

Colorado Academic S T A N D A R D S

Eighth 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?*

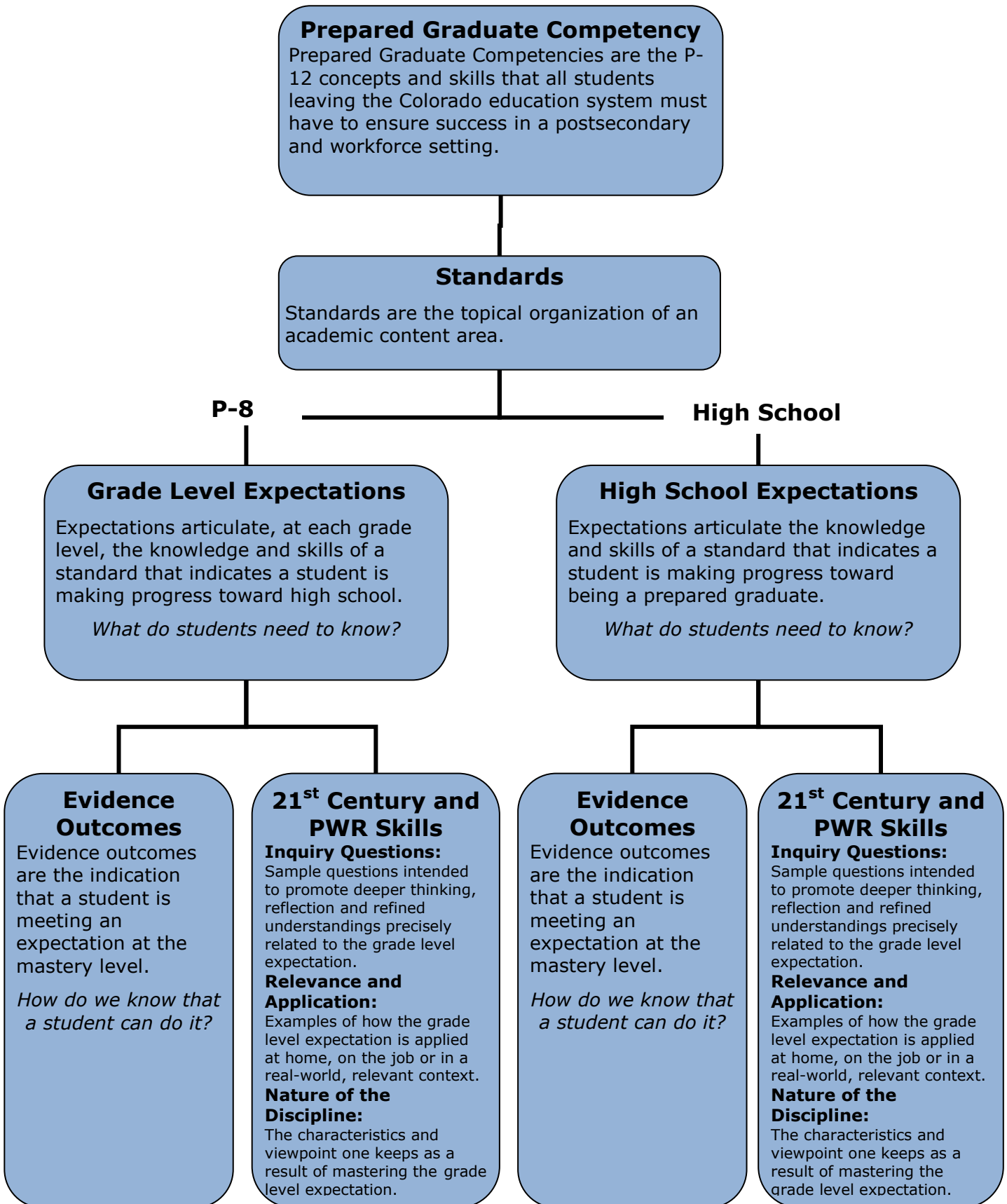
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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 |
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| Eighth Grade | |
| 1. Expression of Music | <ol style="list-style-type: none"> 1. Perform music in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading 3. Demonstrate contrasting modalities through performance |
| 2. Creation of Music | <ol style="list-style-type: none"> 1. Create music using melodic and harmonic sequences 2. Arrange a simple existing composition 3. Improvise over simple harmonic progressions |
| 3. Theory of Music | <ol style="list-style-type: none"> 1. Transcription, and rhythmic demonstration of, multiple and changing meter signatures 2. Notation of level 2 compositions 3. Identification of musical elements in a level 2 composition or performance |
| 4. Aesthetic Valuation of Music | <ol style="list-style-type: none"> 1. Evaluation of musical performances and compositions using advanced criteria 2. Articulation of music's role and cultural tradition in American history and society |

