

Prepared Graduates:

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

Grade Level Expectation:

1. Perform phrases demonstrating learned rhythmic, melodic, and chordal accompaniment components.

Evidence Outcomes

*Students Can:*

- a. Perform learned melodic, rhythmic, and harmonic phrases using expressive elements.
- b. Perform multiple 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. How are beat and rhythm different?
2. Why is repetition and/or pattern important in music?
3. How does identifying patterns help with memorization?

*Expand and Connect:*

1. Recognizing that patterns occur in music as in other parts of life builds the ability to find connections in the world.
2. Identifying patterns in music from various cultures, historical periods, genres, and styles enables listeners to find similarities and differences in each.
3. Musicality is the ability to perform and respond to music in meaningful ways.



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

Evidence Outcomes

*Students Can:*

- a. Use correct vocal and instrumental techniques when singing and playing instruments.
- b. Perform two-part songs (example: rounds, partner songs) using speech, body percussion, singing, movement, or instruments.

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. Model positive behaviors for others in rehearsals and performances. (Professional: Leadership)

*Inquiry Questions:*

1. Why are there changes in tempo, dynamics, and articulations in music?
2. How does reading music help in music making?
3. Why is it important for ensembles to work as a team?

*Expand and Connect:*

1. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.
2. 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 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. What knowledge is needed to read and perform music?
3. How does identifying patterns help with memorization?

*Expand and Connect:*

1. Basic music reading skills are necessary to become a literate musician.
2. Performance skill can be isolated and adjusted using technological devices to record, compare, and/or evaluate the result of different techniques.
3. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Compose, improvise and arrange in known musical forms using rhythm and/or pitch.

### Evidence Outcomes

#### *Students Can:*

- a. Compose a phrase alone or with others in a known musical form (e.g., AB/ABA where A or B are a short phrase or idea).
- b. Improvise phrases within a musical selection.
- c. Arrange an accompaniment (e.g., add a I-chord xylophone or recorder ostinato to a known tune; students can design the rhythm/style).

### 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 specific criteria in creating music similar to specific criteria in writing?
2. How is improvisation used in other disciplines?
3. Why do some melodies sound better than others?

#### *Expand and Connect:*

1. Using technology to record or create short musical segments provides a connection to modern technology tools used in composing, improvising and arranging.
2. Creating new music or improvising within music requires risk-taking and critical-thinking abilities.
3. Building a great story and building a great composition follow the same process and contain the same elements (e.g., introduction, conflict, climax, resolution).

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

### Evidence Outcomes

#### *Students Can:*

- a. Melody: Identify and demonstrate line and space notes within a melody.
- b. Rhythm: Identify and demonstrate four sixteenth notes, dotted half note.
- c. Harmony: Identify and demonstrate harmonic changes using tonic and dominant chords (e.g. intervals, bourdon, 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 will being able to identify notational elements help in music-making?
2. How does identifying melodic and rhythmic patterns improve performance skills?
3. What does harmony add to music?

#### *Expand and Connect:*

1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science).
2. There are definite mathematical components of sixteenth notes and dotted half notes that represent a fundamental understanding of fractions.
3. Music notation is a visual representation of organized sound and silence.



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 gradual tempos, dynamics, and articulations.

Evidence Outcomes

*Students Can:*

- a. Tempo: Identify and demonstrate accelerando/ritardando.
- b. Dynamics: Identify and demonstrate crescendo/decrescendo.
- c. Articulation: Identify and demonstrate legato, staccato.

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 do changes in tempo, dynamics, and articulation affect the mood of music?

*Expand and Connect:*

1. Expressive elements enhance musical performance.
2. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.
3. Music from various cultures use changes in expressive elements to convey a message.





### 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 advanced form, meter, and timbre elements.

### Evidence Outcomes

#### *Students Can:*

- a. Form: Aurally identify rondo.
- b. Meter: Identify and demonstrate various time signatures including 2/4, 3/4, 4/4.
- c. Timbre: Aurally identify instruments and families.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
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. Why do some musical genres favor one meter over another?
3. Why do some musical genres favor certain instruments over others?

#### *Expand and Connect:*

1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form.
2. Music from various cultures share notational elements so that music can be shared and understood by others.
3. Similarities and differences can be identified between the use of color in visual arts and music.



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

Evidence Outcomes

*Students Can:*

- a. Communicate how expressive qualities (such as dynamics, modality, tempo and meter) are used to reflect expressive intent.
- b. Communicate similarities and differences in 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)
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. What is involved in respecting the opinions of others about music preferences?
3. How can an appropriate music vocabulary help in discussing musical evaluation with others?

*Expand and Connect:*

1. Assisting students in developing a wider vocabulary helps them build deeper convictions and rationales for their personal preferences.
2. Comparing two audio or video recordings of the same musical work by different performers can aid in building discernment skills and articulating preferences.
3. Respect for others' opinions and preferences exemplifies a fundamental respect of others that will carry over to all aspects of life.





**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 various cultures.

Evidence Outcomes

*Students Can:*

- a. Describe vocal and instrumental timbres and their uses in various cultures.
- b. Communicate similarities and differences in music used for holidays, celebrations, and day-to-day life from various cultures.
- c. Discuss reasons that different kinds of music are important to different people and cultures.

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. What cultural music would be considered most appealing? Why?
2. What do people listen for when choosing music for enjoyment?
3. How is music used in various cultures the same or differently from your own?

*Expand and Connect:*

1. Experiencing music from a variety of cultures helps students draw connections to their learning about the world they live in.
2. Articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within the community.