*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions*
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Review the Prepared Graduate Statements

Music

Instructions

In this section, you have the opportunity to provide feedback on the content of the Prepared Graduate Statements (PGS).

On the next page, as you review the grade level expectations, you will be able to provide feedback on the alignment of the PGS with the given grade level expectation.

To leave feedback, click on the comment icon (Ping) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox (Ping) so you can keep track of your progress.

About Prepared Graduate Statements (PGS)

All of Colorado's Academic Standards were designed "backwards" from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.

Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

3. Demonstrate the practice and refinement process of music making to develop musicianship.

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

7. Evaluate and respond to music using criteria to make informed musical decisions.

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.
Music

Grade Level: Preschool
Standard: 1. Expression of Music

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Instructions
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Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Preschool Learning and Development Expectation:
1. Perform expressively.

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
a. Use voices expressively when speaking, chanting, and singing.
b. Sing or sign or otherwise participate through multiple modalities a variety of simple songs and singing games alone or with others.
c. Explore instrumental accompaniment to familiar songs or chants.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:
1. Enjoy making and listening to music.
2. Use their voices in different ways (i.e., varying volume, imitating sounds of machines, actions, animals and various characters) while reading a book, telling a story or singing.
3. Incorporate simple songs throughout the daily routine and transitions.
4. Introduce parts of a song and repeat until everyone learns the words. Incorporate sign or actions to the words.
5. Read children’s books based on songs and encourage children’s participation in multiple ways.
6. Provide a variety of appropriate instruments (i.e., maracas, rhythm sticks, bells, tambourines, drums) for children to use for musical experimentation.

Examples of Learning/Children May:
1. Sing along to verses of songs that have a repeated pattern.
2. Act out actions in songs.
3. Play with instruments to create different sounds.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

3. Demonstrate the practice and refinement process of music making to develop musicianship

Preschool Learning and Development Expectation:

2. Respond to rhythmic patterns and elements of music using expressive movement

Indicators of Progress:

By the end of the preschool experience (approximately 60 months/5 years old) students may

a. Move to music of various tempos, meters, dynamics, modes, genres, and styles.

b. Move or use body percussion to demonstrate awareness of beat and tempo.

c. Match movement to rhythmic patterns.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Sing a tone or make a sound and invite children to repeat or echo it.

2. Experiment with having children match sounds, beats, words, pitches and speed.

3. Play music from different cultures and traditions.

4. Sing songs or play music suggested by children’s families.

5. Offer different types of music rhythms, patterns and tempos and invite children to clap, tap or move to the beat.

6. Provide many opportunities for children to hear or feel the vibrations of music with a prominent and steady beat.

Examples of Learning/Children May:

1. Clap hands in response to music with various beats.

2. Make vocal sounds.

3. Use words such as loud or soft, fast or slow to describe music.

4. Move arms up to high notes and down to low notes.
Grade Level: Preschool
Standard: 2. Creation of Music

Prepared Graduates
4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Preschool Learning and Development Expectation:
1. Improvise movement and sound responses to music

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
a. Improvise sound effects to accompany play activities
b. Use improvised movement to demonstrate musical awareness

Examples of High Quality Teaching and Learning Experiences:
3 Supportive Teaching Practices/Adults May:
1. Enjoy participating alongside children in creating different sounds during pretend play.
2. Listen to and imitate children's sounds effects.
3. Comment on the ways children use their voices or make sound effects to encourage further experimentation.
4. Call attention to sounds in the indoor and outdoor environment.
5. Use music or sound to enhance routines and learning activities such as playing the same piece of music to signal a cleanup time.

Examples of Learning/Children May:
1. Hum or tap feet to a piece of music.
2. As the teacher sings the child's name, claps the syllables.
Music
Grade Level: Preschool
Standard: 3. Theory of Music

Selected Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
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Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Instructions
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Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Preschool Learning and Development Expectation:
1. Describe and respond to musical elements.

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
a. Use individual communication to describe music.
b. Use individual means to respond to rhythm, dynamics and tempo.
c. Express personal interest regarding why some music selections are preferred over others.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:
1. Play their favorite kinds of music with children and tell what they like about it.
2. Play and discuss a variety of musical styles.
3. Invite children to compare their responses to different types of music.
4. Ask questions such as how a piece of music makes them feel, what they do or do not like about it and how it is similar to other music they have heard.
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Preschool Learning and Development Expectation:

2. Recognize a wide variety of sounds and sound sources

Indicators of Progress:

By the end of the preschool experience (approximately 60 months/5 years old) students may

a. Use personal communication to describe sources of sound.

b. Use invented symbols to represent musical sounds and ideas.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Provide opportunities for children to listen to recorded music while drawing or painting.

2. Model moving arms up when hearing high notes and down with low notes.
Music

Grade Level: Preschool

Standard: 4. Aesthetic Valuation of Music

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
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Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Change content area

Instructions

To leave feedback, click on the comment icon (●) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox (●) so you can keep track of your progress.

Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Preschool Learning and Development Expectation:

1. Demonstrate respect for music contributions.

Indicators of Progress:

By the end of the preschool experience (approximately 60 months/5 years old) students may

a. Describe or demonstrate appropriate listening during a musical selection, live or recorded

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Model and talk about why they chose to listen to a particular musical selection.
2. Model and point out specific behaviors of listening.
3. Plan a classroom experience in which a group of children perform music for peers and talk about appropriate audience and performer participation.
Preschool Learning and Development Expectation:

2. Express feeling responses to music.

Indicators of Progress:

By the end of the preschool experience (approximately 60 months/5 years old) students may

- b. Participate freely in music activities.
- c. Communicate a feeling in music.
- d. Communicate what is liked about own musical creations or performance.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. Provide children with access to an organized music area and supply with a range of recorded music (i.e., classical, jazz, rock, rap, salsa) and props (i.e., scarves, ribbons, bells) for children to access independently to explore ways to move to music.
Music

Grade Level: Kindergarten
Standard: 1. Expression of Music

Select Grade Level & Standard
- Preschool
- Kindergarten
- First Grade
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Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Change content area

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Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Kindergarten
1. Respond to musical opposites.

Evidence Outcomes

Students Can:
- a. Echo and perform simple melodic and rhythmic patterns.
- b. Respond (sing, move, and play to changes in mood or form (i.e. beat, tempo, dynamics, and melodic direction).
- c. Respond (sing, move, and play) to music, differentiating between sound and silence.

Academic Context and Connections

Colorado Essential Skills:
1. Creativity/Innovation
2. Self-Awareness
3. Critical Thinking/Problem Solving

Inquiry Questions:
1. How does different music change the way you feel?
2. Is silence a part of music?
3. How many different ways can you move to music?

Expand and Connect:
1. Using developmentally appropriate movements to express music demonstrates ability to follow musical elements.
2. Gross and fine motor skills are refined when responding to music through movement.
3. Expressing music through movement and dance is an important part of all cultures.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Kindergarten

2. Perform introductory songs with correct pitch, rhythm, expressive elements.

Evidence Outcomes

Students Can:

a. Sing and move using simple songs and singing games
b. Demonstrate speaking, singing, whispering, and shouting voice.

Academic Context and Connections

Colorado Essential Skills:

1. Information Literacy
2. Communication
3. Self Awareness

Inquiry Questions:

1. How does performing songs help you learn?
2. How does music express thoughts and feelings?
3. How can movement communicate the meaning of a piece of music?

Expand and Connect:

1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Movement can demonstrate the ability to follow musical elements.
4. Expressing music through movement and dance is an important part of culture.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: Kindergarten

3. Apply teacher critique and self-reflection to refine individual technique and performance of introductory songs.

Evidence Outcomes

Students Can:

a. Identify and apply teacher feedback to rehearse, refine, and determine when a piece is ready to perform.

b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis

Inquiry Questions:

1. When is a musical work ready to share?
2. How do individual musicians improve the quality of their performance?
3. Why is it important for the performer to stay focused throughout the performance?

Expand and Connect:

1. Musicality is the ability to perform and respond to music in meaningful ways.
2. Using movements to express music demonstrates ability to correctly respond to musical elements.
3. Music contains a theme just as a story contains a main idea
Music

Grade Level: Kindergarten

Standard: 2. Creation of Music

Select Grade Level & Standard

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Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Change content area

Instructions

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Prepared Graduates

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: Kindergarten

1. Compose, improvise, and arrange simple patterns using rhythm and/or pitch.

Evidence Outcomes

Students Can:
- a. Compose a short pattern to represent a character or idea in a story or poem.
- b. Improvise sound effects and simple patterns to stories and poems.
- c. Arrange sound effect patterns to embellish songs, stories and poems.

Academic Context and Connections

Colorado Essential Skills:
1. Risk Taking
2. Creativity/Innovation
3. Communication

Inquiry Questions:
1. How does music help to tell a story?
2. Where else can you find patterns?
3. Why are patterns important in music?

