The teacher may select several different songs for singing and listening that are familiar – songs known to be in students’ repertoire through classroom instruction and/or popular media – so that students can begin to understand how familiarity with music influences their personal preferences for particular music styles and pieces.

The teacher may begin to introduce new folk song repertoire specific to railroads and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.

The teacher may begin to introduce new folk song repertoire specific to mining and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.

The teacher may introduce new folk song repertoire specific to Native Americans and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific cultural traditions affected the styles of music of native people.

The teacher may begin to introduce new folk song repertoire specific to cowboys and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.

The teacher may introduce new song repertoire specific to Latino American settlers and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and cultural traditions affected the styles of music of the earliest settlers of Colorado.

The teacher may introduce new song repertoire specific to mining and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.

The teacher may introduce new song repertoire specific to Native Americans and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific cultural traditions affected the styles of music of native people.

The teacher may introduce new song repertoire specific to cowboys and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.

The teacher may lead reflection and classroom discourse so that students can consider their personal growth and understandings with regard to the communities in which they interact, the relative cultures, traditions, and values of those communities, and their own personal preferences for music.

The teacher may conduct final rehearsals of performance material so that students may understand the process of taking music literature from rehearsal to performance quality work.

The teacher may introduce music and material relative to Colorado state symbols, such as state songs and dances or Colorado references/experience found in more modern music compositions, so that students can understand the influences that communities, values, traditions, and culture have on music.

The teacher may introduce composing and/or improvising techniques so that students can engage in process of creating musical phrases.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

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