



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 1-2 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 1-2 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 1-2 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music demonstrates flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Adaptability/Flexibility)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How do performers interpret musical works?
2. How do context and the manner in which music is presented influence audience response?

Expand and Connect:

1. Performing accurately and expressively requires musicians to access multiple skills simultaneously.
2. Musicians make expressive choices to connect with listeners.



Prepared Graduates:

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

Grade Level Expectation:

2. Perform music in two or more parts accurately and with technique in order to convey intent.

Evidence Outcomes

Students Can:

- a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 1-2 in Music Skills Appendix)
- b. Respond to written or visual cues for tempo, dynamics, and time signatures including 6/8.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels 1-2 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 appropriately express one's own emotions, thoughts, and values and identify how they influence musical performances. (Personal: Self-Awareness)
3. Discern differences of effective and ineffective processes and communication when performing music. (Personal: Personal Responsibility)

Inquiry Questions:

1. How does appropriate performance technique impact a performance and audience response?
2. How are skills and techniques applied differently when performing in an ensemble?

Expand and Connect:

1. Musicians use fluency in the language of music to develop musical leadership.
2. Performing together helps musicians to build meaningful interpersonal relationships.



Prepared Graduates:

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

Grade Level Expectation:

3. Apply self-reflection to create criteria and refine the individual and/or ensemble performances.

Evidence Outcomes

Students Can:

- a. Identify and apply self-reflection of criteria to rehearse, refine, and determine when the music is ready to perform.
- b. Apply self-reflection process to refine musical performance

Academic Context and Connections

Colorado Essential Skills:

1. Practicing music requires students to demonstrate ways to adapt and reach workable solutions in order to refine musical performances and pieces to the best of their abilities. (Personal: Adaptability/Flexibility)
2. Applying teacher, self, and peer, critiques to improve personal musical performance teaches students to focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal: Perseverance/Resilience)
3. Practicing and refining music require students to recognize and describe cause-and-effect relationships and patterns in personal musical performance. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

1. How do individual musicians improve the quality of their performance?

Expand and Connect:

1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Practicing and refinement develop perseverance, discipline, and an academic mindset.



Prepared Graduates:

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

Grade Level Expectation:

1. Compose, improvise, and arrange melodic and rhythmic phrases and variations to convey intent.

Evidence Outcomes

Students Can:

- a. Compose new music in a given genre or style with melodic phrases or sentences of moderate length (4-8 measures) using a variety of notation including use of technology. (See levels 1-2 in Music Skills Appendix)
- b. Improvise moderate length (e.g., 4-8 measures) melodies vocally and/or instrumentally over an accompaniment. (See levels 1-2 in Music Skills Appendix)
- c. Arrange an existing piece with or without accompaniment. (See levels 1-2 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Composing, improvising, and arranging sounds require that students interpret and analyze a variety of musical information/sounds and draw conclusions in order to best convey a purposeful intent. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Composing, improvising, and arranging music allow students to demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
3. Creating music requires the establishment of a goal for communication and a thoughtful step by step plan for that communication. (Civic/Interpersonal: Communication)

Inquiry Questions:

1. How do musicians make creative decisions?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?
3. Why is it important for musicians to be able to create/compose music?

Expand and Connect:

1. The process of creating music is similar to the creative writing process (clearly focused, well developed, effectively formatted, etc.).
2. The use of technology can expand choices and provide resources for musicians to create music.



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, notate, and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

Evidence Outcomes

Students Can:

- a. Identify by name or function, and notate musical symbols. (See level 2 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level 1 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 1-2 in the Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading requires a high degree of risk taking. (Entrepreneurial: Risk Taking)
2. Sight-reading develops stamina for rigorous tasks. (Personal: Perseverance)

Inquiry Questions:

1. How does a working knowledge of different types of music notation (including technology) assist in composing original musical ideas?
2. How does accurate and expressive sight-reading impact performance?

Expand and Connect:

1. Knowing how other disciplines use form increases a musician's understanding of how form is used in music.



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. Describe the way in which elements of music and form are manipulated and how it informs the response to music.
- b. Analyze a musical excerpt and describe the composer's application of musical structures and elements. (See levels 1-2 in Music Skills Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to draw on prior knowledge and make connections. (Entrepreneurial: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How do musicians use analysis to discern the composer's and performer's intent?
2. How do analysis skills influence musical choices?

