

Seventh 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?*

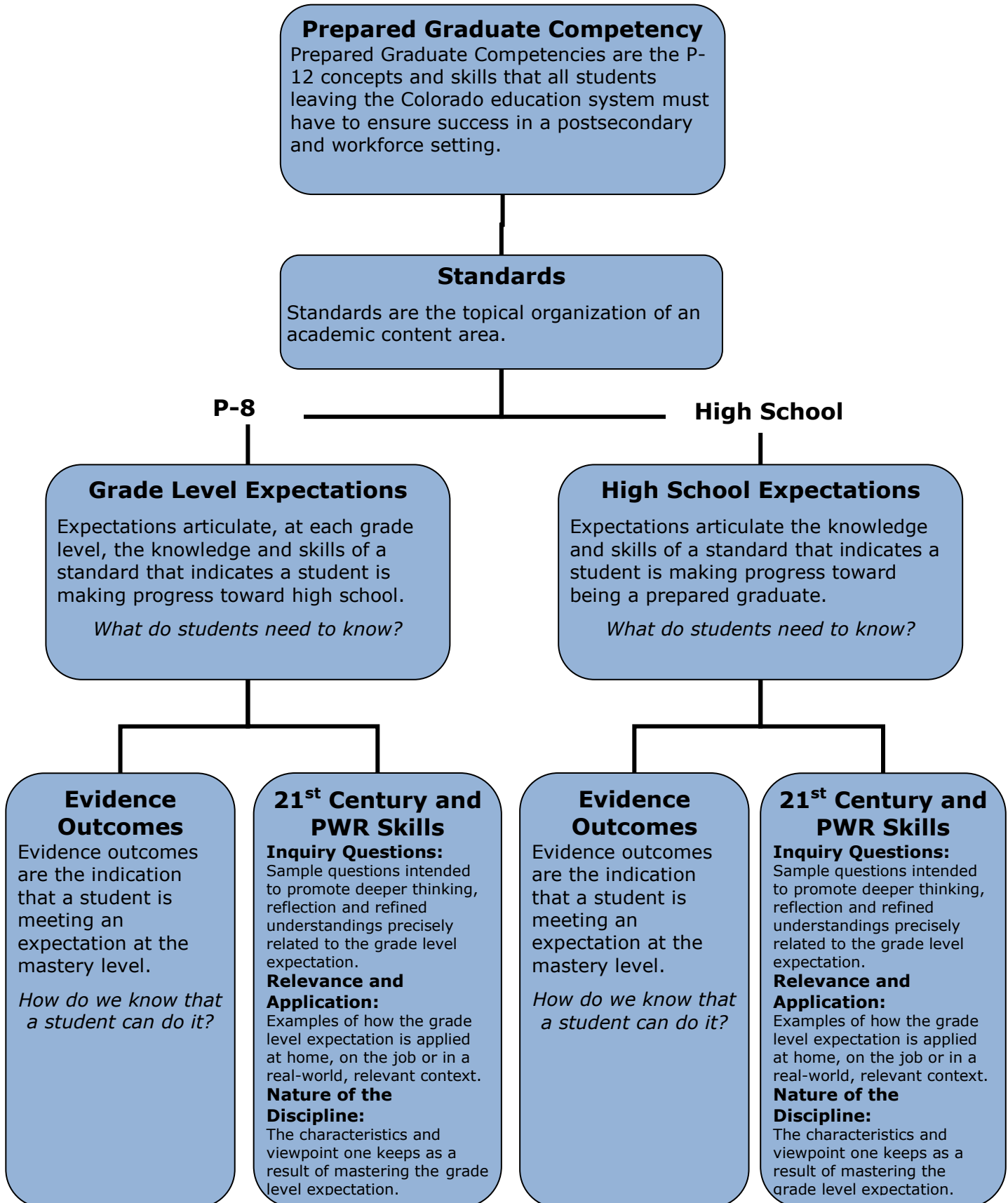
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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
Seventh Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member 3. Demonstrate understanding of modalities
2. Creation of Music	<ol style="list-style-type: none"> 1. Sequence four to eight measures of music melodically and rhythmically 2. Improvise short melodic phrases over accompaniment
3. Theory of Music	<ol style="list-style-type: none"> 1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music 2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice 3. Analysis of musical elements in a level 1 composition or performance
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary 2. Articulation and analysis of individual experiences in music

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: Seventh Grade

Concepts and skills students master:

1. Perform music in three or more parts accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale

Evidence Outcomes

Students can:

- a. Sing or play in three or more parts (level 1) (DOK 1-3)
- b. Respond to conductor's cues of tempo, phrasing, and expression (DOK 1-3)
- c. Sing or play a vocal or instrumental line with accompaniment and one additional harmonic or melodic line (DOK 1-3)
- d. Incorporate all musical symbols, tempo indications, expressive indications, and technical indications while maintaining consistent tone quality, intonation, balance, blend, diction (vocal), and phrasing (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes the conductor's cues important?
2. Why is teamwork important when performing harmonic performance?
3. How can an accompanist enhance a musical performance?

