



Prepared Graduates:

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

Grade Level Expectation:

1. Perform music that demonstrates learned rhythmic and melodic patterns.

Evidence Outcomes

Students Can:

- a. Perform melodic patterns that include same/different and three-pitch melodies.
- b. Perform rhythmic patterns that include quarter note, paired eighth notes, and quarter rest.
- c. Perform a steady beat while contrasting rhythms are being played.

Academic Context and Connections

Colorado Essential Skills:

1. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial: Inquiry/Analysis)
3. Demonstrate a willingness to try new things. (Entrepreneurial: Risk Taking)

Inquiry Questions:

1. Why is it important to keep a steady beat?
2. How do the beats in music relate to counting in math?
3. Why are patterns important in music?

Expand and Connect:

1. Use of nursery rhymes and songs enables varying ways to teach content skills and concepts.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Expressing when performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.

Prepared Graduates:

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

Grade Level Expectation:

2. Perform basic songs with accurate pitch, rhythm, tone and expressive elements.

Evidence Outcomes

Students Can:

- a. Sing, play, and/or move while maintaining steady beat.
- b. Demonstrate appropriate tempo and dynamic levels.

Academic Context and Connections

Colorado Essential Skills:

1. Communicating a variety of ideas and emotions through performance demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Consider purpose, formality of context/audience, and distinct cultural norms when planning content, mode, delivery, and expression of a performance. (Personal: Self-Awareness)
3. Articulate musical ideas using different forms of communication to express themselves. (Civic/Interpersonal: Communication)

Inquiry Questions:

1. How does music tell a story?
2. Why are there changes in speed and volume in music?
3. Why is it important to keep a steady beat?

Expand and Connect:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance/Resilience)
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes supports development of high-quality musical products. (Professional: Task/Time Management)
4. Synthesizing information from multiple sources to help to demonstrate understanding of a topic. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

1. Compose, improvise and arrange short phrases using rhythm and/or pitch.

Evidence Outcomes

Students Can:

- a. Compose a short instrumental and vocal pattern to accompany poems, rhymes, and stories.
- b. Improvise short patterns using known pitches and rhythms.
- c. Arrange instrumental and vocal patterns to enhance poems, rhymes, stories and songs. (e.g., create a spooky soundscape to go with a Halloween poem; create a happy pattern to be background music for a happy part of a story)

Academic Context and Connections

Colorado Essential Skills:

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: Communication)

Inquiry Questions:

1. How does music help to tell a story?
2. Why are phrases important in music?
3. How does music notation help a composer share and save his music?

Expand and Connect:

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

Prepared Graduates:

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

Grade Level Expectation:

1. Identify and demonstrate introductory melodic and rhythmic patterns.

Evidence Outcomes

Students Can:

- a. Melody: Identify and demonstrate same/different patterns, three-note patterns.
- b. Rhythm: Identify and demonstrate quarter note/rest, paired eighth notes, steady beat, strong/weak, beat vs rhythm, same/different.

Academic Context and Connections

Colorado Essential Skills:

1. Reading and analyzing music increases knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others (Personal: Adaptability/Flexibility)

Inquiry Questions:

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

Expand and Connect:

1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science).
2. Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter rests.
3. Music notation is a visual representation of organized sound and silence.

Prepared Graduates:

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

Grade Level Expectation:

2. Identify and demonstrate changes in tempos and dynamics.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

3. Identify and demonstrate basic form, meter, and timbre elements.

Evidence Outcomes

Students Can:

- a. Form: Aurally identify phrase, AB.
- b. Meter: Identify and demonstrate steady beat, in different meters.
- c. Timbre: Aurally identify pitched/non-pitched instruments.

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing musical form and structure provides a format to describe cause-and-effect relationships and patterns (Entrepreneurial: Inquiry/Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts (Personal: Initiative/Self Direction)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- Describe specific elements of music that impact thoughts or emotions.
- Communicate understanding of music ideas or moods through a variety of mediums (e.g., movement, drawing, storytelling).
- Describe personal preferences or reactions to music.

Academic Context and Connections

Colorado Essential Skills:

- Articulating the mood of a particular piece of music requires interpretation of aural information to draw conclusions. (Entrepreneurial: Critical Thinking)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Experiencing and analyzing music of different cultures helps to identify and explain cultural perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

Inquiry Questions:

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

Expand and Connect:

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