

Colorado Academic S T A N D A R D S

Fifth 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?*

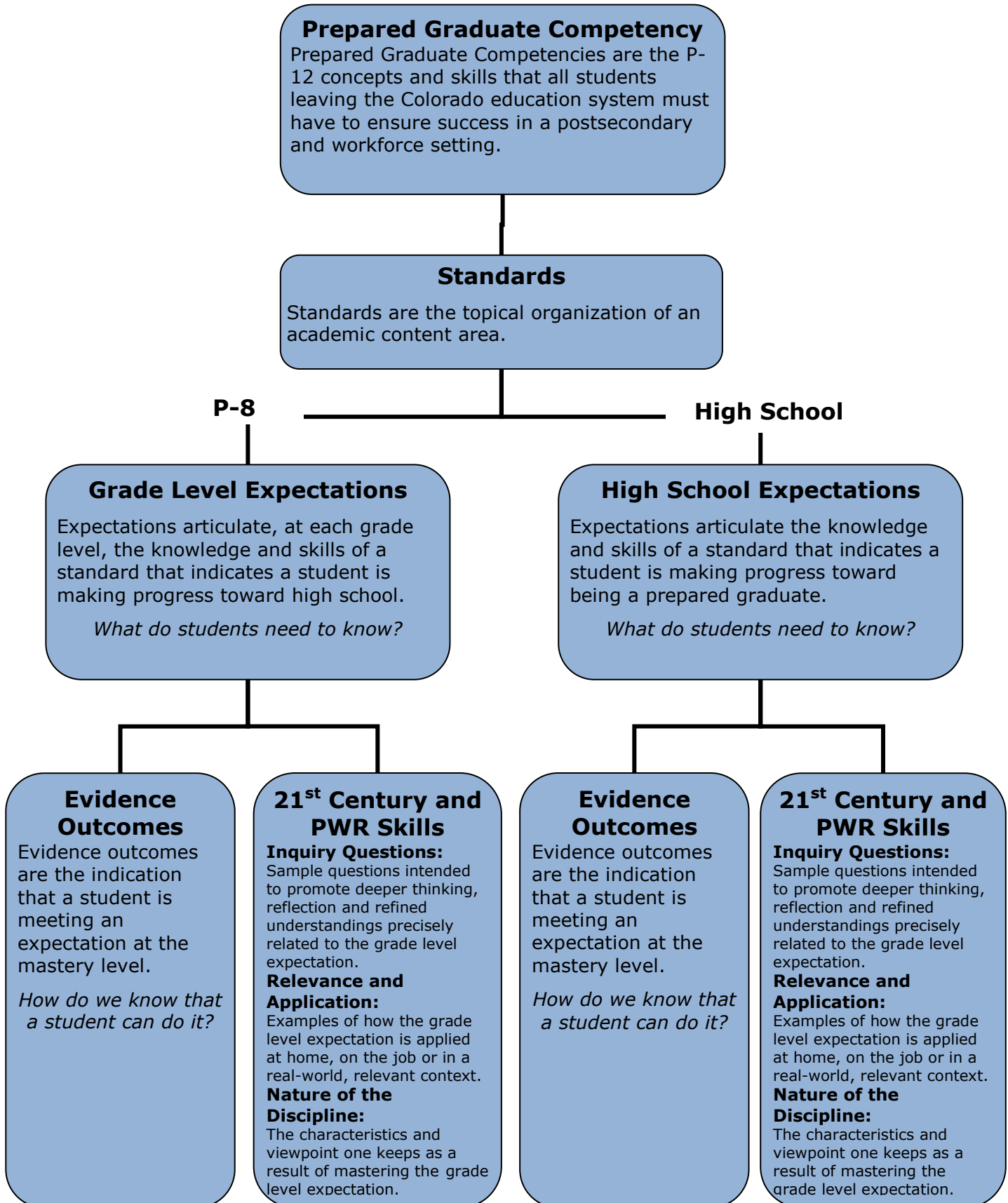
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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.

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ 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
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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	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.</p> <p><i>How do we know that a student can do it?</i></p>	<p>Inquiry Questions:</p> <p>Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p>
	<p>Relevance and Application:</p> <p>Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.</p>
	<p>Nature of the Discipline:</p> <p>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</p>

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
Fifth Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform using enhanced musical techniques 2. Perform more complex rhythmic, melodic, and harmonic patterns 3. Perform melodies using traditional notation
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise question and answer and basic musical phrases 2. Notate simple compositions
3. Theory of Music	<ol style="list-style-type: none"> 1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze aurally and visually notation of form in music 3. Analyze more complex instrumental and vocal examples 4. Comprehension and application of melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Explain and defend personal preferences for specific music 2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses

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
- 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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Perform using enhanced musical techniques

Evidence Outcomes

Students can:

- a. Perform four-part vocal and/or instrumental rounds, using movement, and speech (DOK 1-3)
- b. Respond to the conductor for phrasing and dynamics (DOK 1-3)
- c. Demonstrate proper care of voice and instruments (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does performance in an ensemble encourage teamwork?
2. How do you produce a good singing voice or sound on your instrument?
3. What is the role of a conductor?

