



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 4-5 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 4-5 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 4-5 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music requires musicians to act on creative ideas to make a tangible and useful contribution. (Entrepreneurial: Risk Taking)
2. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How do different interpretations and application of expressive elements impact performance?
2. How do musicians make meaningful connections between creating, performing, and responding?

Expand and Connect:

1. Performing accurately and expressively requires cognitive demands similar to reading complex texts.
2. The quality of a performance can increase the persuasive effect of the music and build the credibility of the performer(s).

Prepared Graduates:

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

Grade Level Expectation:

2. Perform music accurately and expressively, demonstrating self-evaluation and personal interpretation.

Evidence Outcomes

Students Can:

- a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 4-5 in Music Appendix)
- b. Respond to conductor's cues of balance and blend while singing or playing in an ensemble.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels 4-5 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 adapt to different environments with appropriate emotions, behaviors, musical techniques and expression. (Personal: Self-Awareness)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Intrapersonal: Communication)

Inquiry Questions:

1. How do musicians apply effective strategies to consistently improve technique?
2. How do individual musicians adjust their performance practices when performing with others?

Expand and Connect:

1. Musicians intuitively combine complex technique and skills to access challenging music.
2. Musicians connect their personal interests, experiences, ideas, and knowledge with their musical performance.



Prepared Graduates:

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

Grade Level Expectation:

3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance.

Evidence Outcomes

Students Can:

- a. Define valid criteria for informed aesthetic judgments and apply those criteria to unfamiliar musical works and performances.
- b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating and refining personal music-making skills allows students to set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional: Task/Time Management)
2. Applying teacher, self, and peer critiques to improve personal musical performance allows students to make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)
3. Practice and refinement of musical performance requires students to investigate their own playing skills and form hypotheses and draw conclusions of how best to improve personal musicianship. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

1. Why do performers need to evaluate themselves?
2. How does self-evaluation strengthen performance during the course of preparation?

Expand and Connect:

1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Learning how to improve the quality of music works transfers over to improving the quality of work in other content areas.



Prepared Graduates:

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

Grade Level Expectation:

1. Compose, improvise and arrange compositions using melodic, harmonic and rhythmic elements to convey intent.

Evidence Outcomes

Students Can:

- a. Compose music incorporating level-appropriate melody, harmony, and form. (See levels 4-5 in Music Skills Appendix)
- b. Improvise a solo vocally and/or instrumentally using varied rhythmic and melodic patterns. (See levels 4-5 in Music Skills Appendix)
- c. Arrange original vocal or instrumental music. (See levels 4-5 in Music Skills Appendix)

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 allow one to act on creative ideas and make a tangible and useful contribution. (Entrepreneurial: Risk Taking)
3. Creating music requires the application of knowledge to set goals, make informed decisions and transfer knowledge and skills to new contexts. (Personal: Initiative/Self-Direction)

Inquiry Questions:

1. How do composers use the elements of music to communicate?
2. How does the skill of improvising music help people in other areas of their lives?
3. How can one devise their own means of notating sound for others to use?

Expand and Connect:

1. Understanding the basic structural elements used to write short musical phrases provides a foundation to understanding the structural elements of more complex musical compositions.
2. Technology can provide new platforms for creating and sharing musical ideas.

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 and notate level-appropriate music accurately and expressively.

Evidence Outcomes

Students Can:

- a. Identify by name or function and notate musical symbols. (See level 4 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 3-4 in the Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading requires one to learn from failure in order to innovate new ways of approaching music learning. (Entrepreneurial: Risk Taking)
2. Building sight-reading skills develops the habit of setting goals and applying strategies to meet those goals. (Personal: Perseverance)

Inquiry Questions:

1. How are complex musical ideas expressed through notation?
2. What cognitive skills are required to make instant adjustments while sight-reading?

Expand and Connect:

1. Analysis of music leads to music literacy and allows one to make informed critiques of music and other art forms.

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. Compare composition and notation among different musical works.
- b. Analyze a musical excerpt and describe the composer's application of musical structures and elements. (See levels 3-4 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to interpret information and draw conclusions. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How do composers express meaning through differentiated application of musical structures?
2. How does analyzing complex musical ideas improve critical listening skills?

Expand and Connect:

1. Sight-reading complex music requires musicians to make multiple, simultaneous musical decisions and technical adjustments.

Prepared Graduates:

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

Grade Level Expectation:

3. Aurally identify and differentiate musical elements within musical excerpts.

Evidence Outcomes

Students Can:

- a. Listen to and notate four-measure melodies with rhythm.
- b. Listen to and identify common chords and intervals, including sevenths.

