



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 advanced interpretive and expressive choices.

Evidence Outcomes

*Students Can:*

- a. Perform music rhythmically correct. (See levels 5-6 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 5-6 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 5-6 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 Skills: Risk Taking)
2. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

*Inquiry Questions:*

1. How do different performance choices influence listener response?
2. Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance?

*Expand and Connect:*

1. Advanced performance practices require high-level cognitive skills, including real-time analysis and adjustment.
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 advanced 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 5-6 in Music Skills 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 5-6 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. Articulate thoughts and ideas effectively using oral, written, and musical communication. (Civic/Intrapersonal: Communication)

#### *Inquiry Questions:*

1. How does the self-evaluation and rehearsal process apply to postsecondary pursuits?
2. How do performers defend their artistic choices?

#### *Expand and Connect:*

1. Musicians intuitively combine complex technique and skills to access challenging music.
2. Advanced musicians collaborate with and respond to cues from others to make interpretive decisions.





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 and mentor others.

Evidence Outcomes

*Students Can:*

- a. Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- 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 music requires students to test hypotheses/prototype with planned processes and get feedback to improve personal musicianship. (Entrepreneurial: Inquiry/Analysis)

*Inquiry Questions:*

1. How does a performer develop a sense of what is appropriate in terms of rhythm, pitch, and style?
2. How do musicians improve the quality of their creative work?

*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, arrange and edit compositions appropriate for performance to convey intent.

Evidence Outcomes

*Students Can:*

- a. Compose music incorporating appropriate voicing and ranges, coherent form and style, and appropriate notation in context. (See levels 5-6 in Music Skills Appendix)
- b. Improvise a full-length solo vocally and/or instrumentally using varied rhythmic and melodic patterns. (See levels 5-6 in Music Skills Appendix)
- c. Create an original arrangement of vocal or instrumental music meant for performance. (See levels 5-6 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 effective articulation of thoughts and ideas using oral, written, and nonverbal communication skills in a variety of forms and contexts. (Civic/Interpersonal: Communication)

*Inquiry Questions:*

1. How do composers experiment with the elements of music to create innovative ideas?
2. How can musicians improve the quality of their improvisations?
3. Why is it important to understand the elements of music when composing with technology?

*Expand and Connect:*

1. Understanding how other disciplines use the idea of arrangement provides 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 a visual presentation).
2. The use of technology can aid in the process of creating innovative 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 5 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 4-6 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. Sight-reading develops the habit of applying strategies in a climate of ambiguity when working with unfamiliar music passages. (Personal: Perseverance)

#### *Inquiry Questions:*

1. How might notation limit or expand musical expression and intent?
2. How does sight-reading at a performance level impact career and higher level performing opportunities?

#### *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 4-6 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 does analyzing composition and notation improve musicianship?
2. How does style influence composers' choices?

*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 of various styles.

Evidence Outcomes

*Students Can:*

- a. Listen to and notate advanced four- to eight-measure melodies with rhythm.
- b. Listen to and identify chromatic chords and intervals.

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, including informed comparison with similar examples.

### Evidence Outcomes

#### *Students Can:*

- a. Defend 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. Make informed recommendations for improvement.
- c. Explain aesthetic judgments and interpretation of musical works as they connect with musicians' intent and communicative choices, as informed by the student's personal musicianship.

### 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 by others allows the evaluator to confidently inspire others to reach their potential. (Personal: Leadership)

#### *Inquiry Questions:*

1. How might evaluators quantify personal musicianship when rating a performance for quality?
2. How do we correlate personal musicianship with aesthetic choices when evaluating a performance or composition?

#### *Expand and Connect:*

1. Critically evaluating performances draws on analytical skills used in other disciplines such as math and science.
2. Seeking to understand a performer's intent during the evaluation process encourages the evaluator to apply justification, reason, and empathy.





### 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 impact of music on individual and group/social identity.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze how specific musical works influence individual and group identity.
- b. Analyze the relationships between music, social change, and trends in popular culture.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Studying music as a form of identity promotes a grounded sense of self and an openness to recognize and appreciate the identities of others. (Personal: Self-Awareness)
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 music express individual and group identity?
2. How does music break down or perpetuate stereotypes?

#### *Expand and Connect:*

1. Musical decisions are influenced, in part, by musical identity.
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. Describe and analyze the influence of music on cultural identity.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the music of one or more cultures for indicators of deep culture (e.g. relationships and norms, spirituality, notions of fairness).
- b. Analyze the music of two or more seemingly disparate cultures for common indicators of deep culture in their music.

### 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 share their identity through music?

#### *Expand and Connect:*

1. Examining the cultural influences in popular music develops empathy and influences social change.





### 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 how citizens remember historical or political 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 perception or retelling 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. Examining how society interprets music differently allows one to draw inferences on the influence of music on how an event is recalled. (Professional: Information Literacy)
2. Analyzing music from historical periods requires the listener to make hypotheses and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How do music and history influence each other?
2. How can music influence the way a historical event is retold or remembered?

#### *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.