



Prepared Graduates:

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

Grade Level Expectation:

1. Perform pieces of music, making interpretive and expressive choices.

Evidence Outcomes

Students Can:

- a. Perform music rhythmically correct at .5-1 level on the difficulty rating scale. (See levels .5-1 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation at .5-1 level on the difficulty rating scale. (See levels .5-1 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels .5-1 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Adaptability/Flexibility)
3. Students can synthesize information from multiple sources to demonstrate understanding of music. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

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

Expand and Connect:

1. Performing accurately and expressively requires musicians to access multiple skills simultaneously.
2. Musicians make expressive choices to communicate emotion.



Prepared Graduates:

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

Grade Level Expectation:

2. Perform Music in unison and two-parts accurately and with technique in order to convey intent.

Evidence Outcomes

Students Can:

- a. Sing and/or play with correct technique and consistent tone quality, intonation, balance, diction/articulation, and phrasing. (See levels .5-1 in Music Skills Appendix)
- b. Respond to written or visual cues for tempo, simple dynamics, and time signatures including 2/4, 3/4, and 4/4.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels .5-1 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Singing and playing music requires students to consider purpose, formality of context and audience, and distinct cultural norms when planning and performing musical content, delivery, and expression. (Civic/Interpersonal: Communication)
2. Performing music requires students to take responsibility for and pursue opportunities to create the highest quality music performance. (Personal: Initiative/Self-Direction)
3. Discern differences of effective and ineffective processes and communication when performing music. (Personal: Personal Responsibility)

Inquiry Questions:

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

Expand and Connect:

1. Musicians use fluency in the language of music to develop musical leadership.
2. Performing together helps musicians to build meaningful interpersonal relationships.



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Accepting and applying feedback enables students to develop a clear sense of goals, and their abilities and needs. (Professional: Self-Advocacy)
2. Applying teacher, self, and peer, critiques to improve personal musical performance teaches students to regulate their reactions to different perspectives. (Personal: Adaptability/Flexibility)

Inquiry Questions:

1. When is a musical work ready to share?
2. How do musicians use feedback from others to improve performance?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

1. Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent.

Evidence Outcomes

Students Can:

- a. Compose a combination of melodic and rhythmic phrases of basic length (e.g., 2-4 measures) within structured parameters using a variety of notation methods at a .5-1 level on the difficulty rating scale. (See levels .5-1 in Music Skills Appendix)
- b. Improvise basic (e.g., 2-4 measures) melodic or rhythmic phrases over accompaniment. (See levels .5-1 Music Skills Appendix)
- c. Arrange an existing piece by changing one musical element. (See levels .5-1 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Composing, improvising, and arranging sounds allow students to make connections between information gathered and personal experiences to create musical ideas. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Composing, improvising, and arranging music allow students an opportunity to demonstrate a willingness to try new things. (Entrepreneurial: Risk Taking)
3. Creating music requires the establishment of a goal for communication and a thoughtful step-by-step plan for that communication. (Civic/Interpersonal: Communication)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Identify by name or function, and notate musical symbols. (See level 1 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level .5 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels .5-1 in the Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading requires a high degree of risk taking. (Entrepreneurial: Risk Taking)
2. Sight-reading develops stamina for rigorous tasks. (Personal: Perseverance)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to draw on prior knowledge and make connections. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How does analyzing the structure of music influence understanding of musical genres and styles?
2. How do analysis skills influence musical choices?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- Listen to a simple rhythmic phrase of 1-2 measures and notate the correct rhythm.
- Aurally recall a simple melodic phrase and play or sing it back.
- Aurally compare and contrast different tonalities.

Academic Context and Connections

Colorado Essential Skills:

- Exercising aural skills requires the recognition of patterns in music. (Entrepreneurial: Inquiry/Analysis)
- Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

Inquiry Questions:

- How does rhythmic dictation improve sight-reading skills?
- How does aural identification of tonalities aid in interpretation of musical intent?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

4. Aurally identify musical styles/genres.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Participating in discussions to analyze unfamiliar music requires communication and collaboration skills. (Civic/Interpersonal: Communication)

Inquiry Questions:

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

Expand and Connect:

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





Prepared Graduates:

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

Grade Level Expectation:

1. Evaluate musical performances using prescribed criteria.

Evidence Outcomes

Students Can:

- a. Identify criteria used in evaluating various kinds of musical performances.
- b. Employ basic specific music terminology related to elements of performance and evaluation to discuss a music performance.
- c. Interpret a piece of work and explain how creators' and performers' application of the elements of music and expressive qualities within genres, cultures, and historical periods convey expressive intent.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating musical works allows one to express opinions through one's own personal perspective. (Civic/Interpersonal: Communication)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Personal: Self-Advocacy)

Inquiry Questions:

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

Expand and Connect:

1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
2. Discussions about the quality of a performance using criteria encourage collegial discourse and require one to articulately communicate an aesthetic valuation.



Prepared Graduates:

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

Grade Level Expectation:

2. Articulate and justify personal preferences as a music consumer.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating personal preferences allows one to identify how music influences their behavior. (Personal: Self-Awareness)
2. Identifying key attributes from a variety of information products allows one to demonstrate personal preferences for music. (Professional: Information Literacy)

Inquiry Questions:

1. How do individuals choose the music they listen to?
2. How does musical knowledge influence personal choices in music listening?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Examining music from different cultures allows one to evaluate their own attitudes and beliefs. (Civic/Interpersonal: Global/Cultural Awareness)
2. Studying music deepens the understanding of one's own cultural experience. (Entrepreneurial: Critical Thinking)

Inquiry Questions:

1. How does learning about music of one's own culture influence identity?
2. How is music a form of cultural transmission?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

4. Identify how music has been used in different historical periods.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Considering historical perspectives in music-making requires access to information for a specific purpose. (Professional: Information Literacy)
2. Describing cause and effect patterns illuminates correlations between music and history. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

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

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Perform music rhythmically correct. (See levels 1-2 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 1-2 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 1-2 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music demonstrates flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Adaptability/Flexibility)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

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

Expand and Connect:

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