Academic Context and Connections

Colorado Essential Skills:

1. Aurally analyzing music requires one to apply strategies and design data. (Entrepreneurial: Inquiry/Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

Inquiry Questions:

1. How does melodic and rhythmic dictation improve critical listening and composition skills?
2. How does understanding intervals and chordal relationships improve intonation and performance?

Expand and Connect:

1. Aurally differentiating intervals and chordal relationships strengthens understanding of the mathematical nature of music.

Prepared Graduates:

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

Grade Level Expectation:

4. Classify music by genre, style, historical period or culture.

Evidence Outcomes

Students Can:

- a. Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification

Academic Context and Connections

Colorado Essential Skills:

1. Participating in collaborative discussions by analyzing and differentiating musical elements encourages the sharing of thoughts and ideas.
(Civic/Interpersonal: Communication)

Inquiry Questions:

1. What informed assumptions are necessary in order to classify unfamiliar music?

Expand and Connect:

1. Classifying unfamiliar music encourages the listener to draw upon previous knowledge and draw inferences.



Prepared Graduates:

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

Grade Level Expectation:

1. Evaluate and assess the quality of musical performances or compositions and defend those aesthetic choices using valid criteria.

Evidence Outcomes

Students Can:

- a. Define objective and subjective criteria for informed aesthetic judgments and apply those criteria to unfamiliar musical works and performances.
- b. Listen to a performance and assign a quality rating based on objective and subjective criteria. Explain and justify the rating.
- c. Explain aesthetic judgments and interpretation of musical works as they connect with musicians' intent and communicative choices.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating music requires one to draw conclusions from the observational data presented through a performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Objectively critiquing performances allows the evaluator to build confidence and recognize the impact of the evaluation on others. (Personal: Leadership)

Inquiry Questions:

1. How do personal preferences and bias impact the way we evaluate music compositions and performances?
2. How do we objectively or subjectively evaluate the choices and decisions of others as reflected in compositions and performances?

Expand and Connect:

1. Critically evaluating performances draws on analytical skills used in other disciplines such as math and science.
2. Awareness of biases in musical critiques encourages the evaluator to apply the same lens to evaluations in other fields of study.





Prepared Graduates:

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

Grade Level Expectation:

2. Describe and analyze the influence of music on popular culture.

Evidence Outcomes

Students Can:

- a. Analyze how specific musical works influence and are influenced by interactions between social groups.
- b. Analyze the relationships between music and trends in popular culture.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music illuminates the cause-and-effect relationship between music and popular culture. (Entrepreneurial: Analysis)
2. Studying the influence of popular music on social groups aids in the development of interpersonal skills to work with individuals from diverse backgrounds. (Civic/Interpersonal: Global/Cultural Awareness)

Inquiry Questions:

1. How does popular music influence how listeners collectively think and behave?
2. How does the ease of global communication influence musical choices?

Expand and Connect:

1. We can draw inferences about a social group from the music they consume.
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. Compare and contrast the use of common musical characteristics across multiple world cultures.

Evidence Outcomes

Students Can:

- a. Analyze music influenced by two or more cultures for structure, style, and cultural context of the works.
- b. Contrast common performance styles and/or techniques between two or more cultures and describe the intent and application of each.

Academic Context and Connections

Colorado Essential Skills:

1. Examining music from different cultures promotes understanding of global problems through multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)
2. Examining the relationship between music and cultural identity requires one to interpret information and draw conclusions. (Entrepreneurial: Critical Thinking)

Inquiry Questions:

1. How does learning about a culture's music promote understanding and acceptance of that culture?
2. How do migrant cultures retain their identity through music?

Expand and Connect:

1. Examining the cultural influences in popular music develops empathy.





Prepared Graduates:

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

Grade Level Expectation:

4. Describe and analyze the influence of music on historical events.

Evidence Outcomes

Students Can:

- a. Analyze representative examples of music associated with a specific historical event and describe how music may have influenced the outcome of the event.
- b. Analyze the co-evolution of music and other arts in relationship to their role in history and social movements.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing media messages in popular music from a time period allows one to assess the influence of music on the outcome of specific historical events. (Professional: Information Literacy)
2. Analyzing music from historical periods requires the listener to make hypotheses and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

1. What role does music play in historical events?
2. How does music influence thinking and behavior during a historic event?

Expand and Connect:

1. Music and other arts can provide evidence of historical trends.
2. Musicians make aesthetic choices by considering historical context and modern innovations.