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| **Content Area** | Music | | | **Grade Level** | 4th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Expression of Music | 1. Perform using accurate production techniques | | | | | | MU09-GR.4-S.1-GLE.1 |
| 1. Perform a variety of rhythmic, melodic, and harmonic patterns | | | | | | MU09-GR.4-S.1-GLE.2 |
| 1. Perform extended melodies from the treble staff using traditional notation | | | | | | MU09-GR.4-S.1-GLE.3 |
| 1. Creation of Music | 1. Improvise simple musical phrases | | | | | | MU09-GR.4-S.2-GLE.1 |
| 1. Notate simple musical selections | | | | | | MU09-GR.4-S.2-GLE.2 |
| 1. Theory of Music | 1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary | | | | | | MU09-GR.4-S.3-GLE.1 |
| 1. Identification of aural and visual notations of basic musical forms | | | | | | MU09-GR.4-S.3-GLE.2 |
| 1. Analyze vocal and instrumental examples | | | | | | MU09-GR.4-S.3-GLE.3 |
| 1. Identify and aurally recognize melodic, rhythmic, and harmonic patterns | | | | | | MU09-GR.4-S.3-GLE.4 |
| 1. Aesthetic Valuation of Music | 1. Explain personal preferences for specific music | | | | | | MU09-GR.4-S.4-GLE.1 |
| 1. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning | | | | | | MU09-GR.4-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |