~~1. How does the self-evaluation and rehearsal process apply to postsecondary pursuits?~~
28 ~~2. How do performers defend their artistic choices?~~

29 ~~Expand and Connect:~~

30 ~~1. Musicians intuitively combine complex technique and skills to access challenging music.~~

1 ~~2.—Advanced musicians collaborate with and respond to cues from others to make~~
2 ~~interpretive decisions.~~

3 **Music**

4 ~~High School/Advanced, Standard 1. Expression of Music~~

5 ~~Prepared Graduates:~~

6 ~~3.—Demonstrate practice and refinement processes to develop independent musicianship.~~

7 ~~Grade Level Expectation:~~

8 ~~3.—Synthesize multiple sources of feedback to develop and implement personal practice~~
9 ~~cycles to refine performance and mentor others.~~

10 ~~GLE Code: MU.H2.1.3~~

11 ~~Evidence Outcomes~~

12 ~~Students Can:~~

13 ~~a.—Develop, apply and refine appropriate rehearsal strategies to address individual and~~
14 ~~ensemble challenges in a varied repertoire of music.~~

15 ~~b.—Apply self-reflection process to refine musical performance.~~

16 ~~Academic Context and Connections~~

17 ~~Colorado Essential Skills:~~

18 ~~1.—Evaluating and refining personal music-making skills allows students to set personal goals~~
19 ~~and take responsibility for those goals through reflection upon prior outcomes.~~
20 ~~(Professional: Task/Time Management)~~

21 ~~2.—Applying teacher, self, and peer critiques to improve personal musical performance allows~~
22 ~~students to make connections between information gathered and personal experiences to~~
23 ~~apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)~~

24 ~~3.—Practice and refinement of music requires students to test hypotheses/prototype with~~
25 ~~planned processes and get feedback to improve personal musicianship. (Entrepreneurial:~~
26 ~~Inquiry/Analysis)~~

27 ~~Inquiry Questions:~~

28 ~~1.—How does a performer develop a sense of what is appropriate in terms of rhythm, pitch,~~
29 ~~and style?~~

30 ~~2.—How do musicians improve the quality of their creative work?~~

- 1 ~~Expand and Connect:~~
- 2 ~~1. Musicians evaluate and refine their work through openness to new ideas, persistence, and~~
- 3 ~~the application of appropriate criteria.~~
- 4 ~~2. Learning how to improve the quality of music works transfers over to improving the quality~~
- 5 ~~of work in other content areas.~~

6 **Music**

7 ~~High School/Advanced, Standard 2. Creation of Music~~

8 ~~Prepared Graduates:~~

- 9 ~~4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful~~
- 10 ~~intent.~~

11 ~~Grade Level Expectation:~~

- 12 ~~1. Compose, improvise, arrange and edit compositions appropriate for performance to~~
- 13 ~~convey intent.~~

14 ~~GLE Code: MU.H2.2.1~~

15 ~~Evidence Outcomes~~

16 ~~Students Can:~~

- 17 ~~a. Compose music incorporating appropriate voicing and ranges, coherent form and style,~~
- 18 ~~and appropriate notation in context. (See levels 5-6 in Music Skills Appendix)~~
- 19 ~~b. Improvise a full-length solo vocally and/or instrumentally using varied rhythmic and~~
- 20 ~~melodic patterns. (See levels 5-6 in Music Skills Appendix)~~
- 21 ~~c. Create an original arrangement of vocal or instrumental music meant for performance.~~
- 22 ~~(See levels 5-6 in Music Skills Appendix)~~

23 ~~Academic Context and Connections~~

24 ~~Colorado Essential Skills:~~

- 25 ~~1. Composing, improvising, and arranging help to synthesize ideas in original and surprising~~
- 26 ~~ways. (Entrepreneurial: Creativity/Innovation)~~
- 27 ~~2. Composing, improvising, and arranging allow one to act on creative ideas and make a~~
- 28 ~~tangible and useful contribution. (Entrepreneurial: Risk Taking)~~

1 ~~3.1. Creating music requires effective articulation of thoughts and ideas using oral, written, and~~
2 ~~nonverbal communication skills in a variety of forms and contexts. (Civic/Interpersonal:~~
3 ~~Communication)~~

