

Colorado Academic S T A N D A R D S

Second Grade

Music



Colorado Academic Standards Music

"Music expresses that which cannot be said and on which it is impossible to be silent." ~ Victor Hugo

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"Music is the art of thinking with sounds." ~ Jules Combarieu

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By implementing a structured and standards-based music education, students continue the generational conversation and become fluent in the language of music as a manner of artistic, intellectual, and cultural expression. The acts of performing, creating and responding to music provide a means for development and growth in the ability to express the otherwise inexpressible and to facilitate growth in many areas of academic development.

Learning to read and notate music opens for students the limitless body of musical styles, forms, and repertoire, and allows them to see what they hear and hear what they see. The interconnections in music bring together the understanding of contemporary and historical cultures as well as self-knowledge. Participation in music provides students with unique experiences and skills essential for success in the 21st century workforce.

Music produces creativity, innovation, and cornerstone life skills that will be the key to opening doors for a more diverse and competitive workforce. Students of music use critical thinking, self-assessment, reasoning, problem solving, and collaboration, and make connections in new and imaginative ways as they progress through their musical education. All of these skills prepare our students for higher education and the 21st century workforce. These standards outline the knowledge and skills needed by all Colorado citizens to participate productively in an increasingly creative economy and innovative society.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

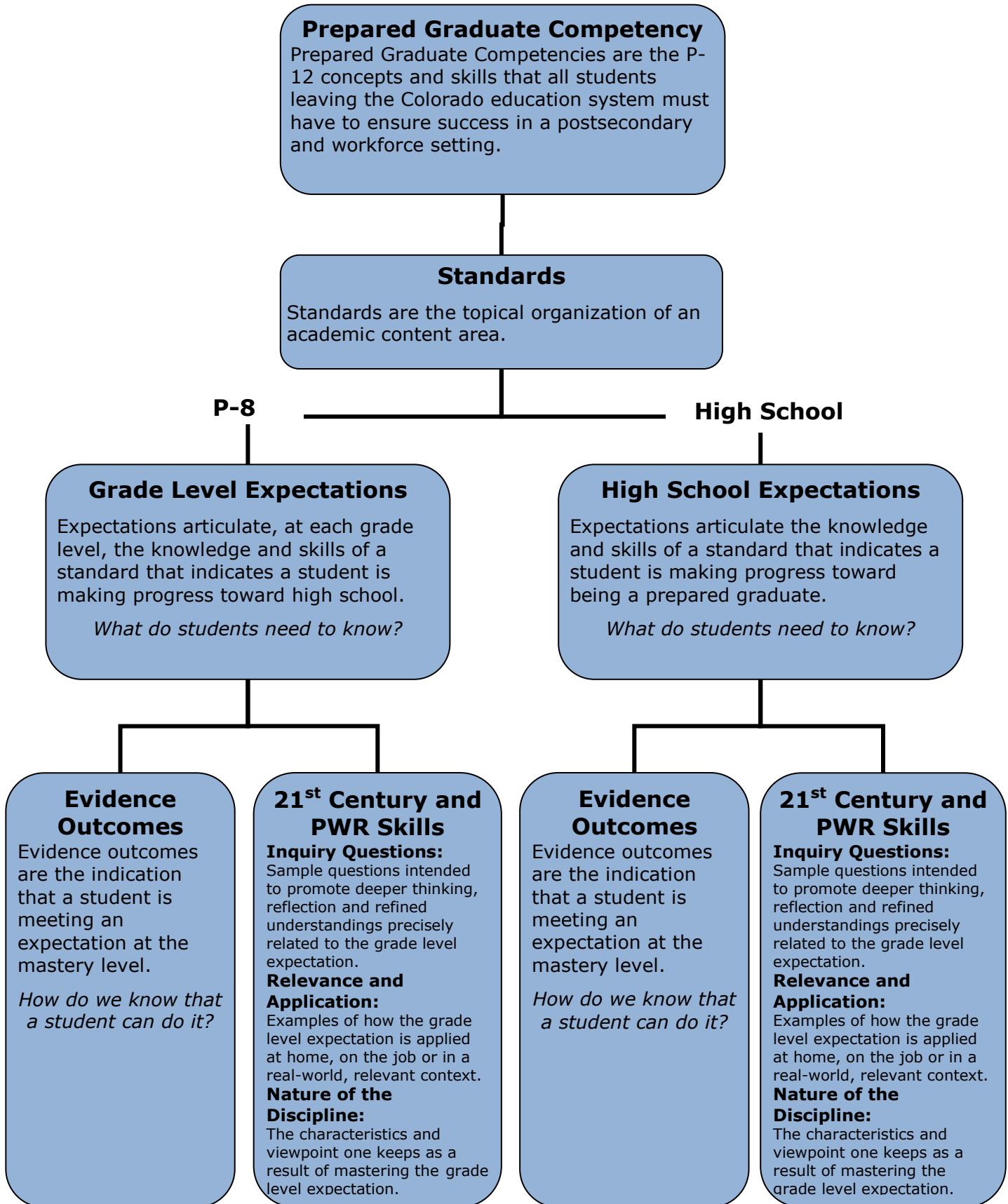
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Music