Expand and Connect:
1. Students can make connections between the personality of a character in a story and how they are portrayed with a musical theme or motif.
2. Students can use technology to create, sample and manipulate sound effects. They can also use the internet as a resource for environmental sounds.
## Grade Level: Kindergarten

### Standard: 3. Theory of Music

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<th>Instructions</th>
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<tr>
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<td>To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.</td>
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</tbody>
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### 3. Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

### 4. Grade Level Expectation: Kindergarten

1. Identify and demonstrate melodic and rhythmic opposites.

### 6. Evidence Outcomes

**Students Can:**

- a. **Melody:** Identify and demonstrate high/low, same/different, up/down.
- b. **Rhythm:** Identify and demonstrate beat/no beat, same/different.

### 8. Academic Context and Connections

#### 3. Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

#### 5. Inquiry Questions:

1. How do opposites make music more interesting to listen to?
2. Why is it important to keep a steady beat?

#### 7. Expand and Connect:

1. Demonstrating opposites aurally and kinesthetically builds long-term memory and connections to literary opposites.
2. Demonstrating musical opposites through movement helps to assess one’s understanding of opposites.
3. Various musical styles (American folk music, marches, lullabies) can be used to provide examples of same and different.
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Kindergarten

2. Identify and demonstrate tempo and dynamic opposites.

Evidence Outcomes

Students Can:

a. Tempo: Identify and demonstrate fast/slow.

b. Dynamics: Identify and demonstrate loud/soft, sound/silence, same/different.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:

1. How can we make songs sound more interesting?

Expand and Connect:

1. Various musical styles (American folk music, marches, lullabies) can be used to provide examples of same and different.
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Kindergarten

3. Identify and demonstrate basic form and timbre elements

Evidence Outcomes

Students Can:

a. Timbre: Aurally identify same/different, introduction, question/answer.

b. Form: Aurally identify vocal/instrumental sounds, speaking/singing/whispering/shouting voices.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving

2. Inquiry/Analysis

3. Risk Taking

Inquiry Questions:

1. How do voices and instruments sound different?

2. When people listen to a piece of music, what are they listening for?

3. What makes voices and instruments sound different?

Expand and Connect:

1. Ample experiences of "same/different" setup eventual understanding of binary (AB) form.

2. The ability to hear same and different phrases is a foundational skill to developing aural discrimination.

3. Identifying similar themes, patterns, and textures in stories, songs, and art forms provides practice and exploration in how themes/patterns and textures are used in the world.
Music

Grade Level: Kindergarten

Standard: 4. Aesthetic Valuation of Music

Instructions

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Prepared Graduates

7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: Kindergarten

1. Describe musical preferences in their own words.

Evidence Outcomes

Students Can:

a. Communicate understanding of musical ideas or moods through a variety of mediums (i.e., movement, drawing, storytelling, etc.).

b. Communicate personal preferences and/or reactions to music.

Academic Context and Connections

Colorado Essential Skills:

1. Why is certain music special to some people?

2. Critical Thinking/Problem Solving

3. Inquiry/Analysis

4. Information Literacy

Inquiry Questions:

1. Why do we choose different music for different events?

2. Why does some music make you want to move?

Expand and Connect:

1. Connecting music to other art forms (painting, sculpting, dancing) provides children with another a way to express thoughts and emotions.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Kindergarten

2. Recognize and discuss music and celebrations in daily life.

Evidence Outcomes

Students Can:

a. Recognize the use of music in sources such as cartoons, computer games, community, and home events.

b. Listen and respond to various musical styles (such as marches and lullabies).

c. Communicate how music that is composed for various purposes contributes to specific experiences. (example: birthday songs)

d. Inquiry/Analysis

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving

2. Information Literacy

Inquiry Questions:

1. Why do we choose different music for different times?

2. What causes various instruments and voices to sound different from each other?

3. What makes one musical style different from another?

Expand and Connect:

1. Discussing ways that we listen to music in daily life (in the car, headphones, in an audience, on the computer or television) provides a connection to the many purposes and functions music serves in daily life.

2. Providing diverse examples of the use of music in society builds a beginning understanding of the role music plays in individual experiences, family events.
Music

Grade Level: First Grade
Standard: 1. Expression of Music

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
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- High School/Advanced

Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Change content area

Instructions

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Prepared Graduates

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: First Grade

1. Perform patterns demonstrating learned rhythmic and melodic patterns.

Evidence Outcomes

Students Can:

a. Perform melodic patterns that include same/different and 3-pitch melodies
b. Perform rhythmic patterns that include quarter note, paired eighth notes, and quarter rest
c. Perform a steady beat while contrasting rhythms are being played

Academic Context and Connections

Colorado Essential Skills:

1. Creativity/Innovation
2. Risk Taking
3. Critical Thinking/Problem Solving

Inquiry Questions:

1. Why is it important to keep a steady beat?
2. How do the beats in music relate to counting in math?
3. Why are patterns important in music?

Expand and Connect:

1. Use of nursery rhymes and songs enables varying ways to teach content skills and concepts.
2. Musically is the ability to perform and respond to music in meaningful ways.
3. Expressing when performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: First Grade

2. Perform basic songs with correct pitch, rhythm, tone and expressive elements

Evidence Outcomes

Students Can:

a. Maintain steady beat.

b. Demonstrate appropriate tempo and dynamic levels.

Academic Context and Connections

Colorado Essential Skills:

1. Information Literacy
2. Communication
3. Self Awareness

Inquiry Questions:

1. How does music tell a story?
2. Why are there changes in speed and volume in music?
3. Why is it important to keep a steady beat?

Expand and Connect:

1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content.

2. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills.

3. Musicality is the ability to perform and respond to music in meaningful ways.

4. Responding to patterns and symbols in music communicates a composer’s message just as a reader is communicating an author’s message.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: First Grade

3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of basic songs.

Evidence Outcomes

Students Can:

a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis

Inquiry Questions:

1. When is a musical work ready to share?
2. Why is it important to interpret music symbols correctly and consistently?
3. Why is it important to follow the person leading the group? (i.e. director, conductor, teacher)

Expand and Connect:

1. Musicality is the ability to perform and respond to music in meaningful ways.
2. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings.
3. When performers respond to patterns and symbols of music, they are communicating a composer’s message just as a reader is communicating an author’s message.
Music

Grade Level: First Grade
Standard: 2. Creation of Music

Instructions
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1. Prepared Graduates

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

2. Grade Level Expectation: First Grade

1. Compose, improvise and arrange short phrases using rhythm and/or pitch.

3. Evidence Outcomes

Students Can:

a. Compose a short instrumental and vocal pattern to accompany poems, rhymes, and stories.

b. Improvise short patterns using known pitches and rhythms.

c. Arrange instrumental and vocal patterns to enhance poems, rhymes, stories and songs. (ex. create a spooky soundscape to go with a Halloween poem; create a happy pattern to be background music for a happy part of a story)

4. Academic Context and Connections

Colorado Essential Skills:

1. Risk Taking
2. Creativity/Innovation
3. Communication

Inquiry Questions:

1. How does music help to tell a story?
2. Why are phrases important in music?
3. How does music notation help a composer share and save his music?

Expand and Connect:

1. Students can use technology to create, sample and manipulate sound effects. They can also use the internet as a resource for environmental sounds.
2. Exploring how music fits a story can lead to the connection between music and language arts.
3. Using music expressive elements in creating music will give students a deeper understanding of these fundamentals.
4. Creating patterns in music can provide insight into identifying patterns in the world around them.
Music
Grade Level: First Grade
Standard: 3. Theory of Music

Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: First Grade
1. Identify and demonstrate introductory melodic and rhythmic patterns.

Evidence Outcomes
Students Can:
- Melody: Identify and demonstrate same/different patterns, 3 note patterns.
- Rhythm: Identify and demonstrate quarter note/rest, paired eighth notes, steady beat, strong/weak, beat vs rhythm, same/different.

Academic Context and Connections
Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:
1. How does melody and rhythm make music interesting?
2. Why is it important to keep a steady beat?
3. How will identifying notes and rests help me in performing music?
**Prepared Graduates**

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

**Grade Level Expectation: First Grade**

2. Identify and demonstrate changes in tempos and dynamics.

**Evidence Outcomes**

**Students Can:**

a. Tempo: Identify and demonstrate faster/slower.

b. Dynamics: Identify and demonstrate louder/softer, piano, forte.

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

**Inquiry Questions:**

1. What are ways music can be made more interesting?

**Expand and Connect:**

1. Music from various cultures use changes expressive elements to convey a message.
2. Demonstrating opposites kinesthetically builds long-term memory and connections to literary and societal opposites.
Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: First Grade
3. Identify and demonstrate basic form, meter, and timbre elements.

Evidence Outcomes
Students Can:

a. Form: Aurally identify phrase, AB
b. Meter: Identify and perform steady beat.