4 ~~Inquiry Questions:~~

5 ~~1. How do composers experiment with the elements of music to create innovative ideas?~~

6 ~~2. How can musicians improve the quality of their improvisations?~~

7 ~~3. Why is it important to understand the elements of music when composing with~~
8 ~~technology?~~

9 ~~Expand and Connect:~~

10 ~~1. Understanding how other disciplines use the idea of arrangement provides students with a~~
11 ~~deeper understanding of arranging a piece of music (e.g., still life or photo composition,~~
12 ~~choreography of a dance, blocking of a scene in a play, design of a visual presentation).~~

13 ~~2. The use of technology can aid in the process of creating innovative musical ideas.~~

14 **Music**

15 **High School/Advanced, Standard 3. Theory of Music**

16 **Prepared Graduates:**

17 ~~5. Read, write, and analyze the elements of music through a variety of means to demonstrate~~
18 ~~musical literacy.~~

19 **Grade Level Expectation:**

20 ~~1. Read and notate level appropriate music accurately and expressively.~~

21 **GLE Code: MU.H2.3.1**

22 **Evidence Outcomes**

23 **Students Can:**

24 ~~a. Identify by name or function and notate musical symbols. (See level 5 in Music Skills~~
25 ~~Appendix)~~

26 ~~b. Sight read, observing all musical symbols, tempo indications, expressive indications, and~~
27 ~~technical indications. (See level .5 in the Music Skills Appendix)~~

28 ~~c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 4-6 in the~~
29 ~~Music Skills Appendix)~~

1 ~~Academic Context and Connections~~

2 ~~Colorado Essential Skills:~~

3 ~~1. Sight reading requires one to learn from failure in order to innovate new ways of~~
4 ~~approaching music learning. (Entrepreneurial: Risk Taking)~~

5 ~~2. Sight reading develops the habit of applying strategies in a climate of ambiguity when~~
6 ~~working with unfamiliar music passages. (Personal: Perseverance)~~

7 ~~Inquiry Questions:~~

8 ~~1. How might notation limit or expand musical expression and intent?~~

9 ~~2. How does sight reading at a performance level impact career and higher level performing~~
10 ~~opportunities?~~

11 ~~Expand and Connect:~~

12 ~~1. Analysis of music leads to music literacy and allows one to make informed critiques of~~
13 ~~music and other art forms.~~

14 **Music**

15 ~~High School/Advanced, Standard 3. Theory of Music~~

16 ~~Prepared Graduates:~~

17 ~~5. Read, write, and analyze the elements of music through a variety of means to demonstrate~~
18 ~~musical literacy.~~

19 ~~Grade Level Expectation:~~

20 ~~2. Analyze structure, use of musical elements, and expressive choices within musical~~
21 ~~compositions.~~

22 ~~GLE Code: MU.H2.3.2~~

23 ~~Evidence Outcomes~~

24 ~~Students Can:~~

25 ~~a. Compare composition and notation among different musical works.~~

26 ~~b. Analyze a musical excerpt and describe the composer's application of musical structures~~
27 ~~and elements. (See levels 4-6 in Music Skills Appendix)~~

1 ~~Academic Context and Connections~~

2 ~~Colorado Essential Skills:~~

- 3 ~~1. Analyzing music requires one to interpret information and draw conclusions.~~
4 ~~(Entrepreneurial: Critical Thinking/Problem Solving)~~

5 ~~Inquiry Questions:~~

- 6 ~~1. How does analyzing composition and notation improve musicianship?~~
7 ~~2. How does style influence composers' choices?~~

8 ~~Expand and Connect:~~

- 9 ~~1. Sight reading complex music requires musicians to make multiple, simultaneous musical~~
10 ~~decisions and technical adjustments.~~

11 **Music**

12 ~~High School/Advanced, Standard 3. Theory of Music~~

13 ~~Prepared Graduates:~~

- 14 ~~6. Aurally identify and differentiate musical elements to interpret and respond to music.~~

15 ~~Grade Level Expectation:~~

- 16 ~~3. Aurally identify and differentiate musical elements within musical excerpts of various~~
17 ~~styles.~~

18 ~~GLE Code: MU.H2.3.3~~

19 ~~Evidence Outcomes~~

20 ~~Students Can:~~

- 21 ~~a. Listen to and notate advanced four- to eight-measure melodies with rhythm.~~
22 ~~b. Listen to and identify chromatic chords and intervals.~~

