

Prepared Graduates:

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

Grade Level Expectation:

1. Perform songs that demonstrate learned rhythmic, melodic, and chordal accompaniment components.

Evidence Outcomes

Students Can:

- a. Perform songs that incorporate more than one layer (e.g., partner songs, rounds, descants).
- b. Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.
- c. Play and sing songs in major and minor keys.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experience to apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal: Collaboration/Teamwork)

Inquiry Questions:

1. How do harmony and modes (key signatures) affect music?
2. How is music like a language?
3. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

2. Perform extended notated songs with accurate pitch, rhythm, tone, harmony and expressive elements.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Synthesize connections between information gathered and personal experiences to communicate a variety of ideas and emotions through performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Personal: Initiative/Self-Direction)
3. Demonstrate confidence in rehearsals and performances while recognizing personal actions impact others. (Professional: Leadership)

Inquiry Questions:

1. How is music similar to other spoken languages?
2. How do different rhythm patterns affect the feel of music?
3. How does music stimulate visual ideas, feelings, and perception?

Expand and Connect:

1. Using a variety of musical techniques allows for exploration of how cultures express the similar ideas in different ways.
2. Knowledge of how expressive elements are used gives insight and predictability to musical structure.
3. Proper care of voice and instruments aids in the success of the performance.





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 and ensemble technique and performance.

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 support 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. Why is it important to practice correctly?
3. What is the role of a leader?

Expand and Connect:

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





Prepared Graduates:

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

Grade Level Expectation:

1. Compose, improvise, and arrange melody with rhythmic accompaniment.

Evidence Outcomes

Students Can:

- a. Compose a melody with accompaniment.
- b. Improvise a melody using rhythmic and melodic phrases over an accompaniment (e.g., 12-bar blues, changing chord ostinati or other accompaniment, vocal ostinati).
- c. Arrange an accompaniment to go with a melody.

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 improvising music help to create and express ideas?
2. How can an accompaniment change the style of the music?
3. Why is it important to learn to notate melodies or rhythms that are composed?

Expand and Connect:

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



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 complex notated melodic, rhythmic, and harmonic patterns.

Evidence Outcomes

Students Can:

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

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

Expand and Connect:

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



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 new and learned tempos, dynamics, and articulations.

Evidence Outcomes

Students Can:

- a. Tempo: Identify and demonstrate written tempo symbols.
- b. Dynamics: Identify and demonstrate the written symbols for dynamic changes.
- c. Articulation: Identify and demonstrate learned written articulations.

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

Expand and Connect:

1. Identification of similarities and differences allows a listener to build musical literacy.
2. The ability to interpret tempo markings in music can be compared to the use of adverbs in literature.
3. Ways instruments produce changes in dynamics can be explained through the physics of sound production.





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 apply complex form, meter, and timbre elements.

Evidence Outcomes

Students Can:

- a. Form: Identify DS al Coda, DC al fine, 1st/2nd endings.
- b. Meter: Identify the purpose of the top and bottom number in a time signature.
- c. Timbre: Aurally identify 3+ parts, and various world 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. What is the purpose of a theme?
2. Why do some cultural music examples favor one meter over another?
3. Why do certain cultures favor specific instruments or rhythm patterns?

Expand and Connect:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

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)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Entrepreneurial: Critical Thinking)

Inquiry Questions:

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

Expand and Connect:

1. Experiencing music of various cultures and societies can help students understand how others view the importance of music.
2. Creating a survey of the listening preferences of classmates and their families can provide students a basis of both musical and nonmusical information that have an effect upon individual music preference.
3. A broad musical experience and comprehensive musical vocabulary strengthen one's ability to objectively consider and articulate ideas about music.



Prepared Graduates:

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

Grade Level Expectation:

2. Identify differences and commonalities in music from different historical periods and different cultures.

Evidence Outcomes

Students Can:

- a. Describe vocal and instrumental timbres and their uses in various historical periods and cultures.
- b. Communicate similarities and differences in music from various historical periods.
- c. Communicate ways in which music has been important to people throughout historical periods.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

Expand and Connect:

1. Connecting important events in a historical period with of the music of that time provides a deeper understanding of history.
2. Identifying musical works that are specific to a given period builds a foundation for understanding similarities and differences between historical periods.