Academic Context and Connections
Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:
1. How do voices and instruments sound different?
2. When people listen to a piece of music, what are they listening for?
3. Why do instruments (or voices) belong to certain families?

Expand and Connect:
1. Properties (size, shape, composition, etc...) of an instrument dictate the types and range of sound it can make.
2. Various musical styles (American folk music, marches, lullabies, holidays) use an AB pattern and/or introduction or phrases.
3. Describing other disciplines that could have an AB patterns provides a connection to what a pattern is, how it in constructed, and where it can be found.
4. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms.
Music

Grade Level: **First Grade**

Standard: **4. Aesthetic Valuation of Music**

### Select Grade Level & Standard

- Preschool
- Kindergarten
- **First Grade**
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

### Instructions

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Once you save your feedback, the icon will change color and show as a checkbox (☑) so you can keep track of your progress.

### Prepared Graduates

7. Evaluate and respond to music using criteria to make informed musical decisions.

### Grade Level Expectation: First Grade

1. Describe and/or demonstrate how ideas or moods are communicated through music.

### Evidence Outcomes

**Students Can:**

a. Describe specific elements of music that impact thoughts or emotions.

b. Communicate understanding of music ideas or moods through a variety of mediums. (i.e. movement, drawing, storytelling, etc.)

c. Describe personal preferences or reactions to music.

### Academic Context and Connections

**Colorado Essential Skills:**

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

**Inquiry Questions:**

1. How can certain movements be more appropriate for one type of music than another?
2. What are some specific elements in music that can change the feelings that are communicated?
3. How do the basic elements of music communicate thoughts or emotions?

**Expand and Connect:**

1. Looking at a variety of dance styles (ballet, samba, hip hop, tap, flamenco, etc.) can bring clarity to the idea that different styles of music make us feel and move differently.
2. Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies, theater, dance, performances, commercials.)
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: First Grade

2. Identify, discuss, and respond to music created for specific purposes.

Evidence Outcomes

Students Can:

a. Describe how ideas or moods are communicated through music written for specific purposes (such as holiday, march, lullaby.).

b. Describe specific elements of music that impact thoughts or emotions.

c. Create developmentally appropriate responses to music from various genres, periods, and styles (rhythm, melody, form).

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. How does music that is composed for various purposes contribute to a specific experience?
2. How can instruments be used to convey various emotions?
3. How does movement differ from one musical style to another?

Expand and Connect:

1. Observing and imitating movement to a variety of musical styles (including cultural and historical excerpts) provides an understanding of the multitude of ways people can express themselves through music and movement.
2. Using pictures, books and the internet to recognize various instruments by shape and sound develops an initial ability to identify the instruments and their contribution to different musical sounds and styles.
Grade Level: Second Grade

Standard: 1. Expression of Music

Prepared Graduates

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Second Grade

1. Perform patterns that demonstrate learned rhythmic, melodic, and harmonic patterns.

Evidence Outcomes

Students Can:

a. Perform melodic, rhythmic, and harmonic patterns using expressive elements.

b. Perform rhythmic and melodic ostinatis in small groups.

Academic Context and Connections

Colorado Essential Skills:

1. Creativity/Innovation
2. Risk Taking
3. Critical Thinking/Problem Solving

Inquiry Questions:

1. Are rests as important as notes in music?
2. How do accompaniments change a song?
3. How do patterns in math help with patterns in music?

Expand and Connect:

1. Mathematic patterns can be identified in music.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Second Grade

2. Perform simple songs with correct pitch, rhythm, harmony, tone and expressive elements.

Evidence Outcomes

Students Can:

a. Play tonic chord accompaniment (example: bordou).

b. Play and sing simple melodies with correct rhythm, tempo and dynamics.

Academic Context and Connections

Colorado Essential Skills:

1. Information Literacy
2. Communication
3. Adaptability/Flexibility

Inquiry Questions:

1. Why is it important to understand how to perform using the correct notes and rhythms?
2. How does music make you feel?
3. How does playing technique alter the quality of sound?

Expand and Connect:

1. Counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs can be used to deliver content knowledge in musical ways.
2. Singing songs focused on phonemic awareness and using cross body movements aids in reading and writing skill.
3. Learning to sing along with others demonstrates teamwork.
4. Musicality is the ability to perform and respond to music in meaningful ways.
5. Music communicates a message.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: Second Grade

3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple songs.

Evidence Outcomes

Students Can:

a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.
b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis

Inquiry Questions:

1. When is a musical work ready to share?
2. Why is it important to interpret music symbols correctly and consistently?
3. How will knowing notes and rests help me in performing music?

Expand and Connect:

1. Learning to sing along productively with others demonstrates teamwork.
2. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings.
3. When performers respond to patterns and symbols of music, they are communicating a composer’s message just as a reader is communicating an author’s message.
Music

Grade Level: **Second Grade**
Standard: **2. Creation of Music**

**Select Grade Level & Standard**
- Preschool
- Kindergarten
- First Grade
- **Second Grade**
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

**Standard:**
1. Expression of Music
2. **Creation of Music**
3. Theory of Music
4. Aesthetic Valuation of Music

**Change content area.**

**Instructions**
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**Prepared Graduates**
4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

**Grade Level Expectation: Second Grade**
1. Compose, improvise and arrange phrases using rhythm and/or pitch.

**Evidence Outcomes**
- **Students Can:**
  a. Compose an instrumental and vocal pattern using known rhythms and pitches.
  b. Improvise instrumentally and/or vocally question-answer patterns using known rhythms and pitches.
  c. Arrange a song by adding an ostinato using known pitches and rhythms. (Ex. let students design a minor ostinato to accompany a minor song they are singing in class—you give them the pitches and they choose how to use them.)

**Academic Context and Connections**

**Colorado Essential Skills:**
- 1. Risk Taking
- 2. Creativity/Innovation
- 3. Communication

**Inquiry Questions:**
- 1. Where else can you improvise?
- 2. How is improvisation like brainstorming?
- 3. How is improvising like having a conversation?

**Expand and Connect:**
1. Crafting an improvised phrase provides the ability to focus on aural detail, strengthening other auditory abilities. (Ex. hearing phonemic differences, identity aural patterns in numeracy; ability to follow directions, etc.)
2. Technology can be used as a tool to record and/or create music for student self-reflection.
3. The ability to create patterns in music can be connected to patterns in other disciplines (i.e. math, visual art, dance, spelling).
Music

Grade Level: **Second Grade**
Standard: 3. **Theory of Music**

**Select Grade Level & Standard**
- Preschool
- Kindergarten
- First Grade
- **Second Grade**
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

**Standard:**
1. Expression of Music
2. Creation of Music
3. **Theory of Music**
4. Aesthetic Valuation of Music

**Instructions**
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**Prepared Graduates**
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

**Grade Level Expectation: Second Grade**
1. Identify and demonstrate basic melodic, rhythm, and harmonic patterns.

**Evidence Outcomes**

**Students Can:**
- a. Melody: Identify and demonstrate step/skip/repeat, within the pentatonic scale
- b. Rhythm: Identify and demonstrate half note/rest, whole note/rest
- c. Harmony: Identify and demonstrate introductory harmony (i.e. I chord)

**Academic Context and Connections**

**Colorado Essential Skills:**
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

**Inquiry Questions:**
1. How does melody and rhythm make music interesting?
2. What does harmony add to music?
3. How do patterns in math correlate with patterns in music?
**Prepared Graduates**
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

**Grade Level Expectation: Second Grade**
2. Identify and demonstrate extreme changes in tempos, dynamics, and articulations

**Evidence Outcomes**

**Students Can:**
- a. Tempo: Identify and demonstrate presto/largo
- b. Dynamics: Identify and demonstrate forte/piano
- c. Articulation: Identify and demonstrate smooth/connected, short/separated

**Academic Context and Connections**

**Colorado Essential Skills:**
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

**Inquiry Questions:**
1. How would changing the tempo affect a song?
2. How can changing dynamics affect a song?

**Expand and Connect:**
1. Music from various cultures use changes in expressive elements to convey a message.
2. Expressive elements enhance musical performance.
3. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Second Grade

3. Identify and demonstrate intermediate form, meter, and timbre elements.

Evidence Outcomes

Students Can:

a. Form: Aurally identify ABA, verse/refrain, coda
b. Meter: Identify and perform duple and triple meter (2/4, 3/4) and strong vs. weak beat
c. Timbre: Aurally identify instruments and families

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:

1. Can the same musical idea be presented in more than one way?
2. When people listen to a piece of music, what are they listening for?
3. When people listen to a piece of music, what are they listening for?

Expand and Connect:

1. Examples of the ABA and verse/refrain patterns can be found in other disciplines (visual art and design, dance, theatre, poetry).
2. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms.
Music

Grade Level: **Second Grade**

Standard: **4. Aesthetic Valuation of Music**

**Prepared Graduates**

7. Evaluate and respond to music using criteria to make informed musical decisions.

**Grade Level Expectation: Second Grade**

1. Discuss individual preferences for music using specific music terminology.

**Evidence Outcomes**

**Students Can:**

a. Communicate understanding of music’s expressive qualities that influence personal preference.

b. Communicate similarities between musical pieces.