23 ~~Academic Context and Connections~~

24 ~~Colorado Essential Skills:~~

- 25 ~~1. Aurally analyzing music requires one to apply strategies and design data. (Entrepreneurial:~~
26 ~~Inquiry/Analysis)~~

1 ~~2.1. Pose and respond to questions or ideas and contribute to a discussion related to musical~~
2 ~~styles/genres. (Personal: Self-Awareness)~~

3 ~~Inquiry Questions:~~

4 ~~1. How does melodic and rhythmic dictation improve critical listening and composition skills?~~

5 ~~2. How does understanding intervals and chordal relationships improve intonation and~~
6 ~~performance?~~

7 ~~Expand and Connect:~~

8 ~~1. Aurally differentiating intervals and chordal relationships strengthens understanding of the~~
9 ~~mathematical nature of music.~~

10 **Music**

11 ~~High School/Advanced, Standard 3. Theory of Music~~

12 ~~Prepared Graduates:~~

13 ~~6. Aurally identify and differentiate musical elements to interpret and respond to music.~~

14 ~~Grade Level Expectation:~~

15 ~~4. Classify music, by genre, style, historical period or culture.~~

16 ~~GLE Code: MU.H2.3.4~~

17 ~~Evidence Outcomes~~

18 ~~Students Can:~~

19 ~~a. Classify and describe unfamiliar but representative aural examples of music from a given~~
20 ~~musical genre and explain the reasoning for the classification.~~

21 ~~Academic Context and Connections~~

22 ~~Colorado Essential Skills:~~

23 ~~1. Participating in collaborative discussions by analyzing and differentiating musical elements~~
24 ~~encourages the sharing of thoughts and ideas. (Civic/Interpersonal: Communication)~~

25 ~~Inquiry Questions:~~

26 ~~1. What informed assumptions are necessary in order to classify unfamiliar music?~~

1 ~~Expand and Connect:~~

2 ~~1. Classifying unfamiliar music encourages the listener to draw upon previous knowledge and~~
3 ~~draw inferences.~~

4 **Music**

5 ~~High School/Advanced, Standard 4. Aesthetic Valuation of Music~~

6 ~~Prepared Graduates:~~

7 ~~7. Evaluate and respond to music using criteria to make informed musical decisions.~~

8 ~~Grade Level Expectation:~~

9 ~~1. Evaluate and assess the quality of musical performances or compositions, and defend~~
10 ~~these aesthetic choices using valid criteria, including informed comparison with similar~~
11 ~~examples.~~

12 ~~GLE Code: MU.H2.4.1~~

13 ~~Evidence Outcomes~~

14 ~~Students Can:~~

15 ~~a. Defend objective and subjective criteria for informed aesthetic judgments and apply those~~
16 ~~criteria to unfamiliar musical works and performances.~~

17 ~~b. Listen to a performance and assign a quality rating based on objective and subjective~~
18 ~~criteria. Make informed recommendations for improvement.~~

19 ~~c. Explain aesthetic judgments and interpretation of musical works as they connect with~~
20 ~~musicians' intent and communicative choices, as informed by the student's personal~~
21 ~~musicianship.~~

22 ~~Academic Context and Connections~~

23 ~~Colorado Essential Skills:~~

24 ~~1. Evaluating music requires one to draw conclusions from the observational data presented~~
25 ~~through a performance. (Entrepreneurial: Critical Thinking/Problem Solving)~~

26 ~~2. Objectively critiquing performances by others allows the evaluator to confidently inspire~~
27 ~~others to reach their potential. (Personal: Leadership)~~

1 Inquiry Questions:

2 ~~1.— How might evaluators quantify personal musicianship when rating a performance for~~
3 ~~quality?~~

4 ~~2.— How do we correlate personal musicianship with aesthetic choices when evaluating a~~
5 ~~performance or composition?~~

6 Expand and Connect:

7 ~~1.— Critically evaluating performances draws on analytical skills used in other disciplines such~~
8 ~~as math and science.~~

9 ~~2.— Seeking to understand a performer’s intent during the evaluation process encourages the~~
10 ~~evaluator to apply justification, reason, and empathy.~~