Relevance and Application:

1. Relating music used in historical and societal events to cultural genre and style using different musical techniques can give insight to music’s role in society and how cultures choose to express the same things differently. (Funeral music varies from culture to culture.)
2. Demonstration of proper care of voice and instruments, and response to the conductor aids in the understanding of music ensemble protocol.
3. Computer music software increasingly occupies a place in performance as well as composition.

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

Prepared Graduates:

- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance


Grade Level Expectation: Fifth Grade

Concepts and skills students master:

- 2. Perform more complex rhythmic, melodic, and harmonic patterns

Evidence Outcomes

Students can:

- a. Perform patterns that include the following rhythms: , and ties (DOK 1-2)
- b. Perform patterns that include the pitches of the major scale (DOK 1-2)
- c. Perform I-IV-V chords in the keys of C, F, and G (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What does harmony add to music?
- 2. How does syncopation affect the feel of music?
- 3. How does music stimulate visual ideas, feelings, and perception?

Relevance and Application:

- 1. Performance of rhythmic patterns in music can be related to patterns found in mathematics.
- 2. Performance of basic chord structures shows how basic harmony follows a distinct, repeatable pattern.
- 3. Electronic keyboards allow students to understand chord structure kinesthetically, aurally, and visually.

Nature of Music:

- 1. Basic music reading skills are necessary to become a literate musician.

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- 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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Perform melodies using traditional notation

Evidence Outcomes | **21st Century Skills and Readiness Competencies**

Students can:

- a. Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities (DOK 1-3)
- b. Play and sing simple melodic notation in treble clef in major and minor keys (DOK 1-2)

Inquiry Questions:

- 1. What knowledge is needed to read and perform music?
- 2. How is music like a language?

Relevance and Application:

- 1. Most music contains a theme just as a story contains a main idea.
- 2. Music software, audio devices, and keyboards can be used to learn and perform melodies.
- 3. Knowledge of how melody is used, depending on culture, style, and genre, gives insight and predictability to the inherent musical structure of various music literatures.

Nature of Music:

- 1. Melody is the core of a musical 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:

- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Improvise question and answer and basic musical phrases

Evidence Outcomes

Students can:

- a. Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood, etc. (DOK 2-3)
- b. Improvise instrumentally and vocally using I-IV-V chords in 12 bar blues form (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does improvising music help students to create and express ideas?
2. What are the elements of a good improvisation?
3. When should a musician improvise?

Relevance and Application:

1. Discussion of contemporary examples of music that contain improvisational elements gives insight to the practical importance of this skill.
2. Audio and/or video devices are used to play call-and-response improvisational pieces to demonstrate technique and variables musicians use.
3. An understanding of the origins of the blues form gives insight to its impact on American history.
4. Music software and electronic keyboards can be used for improvising or accompanying improvisations.

Nature of Music:

1. Musical improvisation allows people to create a vision that is enacted upon through motivation and curiosity.

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: Fifth Grade

Concepts and skills students master:

2. Notate simple compositions

Evidence Outcomes

Students can:

- a. Create an eight-measure melody using the treble staff (DOK 2-4)
- b. Reproduce notated 8-measure melody provided by the teacher, using the treble staff (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to learn how to notate melodies or rhythms that are played?
- 2. Are there rules in composing?
- 3. Do compositions have patterns?
- 4. What jobs require composing skill?

Relevance and Application:

- 1. Software and other tools of technology are used to create music.
- 2. Understanding how other disciplines create something new builds the ability to transfer musical skills into other activities.
- 3. Identifying the similarities and differences between composers in two different historical eras provides an understanding of how prominent composition styles in music history evolved.

Nature of Music:

- 1. Musicians rely on knowing and understanding various notations and terms to write and create music.

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary

Evidence Outcomes

Students can:

- a. Apply vocabulary for largo, moderato, diminuendo, and slur when describing music (DOK 1-2)
- b. Demonstrate largo, moderato, diminuendo, and slur using movement, voice, and instruments (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Do tempo and mood have a close connection?
2. How does mass media rely on tempo or dynamics to send a message?
3. Should composers give precise expressive elements within their compositions or leave expression decisions up to the performer? Give a rationale.

Relevance and Application:

1. Identification of similarities and differences in expressive elements of music from various cultures, historical eras, genres, and styles gives insight to discerning the fundamental characteristics of each.
2. The ability to interpret tempo markings in music can be compared to the use of adverbs in literature.
3. Ways instruments produce changes in dynamics can be explained through the physics of sound production.
4. Using music software to isolate and apply largo, moderato, diminuendo, and slur within compositions demonstrates the importance of these elements.

Nature of Music:

1. Expressive elements enhance musical performance.
2. The flow of music in time relies on meter and tempo.

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: Fifth Grade

Concepts and skills students master:

- 2. Analyze, aurally and visually, notation and form in music

Evidence Outcomes

Students can:

- a. Visually identify line and space notes and notate pitches on the bass clef staff (DOK 1)
- b. Aurally identify 12-bar blues form (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What makes a composition interesting?
- 2. How does the ability to identify notes improve musical ability?
- 3. What significance does the blues form play in American history?