Relevance and Application:

1. Performing in a variety of ensembles develops an ability to communicate.
2. Many expressive music elements parallel reading conventions (such as diction, articulation, rhythm, and intonation).
3. Expressive qualities of music capture unique cultural characteristics and provide awareness geography and culture.
4. Multipart expression is needed to effectively perform in various musical endeavors such as festivals, competitions, and performances.
5. Current technologies can be used to support, enhance, and evaluate musical practice and performance.

Nature of Music:

1. Individual and ensemble practice leads to accuracy and precision of musical performance.

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
- 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: Seventh Grade

Concepts and skills students master:

2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member

Evidence Outcomes

Students can:

- a. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications (DOK 1-2)
- b. Maintain consistent tone quality, intonation, balance, blend, and phrasing while sight reading (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to know and read the expressive elements of music?
2. How does accurate and expressive sight reading impact performance?

Relevance and Application:

1. The use of sight-reading skills creates a literate and independent musician.
2. The voice of language correlates with the voice of music (phrasing, balance, meter).
3. Music software and audio or video devices can be used to assist in the practice of learning how to sight-read.

Nature of Music:

1. Musicians use performance fluency as an indicator of musical leadership.

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: Seventh Grade

Concepts and skills students master:

3. Demonstrate understanding of modalities

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

Students can:

- a. Play or sing at least three major and two minor scales in keys appropriate for their instrument or voice (DOK 1-2)
- b. Perform music literature that contain major and minor keys (DOK 1-2)

Inquiry Questions:

- 1. How does performance in minor modalities differ from major modalities?
- 2. How will the demonstration of a minor scale performance lead to advancement?
- 3. Why does changing the mode change the emotional expression?

Relevance and Application:

- 1. Scales in minor modes have a different mathematical pattern.
- 2. Culturally significant music is most easily recognized through the most prominent modality used (Eastern versus Western music).
- 3. Playing and singing in minor modalities increase effectiveness to communicate diverse musical messages.
- 4. Music technology can be used to transpose music to different modalities.

Nature of Music:

- 1. Musicians rely on flexible thinking to enhance their craft.

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:

- 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: Seventh Grade

Concepts and skills students master:

1. Create four to eight measures of music melodically and rhythmically

Evidence Outcomes

Students can:

- a. Notate a combination of melodic and rhythmic patterns of four to eight measures; may utilize current technology with or without tonal accompaniment (DOK 1-3)
- b. Create new music in a given genre or style with melodic phrases or sentences of moderate length (DOK 2-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a working knowledge of standard notation assist in preserving musical ideas and thoughts?
2. How do composers go about imagining and creating musical works?
3. What is meant by the term "style"?

Relevance and Application:

1. Using music technology enables students to hear original musical ideas for purposes of evaluation and further refinement.
2. Using notation allows one to preserve their original musical ideas.
3. Imagining and creating an observable product has numerous applications in a variety of arts and non-arts disciplines (invention of new consumer products, designing new software applications, or creating a new recipe),
4. Current technologies expand possibilities for working with sound and capturing or notating original ideas (recording live through digital audio a melody that has been notated).

Nature of Music:

1. Musical composition and notation of melodies, rhythms, and harmonies demonstrates one's understanding of the elements of music.

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: Seventh Grade

Concepts and skills students master:

- 2. Improvise short melodic phrases over accompaniment

Evidence Outcomes

Students can:

- a. Improvise melodies instrumentally of 4-8 measures while accompanied by a two-chord progression (DOK 2-3)
- b. Improvise melodies vocally of 4-8 measures while accompanied by a two-chord progression (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. When has improvisation been used in music historically?
- 2. What guidelines are used in improvisation?
- 3. What other disciplines use improvisation and how?

Relevance and Application:

- 1. Finding, listening to, emulating, and discussing recorded examples of musical improvisation assists one in developing improvisational skill.
- 2. Using technology provides accompaniment for one to practice improvisational technique.
- 3. Improvising is used by contemporary musicians to develop new music that will appeal to consumers.
- 4. Relying on improvisation allows actors and comedians to make a performance authentic to the viewer.

Nature of Music:

- 1. Musical improvisation provides for increased freedom of expression and exploration in multiple genres of music, encourages creativity, and improves self-confidence.

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:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Identification and rhythmic demonstration of multiple, changing meter signatures in music

Evidence Outcomes

Students can:

- a. Transcribe or demonstrate rhythms within musical examples that incorporate triplet, eighth, and sixteenth rhythms and corresponding rests in 6/8 meter signatures (DOK 1-2)
- b. Transcribe or demonstrate rhythms within musical examples that incorporate triplet, eighth, and sixteenth rhythms and corresponding rests in cut time meter signatures (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to be able to differentiate between various styles of music and its use of meter?
2. How can a composer’s use of meter distinguish his/her works from other composers?
3. How can the use of varied meter alter the function of the music?