11 Music

12 High School/Advanced, Standard 4. Aesthetic Valuation of Music

13 Prepared Graduates:

14 ~~8.— Connect musical ideas and works with societal, cultural and historical context to~~
15 ~~understand relationships and influences.~~

16 Grade-Level Expectation:

17 ~~2.— Describe and analyze the impact of music on individual and group/social identity.~~

18 GLE Code: MU.H2.4.2

19 Evidence Outcomes

20 Students Can:

21 ~~a.— Analyze how specific musical works influence individual and group identity.~~

22 ~~b.— Analyze the relationships between music, social change, and trends in popular culture.~~

23 Academic Context and Connections

24 Colorado Essential Skills:

25 ~~1.— Studying music as a form of identity promotes a grounded sense of self and an openness~~
26 ~~to recognize and appreciate the identities of others. (Personal: Self-Awareness)~~

27 ~~2.1. Studying the influence of popular music on social groups aids in the development of~~
28 ~~interpersonal skills to work with individuals from diverse backgrounds.~~
29 ~~(Civic/Interpersonal: Global/Cultural Awareness)~~

1 Inquiry Questions:

2 ~~1.—How does music express individual and group identity?~~

3 ~~2.—How does music break down or perpetuate stereotypes?~~

4 Expand and Connect:

5 ~~1.—Musical decisions are influenced, in part, by musical identity.~~

6 ~~2.—The study of music develops informed consumers of music in society.~~

7 Music

8 ~~High School/Advanced, Standard 4. Aesthetic Valuation of Music~~

9 Prepared Graduates:

10 ~~8.—Connect musical ideas and works with societal, cultural and historical context to~~
11 ~~understand relationships and influences.~~

12 ~~Grade Level Expectation:~~

13 ~~3.—Describe and analyze the influence of music on cultural identity.~~

14 ~~GLE Code: MU.H2.4.3~~

15 ~~Evidence Outcomes~~

16 ~~Students Can:~~

17 ~~a.—Analyze the music of one or more cultures for indicators of deep culture (e.g. relationships~~
18 ~~and norms, spirituality, notions of fairness).~~

19 ~~b.—Analyze the music of two or more seemingly disparate cultures for common indicators of~~
20 ~~deep culture in their music.~~

21 ~~Academic Context and Connections~~

22 ~~Colorado Essential Skills:~~

23 ~~1.—Examining music from different cultures promotes understanding of global problems~~
24 ~~through multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)~~

25 ~~2.—Examining the relationship between music and cultural identity requires one to interpret~~
26 ~~information and draw conclusions. (Entrepreneurial: Critical Thinking)~~

1 Inquiry Questions:

2 1. How does learning about a culture's music promote understanding and acceptance of that
3 culture?

4 2. How do migrant cultures share their identity through music?

5 Expand and Connect:

6 1. Examining the cultural influences in popular music develops empathy and influences social
7 change.

8 Music

9 High School/Advanced, Standard 4. Aesthetic Valuation of Music

10 Prepared Graduates:

11 8. Connect musical ideas and works with societal, cultural and historical context to
12 understand relationships and influences.

13 Grade Level Expectation:

14 4. Describe and analyze the influence of music on how citizens remember historical or
15 political events.

16 GLE Code: MU.H2.4.4

17 Evidence Outcomes

18 Students Can:

19 a. Analyze representative examples of music associated with a specific historical event and
20 describe how music may have influenced the perception or retelling of the event.

21 b. Analyze the co-evolution of music and other arts in relationship to their role in history and
22 social movements.

23 Academic Context and Connections

24 Colorado Essential Skills:

25 1. Examining how society interprets music differently allows one to draw inferences on the
26 influence of music on how an event is recalled. (Professional: Information Literacy)

27 2. Analyzing music from historical periods requires the listener to make hypotheses and draw
28 conclusions. (Entrepreneurial: Inquiry/Analysis)

1 Inquiry Questions:

2 ~~1. How do music and history influence each other?~~

3 ~~2. How can music influence the way a historical event is retold or remembered?~~

4 Expand and Connect:

5 ~~1. Music and other arts can provide evidence of historical trends.~~

6 ~~2. Musicians make aesthetic choices by considering historical context and modern~~
7 ~~innovations.~~

8 ~~3.~~

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