Relevance and Application:

- 1. Articulating forms in music gives insight to how they are evident in dance and visual arts.
- 2. Comparing the differences of use of the terms line and space in music versus art, dance, or theatre gives a contextual basis for how many art forms interpret these elements.
- 3. Using music software to create variations of the blues form allows listeners to aurally discern the distinct blues sound and the derivatives of contemporary music that use this form.

Nature of Music:

- 1. Notation is the language 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: Fifth Grade

Concepts and skills students master:

3. Analyze more complex instrumental and vocal examples

Evidence Outcomes

Students can:

- a. Aurally and visually identify various world instruments (DOK 1)
- b. Aurally identify soprano, alto, tenor, and bass voices (DOK 1)
- c. Aurally identify music from various historical periods and cultures (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why does each voice and instrument have its own timbre?
- 2. How have historical events influenced musical styles?
- 3. What makes a particular composition more complex than another?
- 4. How is music symmetrical?

Relevance and Application:

- 1. Describing ways in which music reflects a composer’s emotions, ideas, imagination, and cultural context connects how music can be an extension of someone’s own emotions, ideas, imagination, and cultural context.
- 2. Using technology and mass media clips to identify more complex instrumental and vocal examples allow novice performers or listeners to experience a multitude of musical variations.

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:

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




Grade Level Expectation: Fifth Grade

Concepts and skills students master:

- 4. Comprehension and application of melodic, rhythmic, and harmonic patterns

Evidence Outcomes

Students can:

- a. Identify and notate, using , , and  and ties (DOK 1-2)
- b. Notate eight-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3)
- c. Aurally and visually identify I, IV, V chords in the keys of C, F, and G (DOK 1-3)
- d. Identify the position of whole and half steps in a major scale (DOK 1)
- e. Identify and demonstrate the use of accidentals (sharp, flat, and natural signs) (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?
- 2. What does harmony add to music?
- 3. How does syncopation affect the feel of music?
- 4. How are ratios and intervals related?

Relevance and Application:

- 1. Recognizing the patterns that occur in music provides discernment skills that can be applied to other disciplines.
- 2. Music from various cultures, historical periods, genres, and styles can be used to aurally and visually identify I, IV, V chords in C, F, and G keys.
- 3. Music software can aid in identification of the components of a major scale and use of accidentals.
- 4. Knowing how an instrument gets out of tune can be explained using scientific principles.

Nature of Music:

- 1. Music notation is a visual representation of organized sound and silence occurring in discernable patterns.

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
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Explain and defend personal preferences for specific music

Evidence Outcomes

Students can:

- a. Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works (DOK 1-4)
- b. Discuss the difference between preference for and quality of musical works (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Does an individual preference for a musical work or performance make it good or bad?
2. What is the correlation between liking a work and the importance of a work?
3. Why are many classical works, jazz works and performances, and Broadway songs considered to be exceptional examples of American and Western music even though they do not share the popularity of contemporary “top 40” or other contemporary styles?

Relevance and Application:

1. Developing a series of questions regarding musical preferences allows individuals to discern why they prefer certain styles of music and test their effectiveness.
2. Surveying the listening preferences of consumers provide a basis of musical and nonmusical information, and the use of music terminology in a local community.
3. Comparing musical works that are specific to a given culture provides insight into the evaluation of musical elements and extra-musical aspects used within a culture.

Nature of Music:

1. Musical preferences are developed through individual experiences and are also subject to personality traits.
2. A broad musical experience and comprehensive music vocabulary strengthen one’s ability to objectively consider and articulate ideas about music.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- 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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses

Evidence Outcomes

Students can:

- a. Identify and analyze differences in tempo and dynamics in contrasting music selections (DOK 1-3)
- b. Explain how people in a particular culture use and respond to specific musical works from that culture (DOK 1-3)
- c. Describe the means used to describe images or evoke feelings and emotions in musical works from various cultures (DOK 1-3)
- d. Discuss criteria used to make evaluations of musical works and performances (DOK 1-3)
- e. Discuss elements of performance in observational and evaluative way, using appropriate music terminology (DOK 1-3)

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Inquiry Questions:

1. What role does music play in various cultures?
2. How does music affect emotions and feelings in general?
3. How do the elements of music affect the way music is classified into various styles?
4. In what general ways do people evaluate music works and performances?

Relevance and Application:

1. The number of radio stations in an area broadcasting a particular style of music can give insight to the demographic information of the area and its musical preferences.
2. Identifying musical works that are specific to a given culture in comparison to those of another builds a fundamental respect for the differences of others.

Nature of Music:

1. Music is an art that expresses general thoughts and feelings; various musical examples will evoke varying general individual responses.
2. The success of a musical work or performance can be evaluated according to its effectiveness in its formal properties, content, and context.

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