Relevance and Application:

1. Various genres reflect varied meter signatures.
2. Digital sequencing software can assist one to hear the effects of using different rhythms.
3. Meter signature changes vary in historical, American, and other cultural music.
4. Development of criteria to critique music based on use of varied meter signatures builds critical thinking and reasoning skills that can be transferred to critique processes in other disciplines and vocations.

Nature of Music:

1. Rhythm communicates an idea, emotion, or mood.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates: <ul style="list-style-type: none">➤ 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
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Grade Level Expectation: Seventh Grade

Concepts and skills students master:
2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify notes in the alto, bass, or treble clef two to three ledger lines above or below the staff (DOK 1)b. Notate and transfer chord progression of I, IV, V in a given key signature (DOK 1-2)	Inquiry Questions: <ul style="list-style-type: none">1. Why might it be important to know and understand different clefs?2. How can knowing the notes above and below the staff increase musicianship skills?3. How can the use of musical elements affect formal structure?4. What determines the levels of difficulty in a composition?
	Relevance and Application: <ul style="list-style-type: none">1. Understanding the use of notes and clefs allows one to read increasingly difficult levels of music.2. Notation software assists in isolating segments of music that highlight components of more advanced compositions.3. Form in music has a correlation to form in other disciplines (visual art, mathematics, and dance).4. Understanding of the relevance of music notation in historical contexts provides background and appreciation for current notation practices.
	Nature of Music: <ul style="list-style-type: none">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: Seventh Grade

Concepts and skills students master:

3. Analysis of musical elements of a simple level 1 composition or performance

Evidence Outcomes

Students can:

- Describe, using a minimum of three markings (articulation, dynamic and tempo), when analyzing a musical example (DOK 1-2)
- Given prescribed criteria, identify the form of a composition (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do musical elements form the structure of a music composition?
- Why is it important to analyze compositions based on the use of musical elements?
- How does the scientific principles of acoustics relate to music

Relevance and Application:

- The ability to read various articulation symbols allows students to understand a musical idea.
- Music elements are found in other arts and disciplines (such as dynamics and tempo in dance; dynamics and tempo in debate, speech, or a theatrical performance).
- Digital software can be used to understand how music elements affect wave forms.

Nature of Music:

- Combinations of musical elements create unique forms.

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: Seventh Grade

Concepts and skills students master:

1. Analysis, through compare and contrast, of music performances and compositions according to detailed criteria, utilizing an informed music vocabulary

Evidence Outcomes

Students can:

- a. Apply prescribed criteria for evaluating musical performances and compositions (DOK 1-4)
- b. Compare two performances of the same work and discuss the comparison (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are music and literature linked in history?
2. How are personal choices in music enhanced by an informed depth of knowledge?
3. What makes one performance more effective than another?
4. What kinds of changes to original works or performances do arrangers and performers apply?

Relevance and Application:

1. An arrangement or "cover" version of the same work offer comparison opportunities to the contextual differences of an original musical work or original performance of that work.
2. Mass media and the entertainment industry use "covers" of recognizable music to appeal to a larger audience.
3. Copyright laws evolve to match technological advancements in the sharing and/or copying of digital music.

Nature of Music:

1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
2. Musical perception skills are sharpened through comparison of different versions of the same work.

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: Seventh Grade

Concepts and skills students master:

2. Articulation and analysis of individual experiences in music

Evidence Outcomes

Students can:

- Construct a personal listening repertoire that represents various styles and cultures (DOK 1-4)
- Articulate personal selection criteria (DOK 1-2)
- Using a prescribed list of musical selections, consider and describe in what ways the selections are important (DOK 1-3)
- Describe customary techniques of performance on guitar common to the traditional American musical experience (DOK 1-2)
- Describe the use, performance techniques, and cultural significance of instruments specific to local or regional culture (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does music affect different people in different ways?
- Why do people make specific personal choices in music?
- What factors determine the importance of a piece of music, both immediately and over time?
- In what ways have unique and expanded techniques been applied to the use of various instruments?

Relevance and Application:

- Live demonstrations by musicians of differing genres offer firsthand examples of special techniques and electronic enhancement potential used respective to their instrument or voice.
- Live performances by musicians offer firsthand experiences demonstrating the use, techniques, and cultural significance of instruments or voice specific to a local or regional culture.
- Many sectors in society rely on selection of music for varying purposes to provide diverse experiences (such as opening ceremonies, jingles for products, patriotic events, weddings, funerals).

Nature of Music:

- Music has numerous uses, all of which reflect some aspect of the human experience.

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