|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | Music | **Grade Level** | 6th Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Expression of Music
 | 1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale
 | MU09-GR.6-S.1-GLE.1 |
| 1. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading
 | MU09-GR.6-S.1-GLE.2 |
| 1. Demonstrate major and minor scales
 | MU09-GR.6-S.1-GLE.3 |
| 1. Creation of Music
 | 1. Create melodic and rhythmic patterns
 | MU09-GR.6-S.2-GLE.1 |
| 1. Improvise call-and-response patterns
 | MU09-GR.6-S.2-GLE.2 |
| 1. Theory of Music
 | 1. Identification of rhythmic and melodic patterns in musical examples
 | MU09-GR.6-S.3-GLE.1 |
| 1. Notation of level .5 using the appropriate clef for instrument and/or voice
 | MU09-GR.6-S.3-GLE.2 |
| 1. Analysis of a beginning level composition or performance using musical elements
 | MU09-GR.6-S.3-GLE.3 |
| 1. Aesthetic Valuation of Music
 | 1. Determination of strengths and weaknesses in musical performances according to specific criteria
 | MU09-GR.6-S.4-GLE.1 |
| 1. Description of music’s role in the human experience, and ways music is used and enjoyed in society
 | MU09-GR.6-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** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Title** |  | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  |
| **Inquiry Questions (Engaging- Debatable):**  |  |
| **Unit Strands** |  |
| **Concepts** |  |

|  |  |
| --- | --- |
| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
|  |  |

|  |
| --- |
| **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:** |  |