



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Perform three-part vocal and/or instrumental rounds.
- b. Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.
- c. Play and sing songs in major 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 changes in rhythm change a message in music?
2. How do accompaniments affect music?
3. How is music like a language that helps people communicate?

Expand and Connect:

1. Patterns in rhythm changes can be related to fractions in mathematics.
2. Music from various cultures, historical periods, genres, and styles vary in their use of melodic and rhythmic patterns.
3. Mass media uses melodic and rhythmic patterns to make music memorable.

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Perform learned melodic, rhythmic, and harmonic patterns with attention to tempo, dynamics, and articulation.
- b. Sing and/or play music following tempo, dynamic and articulation indications.

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 leadership skills (e.g., organizing others, taking initiative, self-confidence in performance) in rehearsals and performances. (Professional: Leadership)

Inquiry Questions:

1. How do changes in tempo, dynamics, articulations, tonality, and timbre change a message in music?
2. How does music help people communicate?

Expand and Connect:

1. Math songs, work songs, celebration songs, holiday songs, and patriotic songs can be used to teach a wide variety of content knowledge for easy recall.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Musical compositions often demonstrate the main idea of a 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 and ensemble technique and performance of notated 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 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. How do individual musicians improve the quality of their performance?
3. How does a leader help support the refinement process?

Expand and Connect:

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

Prepared Graduates:

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

Grade Level Expectation:

1. Compose, improvise and arrange melody using rhythm and pitch.

Evidence Outcomes

Students Can:

- a. Compose a section of melody using known rhythms and pitches.
- b. Improvise a section of melody using known rhythms and pitches.
- c. Arrange a known melody by adding style, ostinato, classroom instruments or harmony (e.g., students in a small group can arrange a song giving it a rap or rock 'n' roll feel using cymbals and drums).

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 is composing music related to writing stories?
2. What is the difference between improvising with voice or instrument?
3. Why is knowing prescribed criteria important when composing or arranging music?
4. What jobs require improvising, composing, or arranging skills?

Expand and Connect:

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



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 extended notated melodic, rhythmic, and harmonic patterns within the treble staff.

Evidence Outcomes

Students Can:

- a. Melody: Identify and perform in major/minor tonalities.
- b. Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets.
- c. Harmony: Identify and demonstrate basic harmonic patterns. (e.g. I-V, 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 will identifying melodic and rhythmic patterns improve individual and ensemble performance?
2. How does tonality affect the feeling of a piece of music?

Expand and Connect:

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



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 subtle differences in tempos, dynamics, and articulations.

Evidence Outcomes

Students Can:

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

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 communicate a musical idea?

Expand and Connect:

1. Identification of similarities and differences allows a listener to build musical literacy.
2. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.



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 complex form, meter, and timbre elements.

Evidence Outcomes

Students Can:

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

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 does a theme unify sections of a piece of music?
2. Why do some cultural music examples favor one meter over another?
3. Why do some musical styles favor specific instruments?

Expand and Connect:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Evaluate how a variety of musical elements influence musical performance and preference.
- b. Communicate similarities and differences in music from various historical periods with music of today.

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. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. How are preferences better communicated when appropriate music terminology is used?
3. Is it possible to evaluate the quality of music, even if you don't care for the style?

Expand and Connect:

1. Experiences with a variety of musical styles develop an expanded range of personal preferences and understanding of the factors that affect personal tastes.
2. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose.
3. Looking at criteria developed in other disciplines can lead to a deeper understanding of music evaluation (e.g., buying a car; choosing a work of art for your school).



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- Describe vocal and instrumental timbres and their uses throughout American music history.
- Communicate similarities and differences throughout the history of American music.
- Discuss the influence of various cultures in the development of American music (Caribbean, Western European, Native American, African, etc.).

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

- If you could be born in a different historical musical period than ours, which would you choose? Why?
- Is any one kind of music better than any other?
- Why is it important to have a variety and diversity of musical styles available to society?

Expand and Connect:

- Examining and listening to music that is unique to America gives historical context to how culture in America evolved and was reinforced by music.
- Understanding important events in American history help aid in the understanding of the music of our country. For example, ragtime's joyful sound reverberated through America as African-American and Cuban rhythms mixed in the south.
- Connecting their personal cultural heritage and its place in the history of American music can help students begin to define their own personal music preferences.