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

**Inquiry Questions:**

1. How can movement reflect the expressive qualities of music?
2. How does music affect emotions and feelings in general?
3. How do individuals experience music in different ways?

**Expand and Connect:**

1. Using common language helps people communicate with and understand one another. Using music vocabulary can be compared to vocabulary used in other areas (art, sports, or math).

2. Individuals make choices about musical preferences based on many reasons, such as family preferences, popular media, and a wide or limited exposure to diverse forms of music. Understanding the reasons for their own preferences can open students receptiveness to the opinions and choices of others.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Second Grade
2. Describe music from various cultures in their own words.

Evidence Outcomes

Students Can:

a. Describe varying kinds of voices and instruments and their uses in various settings.

b. Explain their own cultural and social interests in music.

c. Identify and correlate specific songs/music to specific settings (holiday, religious, celebratory).

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. How often do people listen to and move to music for enjoyment?
2. Why is it important to experience a variety of music from different cultures?
3. How does music that is composed for various purposes contribute to a specific experience?

Expand and Connect:
1. America was created as a melting pot of people from around the world. The foundation for understanding and appreciating American music is an understanding and appreciation of music from around the globe.

2. The importance of music goes beyond entertainment and is also used to express things such as strong emotions or celebrations, and to document important events in history.

3. Each family has their own musical traditions. Students can connect the music of their family (birthdays, holidays, etc.) to those celebrations around the world.
Music

Grade Level: Third Grade
Standard: 1. Expression of Music

Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Third Grade
1. Perform phrases that demonstrate learned rhythmic, melodic, and chordal accompaniment components.

Evidence Outcomes

Students Can:
- Perform learned melodic, rhythmic, and harmonic phrases using expressive elements
- Perform multiple rhythmic and melodic ostinati in small groups

Academic Context and Connections

Colorado Essential Skills:
1. Creativity/Innovation
2. Risk Taking
3. Critical Thinking/Problem Solving

Inquiry Questions:
1. How are beat and rhythm different?
2. Why is repetition and/or pattern important in music?
3. How does identifying patterns help with memorization?

Expand and Connect:
1. Recognizing that patterns occur in music as in other parts of life builds the ability to find connections in the world.
2. Identifying patterns in music from various cultures, historical periods, genres, and styles enables listeners to find similarities and differences in each.
3. Musicality is the ability to perform and respond to music in meaningful ways.
Prepared Graduates
2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Third Grade
2. Perform notated songs with correct pitch, rhythm, harmony, tone and expressive elements.

Evidence Outcomes

Students Can:

a. Use correct vocal and instrumental techniques when singing and playing instruments.

b. Perform two-part songs (example: rounds, partner songs) using speech, body percussion, singing, movement, or instruments

Academic Context and Connections

Colorado Essential Skills:
1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Adaptability/Flexibility

Inquiry Questions:
1. Why are there changes in tempo, dynamics, and articulations in music?
2. How does reading music help in music making?
3. Why is it important for ensembles to work as a team?

Expand and Connect:
1. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.
2. Musicality is the ability to perform and respond to music in meaningful ways.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship.

Grade Level Expectation: Third Grade

3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple notated songs.

Evidence Outcomes

Students Can:

a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis

Inquiry Questions:

1. When is a musical work ready to share?
2. What knowledge is needed to read and perform music?
3. How does identifying patterns help with memorization?

Expand and Connect:

1. Basic music reading skills are necessary to become a literate musician.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Performance skill can be isolated and adjusted using technological devices to record, compare, and/or evaluate the result of different techniques.
4. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.
Grade Level: Third Grade
Standard: 2. Creation of Music

Prepared Graduates
4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: Third Grade
1. Compose, improvise and arrange in known musical forms using rhythm and/or pitch.

Evidence Outcomes
Students Can:
- a. Compose a phrase alone or with others in a known musical form. (ex. AB/ABA where A or B are a short phrase or idea.)
- b. Improvise phrases within a musical selection.
- c. Arrange an accompaniment (ex. add a 1-chord xylophone or recorder ostinato to a known tune. --students can design the rhythm/style.)

Academic Context and Connections
Colorado Essential Skills:
1. Risk Taking
2. Creativity/Innovation
3. Communication

Inquiry Questions:
1. How is specific criteria in creating music similar to specific criteria in writing?
2. How is improvisation used in other disciplines?
3. Why do some melodies sound better than others?

Expand and Connect:
1. Using technology to record or create short musical segments provides a connection to modern technology tools used in composing, improvising and arranging.
2. Creating new music or improvising within music requires risk taking and critical-thinking abilities.
3. Building a great story and building a great composition follow the same process and contain the same elements (i.e. introduction, conflict, climax, resolution, etc.)
Grade Level: Third Grade

Standard: 3. Theory of Music

Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Third Grade

1. Identify and demonstrate notated melodic, rhythmic, and harmonic patterns within the treble staff.

Evidence Outcomes

Students Can:

a. Melody: Identify and demonstrate line and space notes, within the pentatonic or major scale.

b. Rhythm: Identify and demonstrate 4 sixteenths, dotted half note.

c. Harmony: Identify and respond to or perform harmonic changes (i.e. I and V chord).

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:

1. How will being able to identify notational elements help in music-making?
2. How does identifying melodic and rhythmic patterns improve performance skills?
3. What does harmony add to music?
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Third Grade

2. Identify and demonstrate gradual tempos, dynamics, and articulations.

Evidence Outcomes

Students Can:

a. Tempo: Identify and demonstrate accelerando/retardando.

b. Dynamics: Identify and demonstrate crescendo/decrescendo

c. Articulation: Identify and demonstrate legato, staccato

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving

2. Inquiry/Analysis

3. Risk Taking

Inquiry Questions:

1. How would changing the tempo affect a song?

2. How do changes in tempo, dynamics, and articulation affect the mood of music?

Expand and Connect:

1. Expressive elements enhance musical performance.

2. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.

3. Music from various cultures use changes in expressive elements to convey a message.
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Third Grade

3. Identify and demonstrate advanced form, meter, and timbre elements.

Evidence Outcomes

Students Can:

a. Form: Aurally identify Rondo.

b. Meter: Identify and perform various time signatures including 2/4, 3/4, 4/4

c. Timbre: Aurally identify 2+ parts

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving

2. Inquiry/Analysis

3. Risk Taking

Inquiry Questions:

1. Can the same musical idea be presented in more than one way?

2. Why do some musical genres favor one meter over another?

3. Why do some musical genres favor certain instruments over others?

Expand and Connect:

1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form.

2. Music from various cultures share notational elements so that music can be shared and understood by others.

3. Similarities and differences can be identified between the use of color in visual arts and music.
Music

Grade Level: **Third Grade**

Standard: **4. Aesthetic Valuation of Music**

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**Select Grade Level & Standard**

- Preschool
- Kindergarten
- First Grade
- Second Grade
- **Third Grade**
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

**Standard:**

1. **Expression of Music**
2. **Creation of Music**
3. **Theory of Music**
4. **Aesthetic Valuation of Music**

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**Prepared Graduates**

7. Evaluate and respond to music using criteria to make informed musical decisions.

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**Grade Level Expectation: Third Grade**

1. Select and use specific criteria in making judgments about the quality of a musical performance.

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**Evidence Outcomes**

**Students Can:**

- a. Communicate how expressive qualities (such as dynamics, modality, tempo and meter) are used to reflect expressive intent.
- b. Communicate similarities and differences in music.
- c. Discuss reasons that different kinds of music are important to people.

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**Academic Context and Connections**

**Colorado Essential Skills:**

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

**Inquiry Questions:**

1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. What is involved in respecting the opinions of others about music preferences?
3. How can an appropriate music vocabulary help in discussing musical evaluation with others?

**Expand and Connect:**

1. Assisting students in developing a wider vocabulary helps them build deeper convictions and rationales for their personal preferences.
2. Comparing two audio or video recordings of the same musical work by different performers can aid in building discernment skills and articulating preferences.
3. Respect for others' opinions and preferences exemplifies a fundamental respect of others that will carry over to all aspects of life.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Third Grade

2. Identify differences and commonalities in music from various cultures.

Evidence Outcomes

Students Can:

a. Describe vocal and instrumental timbres and their uses in various cultures.

b. Communicate similarities and differences in music used for holidays, celebrations, and day to day life from various cultures.

c. Discuss reasons that different kinds of music are important to different people and cultures.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. What cultural music would be considered most appealing? Why?
2. What do people listen for when choosing music for enjoyment?
3. How is music used in various cultures the same or differently from your own?