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in music:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind
- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples
- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in making and defending musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Colorado Academic Standards Music

The Colorado Academic Standards in music are the topical organization of the concepts and skills all Colorado students should know and be able to do throughout their preschool through twelfth-grade experience.

1. Expression of Music

The expression of music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

2. Creation of Music

The creation of music is the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

3. Theory of Music

The theory of music is the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Purpose of Performance and Generalist Pathways in High School

To meet the basic needs of all students and the advanced needs of those pursuing careers in music, the Standards Review Committee has developed a **generalist** and **performance** track.

The generalist track describes students who have limited interest in music performance or music-related vocations, or whose interest lies within other aspects of music-related vocations, such as sound engineering where their performance or music literacy skills do not require the highest level of musicianship or ability. Some students in the generalist pathway may not have pursued music performance in grades 5-8, and may have minimal performance skills and experience. Students are still expected to meet all of the graduate competencies, but at a less rigorous level.

The performance track is directed at students who intend to pursue postsecondary education or vocation in music that might lead to careers in music education, music performance, composition, production, music business, or other music-related areas. The expectations in the performance track meet all of the graduate competencies with a much higher degree of rigor, appropriate to the expectations of postsecondary music opportunities.

Vocal and Instrumental Expectations

The expectations in these standards are for both vocal and instrumental music. There are specific standards for instrumental or vocal technique; otherwise all expectations can and should be applied to all musicians, instrumental and vocal.

Music

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Second Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Expressively perform simple songs in small groups or independently 2. Perform simple rhythmic, melodic, and harmonic patterns
2. Creation of Music	<ol style="list-style-type: none"> 1. Create musical phrases in the form of simple questions and answers alone and in small groups 2. Identify rhythmic and melodic notation patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation 2. Comprehension of beginning notational elements and form in music 3. Comprehension of vocal and instrumental tone colors 4. Comprehension of beginning melodic and rhythmic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for individual, group, and self-contributions in a musical setting 2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement 3. Demonstrate increased awareness of music in daily life or special events

21st Century Skills and Readiness Competencies in Music

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's music students need a repertoire of knowledge and skills that is more diverse, complex, and integrated than any previous generation. Music is inherently demonstrated in each of Colorado 21st century skills, as follows:

Critical Thinking and Reasoning – When students demonstrate musical knowing, they are able to integrate varying perspectives when expressing themselves in a variety of ways, creating new musical works and analyzing musical works. Producing a quality musical performance requires a synthesis of creative, expressive, and technical skill; self-adjustment; listening; and adjustment of tone, pitch, and volume to create a balanced and effective sound. Music constantly challenges students to use multiple processes and diverse perspectives when performing, analyzing, or making informed decisions.

Information Literacy – Musical knowledge acquisition requires students to analyze scores, performances, genre, and style. Source discernment is vital in these endeavors because it allows students to interpret musical messages differently including points of view. When students research music using inquiry through critical listening, describing, and evaluating, they become educated consumers and aficionados.

Collaboration – Music education requires students to collaborate within a variety of instrumental and vocal ensembles. The synergy and discipline that musical ensembles foster create leadership skills and self-awareness. When students communicate the language of music to a variety of audiences through response to conductor's cues and interpretation, they demonstrate collective problem-solving skills that are readily transferred in all aspects of life.

Self-Direction – Students that participate in music develop self-discipline, persistence, and resilience. The ownership of their compositions and performances provides mastery of skills and a passionate work ethic to continually strive for excellence. Through improvisation and adaptability, students demonstrate initiative to use their interpersonal skills to influence others, identify and define authentic problems, and produce innovative and imaginative new compositions.

Invention – The diversity in musical style, form, and genre would not exist without the underlying promise of innovation and the possibilities of creating something new. Students integrate ideas to create original works through personal or group expression. They construct knowledge and challenge choices when arranging, orchestrating, improvising, and using technology to develop musical compositions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Expressively perform simple songs in small groups or independently

Evidence Outcomes

Students can:

- a. Perform two-part rounds using speech, body percussion, singing, movement, and instruments (DOK 1-3)
- b. Follow conductor’s cues demonstrating dynamic changes, tempo changes, and fermata (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is a good singing voice?
2. How does music make you feel different?
3. Why do performing groups have conductors?