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: Eighth Grade

Concepts and skills students master:

1. Perform music in four or more parts accurately and expressively at the minimal level of 2 to 3 on the difficulty rating scale

Evidence Outcomes

Students can:

- a. Sing or play in three, four, or more parts (level 2) (DOK 1-3)
- b. Respond to conductor's cues of balance and blend while singing or playing (DOK 1-3)
- c. 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)
- d. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form) during ensemble performances (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to hear balance between other parts in an ensemble?
2. Could ensembles perform without conductors?
3. How does voicing of music change the characteristic of the musical performance?

Relevance and Application:

1. The expressive terminology in music gives relation to expressive terminology in visual art, theatre, dance, and oratory.
2. Mass media uses varying performances to deliver specific moods to impact consumer choices.
3. Music performances frequently convey messages and stories about important historical events.
4. Expression is needed to perform effectively in various societal musical endeavors such as festivals, competitions, and performances.

Nature of Music:

1. Ensembles reflect a musical community.

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: Eighth Grade

Concepts and skills students master:

2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is the ability to sight-read important?
2. How does sight reading at a performance level impact career and higher level performing opportunities?

Relevance and Application:

1. Observing musical symbols correlates to comprehending literary symbols such as punctuation.
2. Mass media uses varying tone qualities to set a specific mood for their message.
3. Sight reading and appropriate application of the music elements in performance provide opportunities for ensemble leadership.
4. Music software allows direct assessment of reading and accuracy ability.

Nature of Music:

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

Content Area: Music

Standard: 1. Expression of Music

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| Prepared Graduates: <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 |
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Grade Level Expectation: Eighth Grade

Concepts and skills students master:
1. Demonstrate contrasting modalities through performance

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

Students can:

- a. Play or sing four major and three minor scales at least one octave in keys relative to their instrument/voice and understand relationships between major and minor (DOK 1-2)
- b. Perform music literature that contains contrasting modes (DOK 1-2)

Inquiry Questions:

- 1. Why is it important to correlate modalities with different cultures?
- 2. How do modalities shape musical expression?

Relevance and Application:

- 1. Comparing and contrasting modal characteristics of historical, American, and cultural music examples lead to an understanding of similarities and differences among cultures.
- 2. Identifying major/minor modalities improves components of listening skills.
- 3. Developing fluency in scale performance broadens one’s ability to expand instrumental and vocal range, opening more opportunities for musical expression.
- 4. Music software can be used to change the modalities of a composition to compare and contrast the differences.

Nature of Music:

- 1. Modalities are used to demonstrate musical diversity.

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: Eighth Grade

Concepts and skills students master:

1. Create music using melodic and harmonic sequences

Evidence Outcomes

Students can:

- a. Notate a melodic pattern in sequence, of at least 12 measures, adding tonal accompaniment; may utilize current technology (DOK 1-3)
- b. Notate a harmonic pattern in sequence, of at least 12 measures; may utilize current technology (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do patterns in music relate to similar patterns found in other disciplines such as literature and visual art?
2. How does the presence or absence of tonal accompaniment affect choices made of melodic, harmonic, and rhythmic patterns?
3. Why is it important to use some form of notation when creating musical ideas?

Relevance and Application:

1. Experiences in creating music may lead one to consider further participation and career opportunities in music.
2. The ability to use music notation and current technology provides a means for experimentation and self-expression while hearing, seeing, and preserving original ideas.
3. Using notation to communicate a musical message builds an understanding of the connection of musical notation and the written word.