Expand and Connect:

1. Experiencing music from a variety of cultures helps students draw connections to their learning about the world they live in.
2. Articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within their community.
Grade Level: Fourth Grade

Standard: 1. Expression of Music

Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Fourth Grade
1. Perform sections of songs that demonstrate learned rhythmic, melodic, and introductory chordal accompaniment components.

Evidence Outcomes
Students Can:
- Perform three-part vocal and/or instrumental rounds.
- Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.
- Play and sing songs in major keys

Academic Context and Connections
Colorado Essential Skills:
1. Creativity/innovation
2. Risk Taking
3. Critical Thinking/Problem Solving

Inquiry Questions:
1. How do changes in rhythm change a message in music?
2. How do accompaniments affect music?
3. How is music like a language that helps people communicate?

Expand and Connect:
1. Patterns in rhythm changes can be related to fractions in mathematics.
2. Music from various cultures, historical periods, genres, and styles vary in their use of melodic and rhythmic patterns.
3. Mass media uses melodic and rhythmic patterns to make music memorable.
4. Acoustic or digital or electronic instruments can be used to play accompaniments, ostinato, and a variety of rhythmic and melodic patterns.
5. Musicianship is built upon pattern recognition.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Fourth Grade

2. Perform complex notated songs with correct pitch, rhythm, tone, harmony and expressive elements.

Evidence Outcomes

Students Can:

a. Perform learned melodic, rhythmic, and harmonic patterns with attention to tempo, dynamics, and articulation.

b. Sing and/or play music following tempo, dynamic and articulation indications.

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Adaptability/Flexibility

Inquiry Questions:

1. How do changes in tempo, dynamics, articulations, tonality, and timbre change a message in music?
2. How does music help people communicate?

Expand and Connect:

1. Math songs, works songs, celebration songs, holiday songs, and patriotic songs can be used to teach a wide variety of content knowledge for easy recall.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Musical compositions often demonstrate the main idea of a message.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: Fourth Grade

3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance of notated songs

Evidence Outcomes

Students Can:

a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis

Inquiry Questions:

1. When is a musical work ready to share?
2. How do individual musicians improve the quality of their performance?
3. How does a leader help support the refinement process?

Expand and Connect:

1. Musical compositions often demonstrate the main idea of a message.
2. Following a conductor leads to a synthesis of visual and auditory stimuli.
3. Demonstration of responsible personal and social behaviors in musical settings can be used to assess a fundamental understanding of societal norms.
Music

Grade Level: Fourth Grade

Standard: 2. Creation of Music

Prepared Graduates
4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: Fourth Grade
1. Compose, improvise and arrange melody using rhythm and pitch.

Evidence Outcomes
Students Can:

a. Compose a section of melody using known rhythms and pitches.

b. Improvise a section of melody using known rhythms and pitches.

c. Arrange a known melody by adding style, ostinato, classroom instruments or harmony. (ex. Students in a small group can arrange a song giving it a rap or rock-n-roll feel using cymbals and drums.)

Academic Context and Connections

Colorado Essential Skills:
1. Risk Taking
2. Creativity/Innovation
3. Communication

Inquiry Questions:
1. How is composing music related to writing stories?
2. Is it easier to improvise with an instrument or with a voice? Give a rationale for the answer.
3. Why is knowing prescribed criteria important when composing or arranging music?

Expand and Connect:
1. Creating music using musical elements (i.e. form, rhythm, pitch, dynamics, etc) leads to a better understanding of musical elements in larger pieces.

2. Basic musical structure learned through creating music can be transferred to one's ability to write a structured sentence or paragraph in literature.

3. What jobs require improvising, composing, or arranging skills?
Grade Level: Fourth Grade
Standard: 3. Theory of Music

Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Fourth Grade
1. Identify and demonstrate extended notated melodic, rhythmic, and harmonic patterns within the treble staff.

Evidence Outcomes

Students Can:
- Melody: Identify and perform in major/minor tonalities
- Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets
- Harmony: Identify, perform, or respond to harmonic patterns

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:
1. How will identifying melodic and rhythmic patterns improve individual and ensemble performance?
2. How does tonality affect the feeling of a piece of music?
Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Fourth Grade
2. Identify and demonstrate subtle differences in tempos, dynamics, and articulations

Evidence Outcomes

Students Can:

a. Tempo: Identify and demonstrate fermata
b. Dynamics: Identify and demonstrate mezzo forte, mezzo piano, pianissimo/fortissimo
c. Articulation: Identify and demonstrate accent, fermata

Academic Context and Connections

Colorado Essential Skills:
1. How would changing the tempo affect a song?
2. Critical Thinking/Problem Solving
3. Inquiry/Analysis
4. Risk Taking

Inquiry Questions:
1. Why do composers use a combination of dynamics in a piece of music instead of using just one?
2. How can articulation and/or instrumentation be used to communicate a musical idea?

Expand and Connect:
1. Identification of similarities and differences allows a listener to build musical literacy.
2. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Fourth Grade

3. Identify and demonstrate complex form, meter, and timbre elements.

Evidence Outcomes

Students Can:

a. Form: Aurally identify a variety of forms including recurring themes, interludes, canons and theme/variations

b. Meter: Identify and perform music in 6/8

c. Timbre: Aurally identify 3+ parts and various world instruments

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving

2. Inquiry/Analysis

3. Risk Taking

Inquiry Questions:

1. How does a theme unify sections of a piece of music?

2. Why do some cultural music examples favor one meter over another?

3. Why do some musical styles favor specific instruments?

Expand and Connect:

1. Musical vocabulary has a strong correlation to adverbs in literature.

2. Theme and variation are used throughout the arts and among many disciplines and vocations (such as visual art, dance, literature, interior design).

3. Choices made in instrumentation and expressive elements reflect the composer’s emotions, ideas, imagination, and cultural context.
Music
Grade Level: Fourth Grade
Standard: 4. Aesthetic Valuation of Music

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates
7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: Fourth Grade
1. Discriminate between musical and nonmusical factors in creating criteria for evaluating music.

Evidence Outcomes
Students Can:

a. Discriminate between both musical (rhythm, melody, tempo) and nonmusical (text, feelings) elements that influence musical performance and preference.

b. Communicate similarities and differences in music from various historical periods with music of today.

c. Discuss reasons that music has been important to people throughout all historical periods.

Academic Context and Connections
Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. How are preferences better communicated when appropriate music terminology is used?
3. Is it possible to evaluate the quality of music, even if you don't care for the style?

Expand and Connect:
1. Experiences with a variety of musical styles develops an expanded range of personal preferences and understanding of the factors that affect personal tastes.
2. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose.
3. Looking at criteria developed in other disciplines can lead to a deeper understanding of music evaluation. (Ex. buying a car; choosing a work of art for your school, etc.)
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Fourth Grade

2. Articulate contributions of various cultures to music from American historical periods.

Evidence Outcomes

Students Can:

a. Describe vocal and instrumental timbres and their uses throughout American music history

b. Communicate similarities and differences throughout the history of American music.

c. Discuss the influence of various cultures in the development of American music. (Caribbean, Western European, Native American, African, etc.)

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. If you could be born in a different historical musical period than ours, which would you choose? Why?
2. Is any one kind of music better than any other?
3. Why is it important to have a variety and diversity of musical styles available to society?

Expand and Connect:

1. Examining and listening to music that is unique to America gives historical context to how culture in America evolved and was reinforced by music.

2. Understanding important events in American history help aid in the understanding of the music of our country. For example, ragtime's joyful sound reverberated through America as African American and Cuban rhythms mixed in the south.

3. Connecting their personal cultural heritage and it’s place in the history of American music can help students begin to define their own personal music preferences.
Music
Grade Level: Fifth Grade
Standard: 1. Expression of Music

Instructions
To leave feedback, click on the comment icon () next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox () so you can keep track of your progress.

Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Fifth Grade
1. Perform songs that demonstrate learned rhythmic, melodic, choral accompaniment components.

Evidence Outcomes
Students Can:
a. Perform songs that incorporate more than one layer: (partner songs, rounds, descants, etc.)
b. Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.
c. Play and sing songs in major and minor keys.

Academic Context and Connections
Colorado Essential Skills:
1. Creativity/Innovation
2. Risk Taking
3. Critical Thinking/Problem Solving

Inquiry Questions:
1. How does harmony and modes (keys signatures) affect music?
2. How is music like a language?
3. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?

Expand and Connect:
1. Melody is the core of a musical message.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. Music can contain a theme just as a story contains a main idea.
4. Rhythmic patterns in music can be related to patterns found in mathematics.
5. Awareness of basic chord structures shows how basic harmony follows a distinct, repeatable pattern.
3 Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Fifth Grade

2. Perform extended notated songs with correct pitch, rhythm, tone, harmony and expressive elements

Evidence Outcomes

Students Can:

a. Perform multi-layered rhythmic and melodic pieces (example: rounds, partner songs, descants).

b. Sing and/or play following the director's indications for expressive elements.