Relevance and Application:

1. Counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs can be used to deliver content knowledge in musical ways.
2. Singing songs focused on phonemic awareness and using cross body movements aids in reading and writing skill.
3. Music software and audio devices can be used to demonstrate dynamic changes, tempo changes, and fermatas.
4. Learning to sing along productively with others demonstrates teamwork.

Nature of Music:

1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Music

Standard: 1. Expression of Music

<p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
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Grade Level Expectation: Second Grade

Concepts and skills students master:
2. Perform simple rhythmic, melodic, and harmonic patterns

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and ♪, ─, ○, and ─ (DOK 1-2)b. Play tonic chord accompaniments in simple keys (DOK 1-2)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Are rests as important as notes in music?2. How do accompaniments change a song? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Mathematic patterns can be identified in music.2. There are cultural and historical styles and genres of music that can be identified by their similarities and differences in the simple patterns used in the music.3. Music software and audio devices can be used to demonstrate pentatonic scales and tonic chord accompaniments in simple keys.4. 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. <p>Nature of Music:</p> <ul style="list-style-type: none">1. Music communicates a message.

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Content Area: Music

Standard: 2. Creation of Music

Prepared Graduates: <ul style="list-style-type: none">➤ Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Create musical phrases in the form of simple question-and-answer alone and in small groups

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Improvise short instrumental phrases using the I-s-m-r-d tone-set (DOK 2-3)b. Improvise question-and-answer phrases (DOK 2-3)c. Create movements to express pitch, tempo, form and dynamics in music (DOK 2-4)d. Improvise instrumentally and/or vocally over the I chord in simple keys (DOK 2-3)	Inquiry Questions: <ul style="list-style-type: none">1. How does movement demonstrate what we hear?2. Do people only improvise in music? Relevance and Application: <ul style="list-style-type: none">1. Using developmentally appropriate movement to respond to music identifies a listeners reaction to the elements used in music.2. Using discernment between an existing piece of music and one that has been improvised provides the ability to focus on detail aurally, which strengthens auditory abilities to follow directions, hear phonemic differences, and identify aural patterns in numeracy.3. Recognizing the mathematical pattern in simple chords develops strong mathematical sequencing helpful in understanding number lines, simple fractions, and skip counting. Nature of Music: <ul style="list-style-type: none">1. Creating and responding to music through movement are forms of self-expression.

Content Area: Music

Standard: 2. Creation of Music

Prepared Graduates:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 2. Identify rhythmic and melodic notation patterns

Evidence Outcomes

Students can:

- a. Create patterns using learned rhythms on a treble clef staff (DOK 1-3)
- b. Create patterns using learned pitches in a treble clef staff (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Does music have pattern?
- 2. Where else can you find patterns?
- 3. Why are patterns important in music?

Relevance and Application:

- 1. Software and other technology tools aid in finding patterns in music.
- 2. The ability to find patterns in other disciplines (such as mathematics, visual art, dance, spelling) provides a connection to a deeper understanding of patterns in society.
- 3. Describing how patterns change in various songs from different cultures, historical eras, styles, and genres provides insight to how various styles and genres of music are similar and different.
- 4. Discussing how simple songs are used in commercials or other mass media creates a connection to how music is used in society.

Nature of Music:

- 1. Music has many patterns.

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation

Evidence Outcomes

Students can:

- a. Use vocabulary for piano/forte, crescendo/decrescendo, and smooth/connected when describing music (DOK 1-2)
- b. Demonstrate piano/forte, crescendo/decrescendo, and smooth/connected using movement, voice, and instruments (DOK 1-2)
- c. Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes music interesting to listen to?
2. Why are there changes in tempo and dynamics in music?

Relevance and Application:

1. Music from various cultures use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a message.
2. Music from various historical periods, genres, and styles use examples of piano/forte, crescendo/decrescendo, and smooth/connected.
3. Music from various mass media use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a desired message. (Relaxation is identified with a soft, smooth musical line; excitement is identified with a loud, accented musical line.)

Nature of Music:

1. The application of expressive elements enhances musical performance.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 2. Comprehend beginning notational elements and form in music

Evidence Outcomes

Students can:

- a. Aurally identify ABA form and verse/refrain (DOK 1-2)
- b. Identify notated examples of bar lines, double bar lines, and measures (DOK 1)
- c. Aurally identify coda (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What makes a composition interesting?
- 2. How will being able to identify notational elements help in music?
- 3. How do patterns in math help with patterns in music?
- 4. How do bar lines in music compare to punctuation in writing?

Relevance and Application:

- 1. Various musical styles (American folk music, marches, lullabies, holidays) use verse and refrain.
- 2. Examples of the ABA and verse and refrain patterns can be found in other disciplines (visual art and design, dance, theatre, poetry).
- 3. 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.

Nature of Music:

- 1. Most musical compositions have a specific structure.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Comprehension of vocal and instrumental tone colors

Evidence Outcomes

Students can:

- a. Identify vocal sound groupings (high voices, low voices) (DOK 1)
- b. Identify instrumental sound groupings (woodwinds, percussion, strings) (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do voices and instruments sound different?
- 2. Why do others have different music preferences?
- 3. How is music used in community events and celebrations?

Relevance and Application:

- 1. Recognizing how the vibration of strings, drum heads, or air columns generates sounds provides insight to how sounds in the world are made.
- 2. Video clip examples of how tone color is associated with characters in movies, cartoons, etc., help to illustrate what is meant by tone color.
- 3. Electronic keyboards contain features that isolate differences in timbres and timbral groupings to provide examples of each for the listener.

Nature of Music:

- 1. Unique tone qualities are found in varying styles and genres of music.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

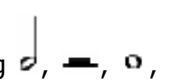
Grade Level Expectation: Second Grade

Concepts and skills students master:

4. Comprehension of beginning melodic and rhythmic patterns

Evidence Outcomes

Students can:

- a. Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale) (DOK 1-2)
- b. Identify and notate, using  (DOK 1-2)
- c. Visually identify a chord (space-space-space or line-line-line) (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How will knowing notes and rests help me in performing music?
- 2. How will echoing melodic patterns help me understand a song?
- 3. How is the step/skip/repeat skill a math problem?
- 4. How is a pentatonic scale like counting by 5s?

Relevance and Application:

- 1. 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).
- 2. Musical themes/patterns/textures can be compared to the use of these elements in stories, songs, and other art forms.
- 3. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.

Nature of Music:

- 1. Music notation is a visual representation of organized sound and silence.
- 2. Patterns occur in music and in the world.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Demonstrate respect for individual, group, and self-contributions in a musical setting

Evidence Outcomes

Students can:

- a. Recognize and demonstrate appropriate audience behavior in a live performance (DOK 1-2)
- b. Contribute to a group effort by of listening to and discussing music (DOK 1-3)
- c. Contribute to a group effort by of making music and reflecting on the performance (DOK 1-3)
- d. Articulate ideas about holding and respecting musical preferences (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When is it appropriate or not appropriate to talk while music is being heard?
2. Why is it important to listen respectfully to live performances?
3. How does an individual contribute to effective music-making?

Relevance and Application:

1. Understanding situations where music is the focus of attention and contrasting it with situations where music is a secondary element is one example of how music is adjusted to its role in the texture of an overall project.
2. Reactions of listeners during a presentation of live music as opposed to recorded music vary because of the societal expectations of each situation.
3. 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.

Nature of Music:

1. Music is an art that deals specifically with sound, so it is important to assist in providing an environment that is conducive to focused listening.
2. Musical choices may be made on the basis of both musical and nonmusical criteria.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement

Evidence Outcomes

Students can:

- a. Use specific music terminology in discussing individual preferences for music (DOK 1-2)
- b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music (DOK 2-4)
- c. Identify how musical elements communicate ideas or moods (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can movement reflect the expressive qualities of music?
2. How does music affect emotions and feelings in general?
3. How are passive and active listening different?

Relevance and Application:

1. Appropriate audience behavior relies on an individual’s self-direction ability, the ability to discern the role of an audience (e.g. some performances encourage audience participation, some performances require active listening), and the willingness to submit individual desires to the need for consideration of the experience of others.
2. Audiences have varying purposes throughout society. (Athletic events encourage audience noise. Political audiences express their agreement or disagreement in various ways. Formal presentations expect restraint and applause.)
3. A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences.

Nature of Music:

1. Music may be experienced passively or actively as a listener.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 3. Demonstrate increased awareness of music in daily life or special events

Evidence Outcomes

Students can:

- a. Recognize and demonstrate interest in creating, performing, and moving to music (DOK 1-2)
- b. Recognize and demonstrate interest in listening to several types of music (DOK 1-2)
- c. Describe music from various cultures in general terms (DOK 1-2)
- d. Explain their own cultural and social interests in music (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How often do people listen to and move to music for enjoyment?
- 2. How does a favorite song make a person feel?
- 3. Why is it important to experience a variety of music from different cultures?
- 4. How do individuals experience music in different ways?

Relevance and Application:

- 1. Articulating uses of music in a local community, family, or culture can be done through researching societal trends and influences.
- 2. The importance of music goes beyond entertainment and is used to express such things as strong emotions and celebrations, and to document important events in history.

Nature of Music:

- 1. Music provides societal and cultural connections that are unique to individuals.

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