Expand and Connect:

1. Sight-reading music and sight-reading words are similar cognitive skills.



Prepared Graduates:

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

Grade Level Expectation:

3. Aurally identify and differentiate elements of music including simple tonal and/or rhythmic relationships.

Evidence Outcomes

Students Can:

- Listen to a rhythmic phrase of 2-4 measures and notate the correct rhythm.
- Listen to two diatonic tones and identify the interval from a given starting pitch.
- Aurally identify a variety of tonalities.

Academic Context and Connections

Colorado Essential Skills:

- Aurally differentiating between musical elements requires one to make connections and draw conclusions. (Entrepreneurial: Inquiry/Analysis)
- Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

Inquiry Questions:

- How does rhythmic dictation improve sight-reading skills?
- How does aurally differentiating between tones improve intonation in performance?

Expand and Connect:

- Aural skills are necessary in other disciplines such as language arts.



Prepared Graduates:

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

Grade Level Expectation:

4. Aurally identify and differentiate characteristics of musical styles/genres.

Evidence Outcomes

Students Can:

- a. Listen to several pieces of music. Describe each genre based on multiple musical characteristics such as form, instrumentation, lyrical content, and vocal or instrumental nuances.

Academic Context and Connections

Colorado Essential Skills:

1. Participating in discussions to analyze unfamiliar music requires communication and collaboration skills. (Civic/Interpersonal: Communication)

Inquiry Questions:

1. How is comparing and contrasting music similar to analyzing genres in literature?

Expand and Connect:

1. Listening to and recognizing characteristics of different genres and styles of music builds skills necessary to analyze and understand characteristics of different genres and styles of other disciplines such as literature.



Prepared Graduates:

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

Grade Level Expectation:

1. Evaluate, through compare and contrast, two or more musical performances or compositions using prescribed criteria.

Evidence Outcomes

Students Can:

- a. Apply prescribed criteria used in evaluating various kinds of musical performances.
- b. Compare two performances of the same work and discuss the comparison.
- c. Interpret contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities within genres, cultures, and historical periods convey expressive intent.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating musical works allows one to express opinions through one's own personal perspective. (Civic/Interpersonal: Communication)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Personal: Self-Advocacy)

Inquiry Questions:

1. What criteria are important in comparing two or more musical performances?
2. How do music evaluators use knowledge and skills to make informed musical decisions?

Expand and Connect:

1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
2. Discussions comparing performances using criteria encourage collegial discourse and require one to articulately communicate an aesthetic valuation.



Prepared Graduates:

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

Grade Level Expectation:

2. Identify and describe the ways in which music is consumed in society.

Evidence Outcomes

Students Can:

- a. Explain, citing evidence, how musical concepts, design, and contexts affect the way social groups respond to music.
- b. Describe the social influences on personal music preferences.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating the social influences on music preference strengthens one's flexibility in valuing different perspectives. (Personal: Self-Awareness)
2. Evaluating music's economic impact requires one to investigate, make observations, and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

1. Who and/or what influences our personal choices of music?
2. How do the contributions of music industry impact the economy?

Expand and Connect:

1. Examining one's personal choices in music reinforces metacognition.
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 uses for music in different world cultures.

Evidence Outcomes

Students Can:

- a. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.
- b. Create a playlist of music that describes family and cultural identity.

Academic Context and Connections

Colorado Essential Skills:

1. Examining music from different cultures encourages the use of multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)
2. Studying music deepens the understanding of one's own cultural experience. (Entrepreneurial: Critical Thinking)

Inquiry Questions:

1. How does learning about music of one's own culture influence identity?
2. How is music a form of cultural transmission?

Expand and Connect:

1. Examining the cultural influences in popular music creates opportunities to understand similarities between cultures.



Prepared Graduates:

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

Grade Level Expectation:

4. Identify and describe the ways in which music is used as historical record.

Evidence Outcomes

Students Can:

- a. Analyze music from a historical period. Describe how accurately or inaccurately it depicts or reflects upon the events of the period.
- b. Identify how different historical contexts can result in different music performances and interpretations.

Academic Context and Connections

Colorado Essential Skills:

1. Considering historical perspectives in music-making requires access to information for a specific purpose. (Professional: Information Literacy)
2. Describing cause-and-effect patterns illuminates correlations between music and history. (Entrepreneurial: Inquiry/Analysis)

Inquiry Questions:

1. How does music serve as a form of historical record?
2. How does historical context influence the way we might perform a particular musical work?

Expand and Connect:

1. We can learn about the human experience during a historical period by examining its music.
2. Musicians often consider historic perspectives when making creative decisions.