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Adaptability/Flexibility

Inquiry Questions:

1. How is music similar to other spoken languages?
2. How do different rhythm patterns affect the feel of music?
3. How does music stimulate visual ideas, feelings, and perception?

Expand and Connect:

1. Using different musical techniques can demonstrate how cultures choose to express things differently.
2. Knowledge of how expressive elements are used gives insight and predictability to musical structure
3. Proper care of voice and instruments aids in the success of the performance
4. Music can contains a theme just as a story contains a main idea.
**Prepared Graduates**

3. Demonstrate the practice and refinement process of music making to develop musicianship

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**Grade Level Expectation: Fifth Grade**

3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance.

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**Evidence Outcomes**

**Students Can:**

a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

b. Apply self-reflection process to refine musical performance

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**Academic Context and Connections**

**Colorado Essential Skills:**

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis

**Inquiry Questions:**

1. When is a musical work ready to share?
2. Why is it important to practice correctly?
3. What is the role of a leader?

**Expand and Connect:**

1. Relating music used in historical and societal events to genre and style can give insight to music's role in society and how cultures choose to express things.

2. Demonstration of proper care of voice and instruments, and response to the conductor aids in the understanding of music ensemble protocol.

3. Technology can be used to learn and perform music.
Music

Grade Level: Fifth Grade
Standard: 2. Creation of Music

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates
4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: Fifth Grade
1. Compose, improvise, and arrange melody with rhythmic accompaniment.

Evidence Outcomes
Students Can:
a. Compose a melody with accompaniment.
b. Improvise a melody using rhythmic and melodic phrases over an accompaniment (Ex: 12 Bar Blues, changing chord ostinati or other accompaniment, vocal ostinati, etc.)
c. Arrange an accompaniment to go with a melody.

Academic Context and Connections
Colorado Essential Skills:
1. Risk Taking
2. Creativity/Innovation
3. Communication

Inquiry Questions:
1. How does improvising music help to create and express ideas?
2. How can an accompaniment change the style of the music?
3. Why is it important to learn to notate melodies or rhythms that are composed?

Expand and Connect:
1. Applying criteria allows students to evaluate the quality of musical creations.
2. Technology can be used to create and record students’ composed and improvised pieces.
3. Understanding how other disciplines use the idea of arrangement, provide students with a deeper understanding of arranging a piece of music. (Ex: Still life or photo composition; choreography of a dance; blocking of a scene in a play; design of powerpoint presentation.
4. Understanding the basic structural elements used to write short musical phrases, provides a foundation to understanding the structural elements of more complex musical compositions.
Music

Grade Level: Fifth Grade
Standard: 3. Theory of Music

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

1 Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

2 Grade Level Expectation: Fifth Grade
1. Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns

3 Evidence Outcomes

Students Can:
a. Melody: Identify and demonstrate awareness of whole/half steps
b. Rhythm: Identify and demonstrate syncopation that includes 16th, 8th and dotted quarter notes.
c. Harmony: Identify, perform, or respond to harmonic patterns

4 Academic Context and Connections

3 Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

5 Inquiry Questions:
1. How does the ability to identify notes improve musical ability?
2. What makes a particular composition more complex than another?
3. How does syncopation affect the feel of music?
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Fifth Grade

2. Identify and demonstrate new and learned tempos, dynamics, and articulations.

Evidence Outcomes

Students Can:

a. Tempo: Identify and demonstrate written tempo symbols

b. Dynamics: Identify and demonstrate the written symbols for dynamic changes

c. Articulation: Identify and demonstrate learned written articulations

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Risk Taking

Inquiry Questions:

1. How would changing the tempo affect a song?
2. Why do composers use a combination of dynamics in a piece of music instead of using just one?
3. How can articulation and/or instrumentation be used to present communicate a musical idea?

Expand and Connect:

1. Identification of similarities and differences allows a listener to build musical literacy.
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Fifth Grade

3. Identify and apply complex form, meter, and timbre elements.

Evidence Outcomes

Students Can:

a. Form: Identify DS al Coda, DC al fine, 1st/2nd endings
b. Meter: Identify the purpose of the top and bottom number in a time signature
c. Timbre: Identify rhythmic vs. melodic sections in instrumental pieces
d. Risk Taking

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis

Inquiry Questions:

1. What is the purpose of a theme?
2. Why do some cultural music examples favor one meter over another?
3. Why do certain cultures favor specific instruments or rhythm patterns?

Expand and Connect:

1. Music vocabulary has a strong correlation to written and spoken language.
Grade Level: Fifth Grade
Standard: 4. Aesthetic Valuation of Music

Prepared Graduates
7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: Fifth Grade
1. Create and use specific criteria in making judgments about the quality of a musical performance.

Evidence Outcomes

Students Can:

a. Evaluate how a variety of musical elements influence musical performance and preference.

b. Discuss the difference between preference versus quality of musical works.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. Does an individual preference for a musical work or performance affect the opinion of quality?
2. What is the correlation between liking a work and the importance of the work?
3. How are passive and active listening different?

Expand and Connect:
1. Experiencing music of various cultures and societies can help students understand how others view the importance of music.
2. Creating a survey of the listening preferences of classmates and their families can provide students a basis of both musical and nonmusical information that have an effect upon individual music preference.
3. A broad musical experience and comprehensive musical vocabulary strengthen one's ability to objectively consider and articulate ideas about music.
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Fifth Grade

2. Identify differences and commonalities in music from different historical periods and different cultures.

Evidence Outcomes

Students Can:

a. Describe vocal and instrumental timbres and their uses in various historical periods and cultures.

b. Communicate similarities and differences in music from various historical periods.

c. Communicate ways in which music has been important to people throughout historical periods.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. What roles does music play in American culture?
2. How do the elements of music affect the way that music is classified into various styles?
3. Why are many classical works, jazz works and performances, and Broadway songs considered to be exceptional examples of American and Western music even though they do not share the popularity of contemporary "top 40" or other contemporary styles?

Expand and Connect:

1. Connecting important events in a historical period with the music of that time provides a deeper understanding of history.
2. Identifying musical works that are specific to a given period builds a foundation for understanding similarities and differences between historical periods.
Grade Level: **Sixth Grade/Novice**

Standard: 1. Expression of Music

Select Grade Level & Standard

- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

Instructions

To leave feedback, click on the comment icon (💬) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (☑️) so you can keep track of your progress.

 Prepared Graduates

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

 Grade Level Expectation: Sixth Grade/Novice

1. Perform pieces of music, making interpretive and expressive choices.

 Evidence Outcomes

**Students Can:**

- Perform music rhythmically correct at a .5-1 level on the difficulty rating scale (see appendix).
- Perform music with correct pitches and intonation at a .5-1 level on the difficulty rating scale (see appendix).
- Perform music with expressive qualities at a .5-1 level on the difficulty rating scale (see appendix).

 Academic Context and Connections

**Colorado Essential Skills:**

1. Creativity/Innovation
2. Personal Responsibility
3. Critical thinking/Problem solving
4. Risk Taking
5. Communication
6. Collaboration/Teamwork

**Inquiry Questions:**

1. How do the elements and expressive qualities of music express a composer's intent?
2. How do expressive choices impact how performances are interpreted by an audience?

**Expand and Connect:**

1. Ensembles reflect a musical community.
2. Musicians communicate emotion to through the elements and expressive qualities of the music.
**Prepared Graduates**

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

**Grade Level Expectation: Sixth Grade/Novice**

2. Perform Music in unison and 2 parts accurately and with technique in order to convey intent.

**Evidence Outcomes**

**Students Can:**

a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction (vocal) and phrasing.

b. Respond to written or visual cues for tempo, simple dynamics, and time signatures including 2/4, 3/4, and 4/4.

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Communication

**Inquiry Questions:**

1. Why is teamwork important when playing in an ensemble? How does it impact the ability to express a musical intent?
2. How do musicians connect emotionally with an audience?

**Expand and Connect:**

1. Musicians use performance fluency as an indicator of musical leadership.
2. Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing, and responding.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: Sixth Grade/Novice

3. Apply teacher and peer critiques and self-reflection to refine individual and/or ensemble performances.

Evidence Outcomes

Students Can:

a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

b. Apply self-reflection process to refine musical performance

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis
4. Critical Thinking/Problem Solving

Inquiry Questions:

1. When is a musical work ready to share?
2. How do individual musicians improve the quality of their performance?
3. Why is having a practice plan important? How does personal reflection and refinement improve the overall ensemble performance?

Expand and Connect:

1. Musician's evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Practicing and refinement develops perseverance, discipline, and an academic mindset.
Music

Grade Level: Sixth Grade/Novice

Standard: Creation of Music

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.