Nature of Music:

1. Music 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:

- 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: Eighth Grade

Concepts and skills students master:

2. Arrange a simple existing composition

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|---|
| <p>Students can:</p> <ul style="list-style-type: none">a. Create a new arrangement of an existing vocal composition using different voices (DOK 2-3)b. Create a new arrangement of an existing instrumental composition (DOK 2-3) | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What are some benefits of being able to adapt an existing piece of music to other uses?2. What are some differences between arranging and composing?3. How do copyright laws affect choices that are made in altering the original composition?4. Why is it important to know how to arrange music when someone can just purchase it? |
| | <p>Relevance and Application:</p> <ul style="list-style-type: none">1. The ability to arrange favorite songs from a variety of cultures, genres, or styles for their instrument or voice part allows one to adapt music for their own purposes.2. Using music technology enables one to make immediate changes to arrangements and then describe the effect they have on the composition.3. The process and outcome of making changes to various components of an object without altering its fundamental character may be observed in numerous other disciplines and vocations (such as creating varying levels of strength of steel or concrete or use of color contrasts when creating art)4. Using music software and musicians, advertisers alter original arrangement of familiar music to have potential customers favor new products. |
| | <p>Nature of Music:</p> <ul style="list-style-type: none">1. Musicians have an infinite number of choices with regard to combinations of musical elements, all of which have a perceivable effect on the resulting character of the musical product.2. Musicians create new sounds and new rhythms with original pieces 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: Eighth Grade

Concepts and skills students master:

3. Improvise over simple harmonic progressions

Evidence Outcomes

Students can:

- Improvise a 12-bar solo instrumentally over a three-chord pattern using varied rhythmic, melodic, or harmonic patterns (DOK 2-3)
- Improvise a 12-bar solo vocally over a three-chord pattern using varied rhythmic, melodic, or harmonic patterns (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are some instances in which improvisation may be used?
- Are there rules in improvisation?
- What other disciplines use improvisation and how?
- What are the different considerations when using improvisation as a soloist versus an ensemble?

Relevance and Application:

- The ability to improvise in a variety of styles and settings enables performers to be relevant to a wide variety of situations and audiences.
- Listening to recorded examples of improvisation assists one in developing a “sense” of what is effective and desirable.
- The use of technology to provide repeated accompaniment allows one to develop skill in improvisation.
- The ability to improvise is useful in a number of disciplines and real-world situations such as engineers who create a new alternative for designing buildings in an earthquake-prone environment, home decorators and fashion designers wanting to create a new trend, and talk show hosts adapting an interview based on the revelations their guests reveal.

Nature of Music:

- 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:

- 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: Eighth Grade

Concepts and skills students master:

1. Transcription, and rhythmic demonstration of multiple, changing meter signatures

Evidence Outcomes

Students can:

- a. Transcribe or demonstrate rhythms within musical examples that incorporate combinations of dotted notes and corresponding rests in various meters (DOK 1-2)
- b. Demonstrate written rhythms using various tempo and dynamic markings (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do meter changes affect the personality of a song?
2. When are multiple meters used most often in the history of music?

Relevance and Application:

1. Various genres reflect varied meter signatures.
2. Melody reflects a specific style by the way it is written or presented.
3. Meter signature changes vary in historical, American, and other cultural music.
4. Digital sequencing software can assist one to hear the effects of using different rhythms.

Nature of Music:

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

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: Eighth Grade

Concepts and skills students master:

- 2. Notation of level 2 compositions

Evidence Outcomes

Students can:

- a. Read notes on a staff including four or more ledger lines above or below the staff (DOK 1)
- b. Identify and notate I, IV, V, V7, I chord progressions in a given key signature (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can knowing the notes above and below the staff increase musicianship skills?
- 2. How can the use of musical elements affect formal structure?
- 3. What determines the levels of difficulty in a composition?
- 4. How is music evolutionary?

Relevance and Application:

- 1. Understanding the use of notes and clefs allows one to read increasingly difficult levels of music.
- 2. Notation software assists one in understanding music notation.
- 3. Understanding of the relevance of music notation in historical contexts provides background and appreciation for current and future notation practices.
- 4. Form in music has a correlation to form in other disciplines (such as dance, visual arts and design, literature).

