



Prepared Graduates:

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

Grade Level Expectation:

1. Respond to musical opposites.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial: Creativity/Innovation)
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

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

Expand and Connect:

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

Prepared Graduates:

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

Grade Level Expectation:

2. Perform introductory songs with accurate pitch, rhythm, expressive elements.

Evidence Outcomes

Students Can:

- a. Sing and move using simple songs and singing games
- b. Demonstrate speaking, singing, whispering, and shouting voice.

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. Accurately recognize one's own emotions, thoughts, and values and how they influence 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 performing songs help you learn?
2. How does music express thoughts and feelings?
3. How can movement communicate the meaning of a piece of music?

Expand and Connect:

1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Movement can demonstrate the ability to follow musical elements.



Prepared Graduates:

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

Grade Level Expectation:

3. Apply teacher critique and self-reflection to refine individual technique and performance of introductory 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 helps to demonstrate understanding of a topic. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

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

Expand and Connect:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

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. Where else can you find patterns?
3. Why are patterns important in music?

Expand and Connect:

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



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 melodic and rhythmic opposites.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Reading and analyzing music increase 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 opposites make music more interesting to listen to?
2. Why is it important to keep a steady beat?

Expand and Connect:

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



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 tempo and dynamic opposites.

Evidence Outcomes

Students Can:

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

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. How can we make songs sound more interesting?

Expand and Connect:

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



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 and timbre elements.

Evidence Outcomes

Students Can:

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

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. What makes voices and instruments sound different?

Expand and Connect:

1. Ample experiences of “same/different” set up eventual understanding of binary (AB) form.
2. The ability to hear same and different phrases is a foundational skill to developing aural discrimination.
3. Identifying similar themes, patterns, and textures in stories, songs, and art forms provides practice and exploration in how themes/patterns and textures are used in the world.





Prepared Graduates:

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

Grade Level Expectation:

1. Describe musical preferences in their own words.

Evidence Outcomes

Students Can:

- a. Communicate understanding of musical ideas or moods through a variety of mediums (e.g., movement, drawing, story-telling).
- b. Communicate personal preferences and/or reactions to music.

Academic Context and Connections

Colorado Essential Skills:

1. Discerning musical preferences allows individuals to make connections between information gathered and personal experiences. (Entrepreneurial: Critical Thinking)

Inquiry Questions:

1. Why do we choose different music for different events?
2. Why does some music make you want to move?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

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. Why do we choose different music for different times?
2. What causes various instruments and voices to sound different from each other?
3. What makes one musical style different from another?

Expand and Connect:

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