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Prepared Graduates

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: Sixth Grade/Novice

1. Compose, improvise, and arrange simple melodic and rhythm phrases to convey intent.

Evidence Outcomes

Students Can:

a. Compose a combination of melodic and rhythmic phrases of basic length (Ex: 2-4 measures) within structured parameters using a variety of notation methods at a 5-1 level on the difficulty rating scale (see appendix).

b. Improvise basic (ex: 2-4 measures) melodic or rhythm phrases over accompaniment at a 5-1 level on the difficulty rating scale (see appendix).

c. Arrange an existing piece by changing one musical element at a 5-1 level on the difficulty rating scale (see appendix).

Academic Context and Connections

Colorado Essential Skills:

1. Risk Taking
2. Creativity/Innovation
3. Communication
4. Initiative/Self-Direction

Inquiry Questions:

1. How do musicians generate creative ideas?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?
3. What are some benefits of being able to adapt an existing piece of music to other uses?

Expand and Connect:

1. Understanding how other disciplines use the idea of arrangement, provides students with a deeper understanding of arranging a piece of music. (Ex: Still life or photo composition, choreography of a dance, blocking of a scene in a play, design of a powerpoint presentation.

2. Understanding the basic structural elements used to write short musical phrases, provides a foundation to understanding the structural elements of more complex musical compositions. An extension of this could include a discussion of how a composer makes decisions about musical elements as part of the creating process.

3. It would be advantageous for students to explore the jobs in current culture that require composers. (Ex: video game production, presentation at business, commercials, many other media presentations such as an art show, movies, cartoons, etc.)
Grade Level: Sixth Grade/Novice

Standard: 3. Theory of Music

Instructions
To leave feedback, click on the comment icon (square) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox (square) so you can keep track of your progress.

Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: Sixth Grade/Novice
1. Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and dynamics.

Evidence Outcomes

Students Can:

a. Identify by name or function, and notate musical symbols at a level .5 - 1 on the difficulty scale (see appendix).

b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a .5 level (see appendix).

c. Notate melodic and/or rhythmic patterns of two to four measures. Level .5 - 1 on difficulty scale (see appendix).

Academic Context and Connections

Colorado Essential Skills:
1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:
1. Why is it important to use some form of notation when creating musical ideas?
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: Sixth Grade/Novice

2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Evidence Outcomes

Students Can:

a. Identify how the use of repetition, similarities and contrasts inform the response to music.

b. Analyze a musical passage and describe the composer's intent by the structure and elements included in the piece at a level .5-1 level See Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:

1. How do people choose music to experience?

Expand and Connect:

1. Knowing how other disciplines use form increases a musician's understanding of how form is used in music.
Prepared Graduates

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Sixth Grade/Novice

3. Aurally identify and differentiate elements of a piece of music.

Evidence Outcomes

Students Can:

a. Listen to a simple rhythmic phrase of 1-2 measures and notate the correct rhythm.

b. Aurally recall a simple melodic phrase and play or sing it back.

c. Aurally identify major and minor tonalities.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis

2. Critical Thinking/Problem Solving

Inquiry Questions:

1. Why is it important to be able to discriminate musical elements when listening to various repertoires of music?
Prepared Graduates
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Sixth Grade/Novice
4. Aurally identify musical styles/genres.

Evidence Outcomes

Students Can:

a. Listen to a piece of music and identify the style/genre based on musical characteristics such as form, instrumentation, lyrical content, and vocal or instrumental nuances.

Academic Context and Connections

Colorado Essential Skills:
1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:
1. Why does music have different styles and genres?
Music

Grade Level: Sixth Grade/Novice

Standard: 4. Aesthetic Valuation of Music

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Change content area

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.
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Prepared Graduates
7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: Sixth Grade/Novice
1. Evaluate musical performances using prescribed criteria.

Evidence Outcomes

Students Can:

a. Identify criteria used in evaluating various kinds of musical performances.

b. Employ basic specific music terminology related to elements of performance and evaluation to discuss a music performance.

c. Interpret a piece of work and explain how creators and performers' application of the elements of music and expressive qualities within genres, cultures, and historical periods convey expressive intent.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. What criteria are important in evaluating a performance?
2. How do music evaluators use knowledge and skills to make informed musical decisions?

Expand and Connect:
1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
2. Musicians apply critical thinking skills to music evaluation and other academic areas.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Sixth Grade/Novice

2. Articulate and justify personal preferences for music consumed in society.

Evidence Outcomes

Students Can:

a. Create a program of music (such as a CD mix, playlist, or live performances) and demonstrate the connections to a personal interest or experience for a specific purpose.

b. Describe how personal preferences influence music consumerism.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. Why do people make specific personal choices in music?

Expand and Connect:

1. The study of music develops informed consumers of music in society.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Sixth Grade/Novice
3. Identify and describe uses for music in different world cultures.

Evidence Outcomes

Students Can:

a. Explain why particular pieces of music are important to one's family or cultural heritage.

b. Describe various ways music is used and enjoyed in different cultural traditions.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. Why do people make specific personal choices in music?

Expand and Connect:
1. The study of music develops informed consumers of music in society.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Sixth Grade/Novice

4. Identify how music has been used in different historical periods.

Evidence Outcomes

Students Can:

a. Listen to and analyze music from an historical period and describe how the music reflects the context of the period.

b. Identify and describe how historical context can inform a performance.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. How is music an integral aspect of various cultural activities and traditions?
2. How are different genres/styles of music related to different historical periods in history?

Expand and Connect:

1. Examining the cultural influences in popular music creates opportunities to understand similarities between cultures.
2. We can learn about the human experience during an historical period by examining its music.
Music
Grade Level: Seventh Grade/Intermediate
Standard: 1. Expression of Music

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Seventh Grade/Intermediate
1. Perform contrasting pieces of music, making interpretive and expressive choices.

Evidence Outcomes
Students Can:

a. Perform music rhythmically correct at 1-2 level on the difficulty rating scale (see appendix).

b. Perform music with correct pitches and intonation at a 1-2 level on the difficulty rating scale (see appendix).

c. Perform music with expressive qualities at a 1-2 level on the difficulty rating scale (see appendix).

Academic Context and Connections
Colorado Essential Skills:
1. Creativity/Innovation
2. Personal Responsibility
3. Critical Thinking/Problem solving
4. Risk Taking
5. Communication
6. Collaboration/Teamwork

Inquiry Questions:
1. How do performers interpret musical works?
2. How do expressive choices impact how performances are interpreted by an audience?

Expand and Connect:
1. Ensembles reflect a musical community.
2. Musicians communicate emotion to through the elements and expressive qualities of the music.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Seventh Grade/Intermediate

2. Perform music in 2 or more parts accurately and with technique in order to convey intent.

Evidence Outcomes

Students Can:

a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction (vocal) and phrasing.

b. Respond to written or visual cues for tempo, dynamics, and time signatures including 6/8.

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Communication

Inquiry Questions:

1. Why is teamwork important when playing in an ensemble? How does it impact the ability to express a musical intent?

2. How do musicians connect emotionally with an audience?

Expand and Connect:

1. Musicians collaborate at a high level to produce art.

2. Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing, and responding.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: Seventh Grade/Intermediate

3. Apply self-reflection to create criteria and refine the individual and/or ensemble performances.

Evidence Outcomes

Students Can:

a. Identify and apply self reflection of criteria to rehearse, refine, and determine when the music is ready to perform.

b. Apply self reflection process to refine musical performance

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness

2. Intuitive/Self Direction

3. Inquiry/Analysis

4. Critical Thinking/Problem Solving

Inquiry Questions:

1. When is a musical work ready to share?

2. How do individual musicians improve the quality of their performance?

3. Why is having a practice plan important? How does personal reflection and refinement improve the overall ensemble performance?

Expand and Connect:

1. Musician's evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

2. Practicing and refinement develops perseverance, discipline, and an academic mindset.
Music

Grade Level: Seventh Grade/Intermediate

Standard: 2. Creation of Music

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: Seventh Grade/Intermediate

1. Compose, improvise, and arrange melodic and rhythmic phrases and variations to convey intent.

Evidence Outcomes

Students Can:

a. Compose new music in a given genre or style with melodic phrases or sentences of moderate length (4-8 measures) using a variety of notation including use of technology at a 1-2 level on the difficulty rating scale (see appendix)

b. Improvise moderate length (ex: 4-8 measures) melodies vocally and/or instrumentally over an accompaniment at a 1-2 level on the difficulty rating scale (see appendix)

c. Arrange an existing piece with or without accompaniment at a 1-2 level on the difficulty rating scale (see appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Risk Taking
2. Creativity/Innovation
3. Communication
4. Initiative/Self-Direction

Inquiry Questions:

1. How do musicians make creative decisions?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?
3. What are some benefits of being able to adapt an existing piece of music to other uses?