Nature of Music:

- 1. Notation is the language of music and may be more or less complex according to intent.

Content Area: Music

Standard: 3. Theory of Music

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| 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➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices |
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Grade Level Expectation: Eighth Grade

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| Concepts and skills students master: <p>3. Identification of musical elements in a level 2 (difficulty rating scale) composition or performance</p> |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
|---|--|
| Students can: <ul style="list-style-type: none">a. Describe, using a minimum of four markings (articulation, dynamic and tempo), when analyzing a musical example (DOK 1-2)b. Given prescribed criteria, identify the form of a composition (DOK 1-2) | Inquiry Questions: <ul style="list-style-type: none">1. How do musical elements form the structure of a music composition?2. Why is it important to analyze compositions based on the use of musical elements?3. Why is it important to have leveled compositions? |
| | Relevance and Application: <ul style="list-style-type: none">1. The ability to read various articulation symbols allows one to understand a musical idea.2. Musical elements can be compared with other disciplines in written, oral presentations, and multimedia projects.3. Different musical elements can be easily experimented with when using notation and sequencing software.4. An understanding of differences in criteria in composition levels provides guidance in choosing appropriate literature. |
| | Nature of Music: <ul style="list-style-type: none">1. Unique combinations of musical elements create form, complexity, effect, etc. |

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

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

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| Concepts and skills students master: <ol style="list-style-type: none">1. Evaluation of musical performances and compositions using advanced criteria |
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| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| Students can: <ol style="list-style-type: none">a. Develop and describe informed criteria for evaluating musical performances and compositions (DOK 1-3)b. Evaluate works from personal listening repertoire with an advanced vocabulary (DOK 1-4) |
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| Inquiry Questions: <ol style="list-style-type: none">1. How will evaluating performances help someone become a better musician?2. How does evaluative listening affect ed your listening skills and preferences?3. Which general criteria might be applied to music from all cultures and genre?4. What qualifies a specific performance as exemplary? |
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| Relevance and Application: <ol style="list-style-type: none">1. The use of predesigned rubrics or rating scales helps to evaluate a musical performance by an individual or group and provides rationale for determining the strengths and weaknesses of a performance.2. The ability to choose appropriate literature for an individual or group enhances the rehearsal and performance experience.3. Using appropriate musical vocabulary to describe a personal listening preference enhances a person’s ability to communicate using a common language. |
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| Nature of Music: <ol style="list-style-type: none">1. The ability to critically evaluate performances provides necessary information essential to improving performance skills. |
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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: Eighth Grade

Concepts and skills students master:

2. Articulation of music's role and cultural tradition in American history and society

Evidence Outcomes

Students can:

- a. Describe various ways music is used and enjoyed in different societal backgrounds and cultural traditions (DOK 1-2)
- b. Create and defend a personal listening repertoire representing various styles and cultures from a span of musical eras and time periods (DOK 1-4)
- c. Discuss the instrumental composition of various kinds of American musical ensembles and their functions within the ensembles (DOK 1-2)
- d. Discuss the vocal composition of various kinds of American musical ensembles and the function of the voices within the ensembles (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is music an integral aspect of various cultural activities and traditions?
2. How are personal listening choices strong indicators of cultural and ethnic backgrounds?
3. What happens to popular music over time?

Relevance and Application:

1. The Internet is a valuable resource in investigating the functions of music and commonalities in those functions in various cultures.
2. The music of today's American culture compared to that of past cultural traditions shows how technology may or may not have been a factor.
3. Discussion of popular music with people from a previous generation gives firsthand understanding of what their music meant to them, and reciprocal understanding by articulating similarities and differences of what music means to the current generation.
4. Audio or video recordings of performance or live performances are equally valuable in observing and discussing the use of voices and instruments and their functions within the ensemble in such varied genre as bluegrass, rock, jazz, mariachi, rap, church, and culturally specific music.

Nature of Music:

1. Music is a reflection of the culture, traditions, and circumstances in which it is produced.

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