



### 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, melodic, and harmonic patterns.

### Evidence Outcomes

#### *Students Can:*

- a. Perform melodic, rhythmic, and harmonic patterns using expressive elements.
- b. Perform rhythmic and melodic ostinati in small groups.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal: Perseverance/Resilience)

#### *Inquiry Questions:*

1. Are rests as important as notes in music?
2. How do accompaniments change a song?
3. How do patterns in math help with patterns in music?

#### *Expand and Connect:*

1. Mathematic patterns can be identified in music.
2. Music communicates a message.



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Sing, play, and/or move while using tonic chord accompaniment (e.g., bourdun).
- b. Play and sing simple melodies with correct rhythm, tempo and dynamics.

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. Why is it important to understand how to perform using the correct notes and rhythms?
2. How does music make you feel?
3. How does playing technique alter the quality of sound?

*Expand and Connect:*

1. Singing songs focusing on phonemic awareness and cross body movements develop reading skills.
2. Learning to sing along with others demonstrates teamwork.
3. Musicality is the ability to perform and respond to music in meaningful ways.

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 simple 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. How will knowing notes and rests help me in performing music?

*Expand and Connect:*

1. Learning to sing along productively with others demonstrates teamwork.
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 phrases using rhythm and/or pitch.

Evidence Outcomes

*Students Can:*

- a. Compose instrumental and vocal patterns using known rhythms and pitches.
- b. Improvise instrumentally and/or vocally question-answer patterns using known rhythms and pitches.
- c. Arrange a song by adding an ostinato using known pitches and rhythms (e.g., let students design a minor ostinato to accompany a minor song they are singing in class; instructor gives the students the pitches and the students choose how to use them).

Academic Context and Connections

*Colorado Essential Skills:*

1. Composing, improvising, and arranging helps 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. Where else can you improvise?
2. How is improvisation like brainstorming?
3. How is improvising like having a conversation?

*Expand and Connect:*

1. Crafting an improvised phrase provides the ability to focus on aural detail, strengthening other auditory abilities. (e.g., hearing phonemic differences, identify aural patterns in numeracy, ability to follow directions)
2. Technology can be used as a tool to record and/or create music for student self-reflection.
3. The ability to create patterns in music can be connected to patterns in other disciplines (e.g., math, visual art, dance, spelling).



### 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 basic melodic, rhythmic, and harmonic patterns.

### Evidence Outcomes

#### *Students Can:*

- a. Melody: Identify and demonstrate step/skip/repeat within a melody.
- b. Rhythm: Identify and demonstrate half note/rest, whole note/rest.
- c. Harmony: Identify and demonstrate introductory harmony using the tonic chord (e.g., intervals, borduns, ostinato, home tone).

### 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 melody and rhythm make music interesting?
2. What does harmony add to music?
3. How do patterns in math correlate with patterns in music?

#### *Expand and Connect:*

1. Identification of the differences and similarities between the alphabet and the musical alphabet provides insight to the understanding that music notation is a distinct language.
2. 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).
3. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.



### 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 extreme changes in tempos, dynamics, and articulations.

### Evidence Outcomes

#### *Students Can:*

- a. Tempo: Identify and demonstrate presto/largo.
- b. Dynamics: Identify and demonstrate forte/piano.
- c. Articulation: Identify and demonstrate smooth/connected, short/separated.

### 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. How can changing dynamics affect a song?

#### *Expand and Connect:*

1. Music from various cultures use changes in expressive elements to convey a message.
2. Expressive elements enhance musical performance.
3. 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 intermediate form, meter, and timbre elements.

Evidence Outcomes

*Students Can:*

- a. Form: Aurally identify ABA, verse/refrain, coda.
- b. Meter: Identify and demonstrate duple and triple meter (2/4, 3/4) and strong vs. weak beat measure.
- c. Timbre: Aurally categorize 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. Can the same musical idea be presented in more than one way?
2. When people listen to a piece of music, what are they listening for?

*Expand and Connect:*

1. Examples of the ABA and verse/refrain patterns can be found in other disciplines (visual art and design, dance, theatre, poetry).
2. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms.
3. Properties (e.g., size, shape, composition) of an instrument dictate the types and range of sound it can make.



**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Discuss individual preferences for music using specific music terminology.

Evidence Outcomes

*Students Can:*

- a. Communicate understanding of music's expressive qualities that influence personal preference.
- b. Communicate similarities between musical pieces.

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. How can movement reflect the expressive qualities of music?
2. How does music affect emotions and feelings in general?
3. How do individuals experience music in different ways?

*Expand and Connect:*

1. Using common language helps people communicate with and understand one another. Using music vocabulary can be compared to vocabulary used in other areas (art, sports, or math).
2. Individuals make choices about musical preferences based on many reasons, such as family preferences, popular media, and a wide or limited exposure to diverse forms of music. Understanding the reasons for their own preferences can open students' receptiveness to the opinions and choices of others.



**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Describe music from various cultures in their own words.

Evidence Outcomes

*Students Can:*

- a. Describe varying kinds of voices and instruments and their uses in various settings.
- b. Explain their own cultural and social interests in music.
- c. Identify and correlate specific songs/music to specific settings (holiday, religious, celebratory).

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 often do people listen to and move to music for enjoyment?
2. Why is it important to experience a variety of music from different cultures?
3. How does music that is composed for various purposes contribute to a specific experience?

*Expand and Connect:*

1. America was created as a melting pot of people from around the world. The foundation for understanding and appreciating American music is an understanding and appreciation of music from around the globe.
2. The importance of music goes beyond entertainment and is also used to express things such as strong emotions or celebrations, and to document important events in history.
3. Each family has their own musical traditions. Students can connect the music of their family (e.g., birthdays, holidays) to those celebrations around the world.