Expand and Connect:

1. The process of creating music is similar to the creative writing process.
Music

Grade Level: Seventh Grade/Intermediate

Standard: 3. Theory of Music

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: Seventh Grade/Intermediate

1. Read, notate, and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

Evidence Outcomes

Students Can:

a. Identify by name or function, and notate musical symbols at a Level 1-2 on the difficulty scale (see appendix).

b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a level 1 (see appendix).

c. Notate a combination of melodic and rhythmic patterns of two to four measures at a Level 1-2 on the difficulty scale (see appendix).

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:

1. How does a working knowledge of (different types of music notation including technology) assist in composing original musical ideas?
2. How does accurate and expressive sight reading impact performance?
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: Seventh Grade/Intermediate

2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Evidence Outcomes

Students Can:

a. Describe the way in which elements of music and form are manipulated and how it informs the response to music.

b. Analyze a musical passage and describe the composer's intent by the structure and elements included in the piece at a level 1-2 see appendix.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:

1. How do we discern the musical creator's and performer's intent?

Expand and Connect:

1. Music elements are found in other arts and disciplines.
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

3. Aurally identify and differentiate elements of music including simple tonal and/or rhythmic relationships.

Students Can:

- Listen to a rhythmic phrase of 2-4 measures and notate the correct rhythm.
- Listen to two diatonic tones and identify the interval from a given starting pitch.

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:

1. Why is it important to cite specific musical details when making judgements about a piece of music?
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

4. Aurally identify and differentiate characteristics of musical styles/genres.

Students Can:

a. Listen to several pieces of music. Describe each genre based on multiple musical characteristics such as form, instrumentation, lyrical content, and vocal or instrumental nuances.

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:

1. Why is it important to listen and study music from different styles and genres?
Music

Grade Level: Seventh Grade/Intermediate

Standard: 4. Aesthetic Valuation of Music

Instructions

To leave feedback, click on the comment icon (◉) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (◉) so you can keep track of your progress.

Prepared Graduates

7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: Seventh Grade/Intermediate

1. Evaluate, through compare and contrast, two or more musical performances or compositions using prescribed criteria.

Evidence Outcomes

Students Can:

a. Apply prescribed criteria used in evaluating various kinds of musical performances.
b. Compare two performances of the same work and discuss the comparison.
c. Interpret contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities within genres, cultures, and historical periods, convey expressive intent.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. What criteria are important in evaluating a performance?
2. How do music evaluators use knowledge and skills to make informed musical decisions?

Expand and Connect:

1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
2. Musicians apply critical thinking skills to music evaluation and other academic areas.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Seventh Grade/Intermediate
2. Identify and describe the ways in which music is consumed in society.

Evidence Outcomes

Students Can:

a. Explain, citing evidence, how musical concepts, design, and contexts affect the way social groups respond to music.

b. Describe the social influences on personal music preferences.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. Why do people make specific personal choices in music?

Expand and Connect:
1. The study of music develops informed consumers of music in society.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Seventh Grade/Intermediate
3. Compare and contrast uses for music in different world cultures.

Evidence Outcomes

Students Can:

a. Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.
b. Create a playlist of music that describes family and cultural identity.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. How are personal listening choices strong indicators of cultural and ethnic backgrounds?

Expand and Connect:
1. Examining the cultural influences in popular music creates opportunities to understand similarities between cultures.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Seventh Grade/Intermediate
4. Identify and describe the ways in which music is used as historical record.

Evidence Outcomes

Students Can:

a. Analyze music from an historical period. Describe how accurately or inaccurately it depicts or reflects upon the events of the period.

b. Identify how different historical contexts can result in different music performances and interpretations.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. How are different genres/styles of music related to different historical periods in history?

Expand and Connect:
1. We can learn about the human experience during an historical period by examining its music.
Music

Grade Level: Eighth Grade/Proficient

Standard: 1. Expression of Music

Instructions
To leave feedback, click on the comment icon (💬) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (☑️) so you can keep track of your progress.

Prepared Graduates
1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: Eighth Grade/Proficient
1. Perform contrasting pieces of music, making interpretive and expressive choices.

Evidence Outcomes

Students Can:
- a. Perform music rhythmically correct at 2-3 level on the difficulty rating scale (see appendix).
- b. Perform music with correct pitches and intonation at 2-3 level on the difficulty rating scale (see appendix).
- c. Perform music with expressive qualities at a .2-3 level on the difficulty rating scale (see appendix).

Academic Context and Connections

Colorado Essential Skills:
1. Creativity/Innovation
2. Personal Responsibility
3. Critical Thinking/Problem solving
4. Risk Taking
5. Communication
6. Collaboration/Teamwork

Inquiry Questions:
1. How does understanding the structure and context of musical works inform performance?
2. How do expressive choices impact how performances are interpreted by an audience?

Expand and Connect:
1. Ensembles reflect a musical community.
2. Musicians communicate emotion through the elements and expressive qualities of the music.
Prepared Graduates
2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: Eighth Grade/Proficient
2. Perform music in 3 or more parts accurately and with technique in order to convey intent.

Evidence Outcomes

Students Can:

a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction (vocal) and phrasing.

b. Respond to conductor's cues of balance and blend while singing or playing in an ensemble.

c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form).

Academic Context and Connections

Colorado Essential Skills:
1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Communication

Inquiry Questions:
1. Why is teamwork important when playing in an ensemble? How does it impact the ability to express a musical intent?
2. How do musicians connect emotionally with an audience?

Expand and Connect:
1. Musicians communicate complex concepts verbally and non-verbally.
2. Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing, and responding.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: Eighth Grade/Proficient

3. Apply personal and prescribed criteria to develop a practice cycle.

Evidence Outcomes

Students Can:

a. Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform.

b. Apply self reflection process to refine musical performance

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis
4. Critical Thinking/Problem Solving

Inquiry Questions:

1. When is a musical work ready to share?
2. How do individual musicians improve the quality of their performance?
3. When is a judged performance ready to present?

Expand and Connect:

1. Musician's evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

2. Practicing and refinement develops perseverance, discipline, and an academic mindset.
Grade Level: Eighth Grade/Proficient

Standard: 2. Creation of Music

**Prepared Graduates**

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

**Grade Level Expectation: Eighth Grade/Proficient**

1. Compose, improvise, and arrange increasingly complex melodic and rhythmic phrases with variations to convey intent.

**Evidence Outcomes**

**Students Can:**

a. Compose a melody of at least 12 measure using patterns and sequencing adding tonal accompaniment utilizing a variety of notation methods including the use of technology at a 2-3 level on the difficulty rating scale (see appendix).

b. Improvise a solo vocally and/or instrumentally over a 3 chord pattern using varied rhythmic and melodic patterns at a 2-3 level on the difficulty rating scale (see appendix).

c. Arrange an existing vocal or instrumental composition at a 2-3 level on the difficulty rating scale (see appendix).

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Risk Taking
2. Creativity/Innovation
3. Communication

**Inquiry Questions:**

1. How do musicians improve the quality of their works?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?
3. What are some benefits of being able to adapt an existing piece of music to other uses?

**Expand and Connect:**

1. The use of technology can expand and provide resources for musicians to create music.
Music

Grade Level: Eighth Grade/Proficient

Standard: 3. Theory of Music

Instructions

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Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: Eighth Grade/Proficient

1. Read, notate, and identify by name or function complex standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

Evidence Outcomes

Students Can:

a. Identify by name or function, and notate musical symbols at a level 2-3 on the difficulty scale (see appendix).

b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a level 2 (see appendix).

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:

1. How do different types of notation relate to different musical cultures, genres, styles, or instrumentation?
2. How does sight reading at a performance level impact career and higher level performing opportunities?
Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: Eighth Grade/Proficient
2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Evidence Outcomes

Students Can:

a. Describe the way in which elements of music and form are manipulated and how it informs the response to music.

b. Analyze a musical passage and describe the composer's intent by the structure and elements included in the piece at a level 2-3 (see appendix)

Academic Context and Connections

Colorado Essential Skills:
1. Inquiry/Analysis
2. Critical Thinking/Problem Solving

Inquiry Questions:
1. How do people create personal interpretations of music?
Prepared Graduates

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: Eighth Grade/Proficient

3. Aurally identify and differentiate elements of a piece including chords and harmonic progression.

Evidence Outcomes

Students Can:

a. Listen to a rhythmic phrase of 4 or more measures and notate the correct rhythm.

b. Listen to and identify chord changes in harmonic progression.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

4. Aurally identify and differentiate characteristics and expressive elements of different musical styles/genres.

Students Can:

a. Listen to several pieces of music. Create a listening map describing each genre based on multiple musical characteristics such as form, instrumentation, lyrical content, vocal or instrumental nuances, and application of dynamics.

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Music

Grade Level: Eighth Grade/Proficient

Standard: 4. Aesthetic Valuation of Music

Instructions

To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates

7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: Eighth Grade/Proficient

1. Evaluate and assess the quality of musical performances or compositions using student-created criteria.

Evidence Outcomes

Students Can:

a. Develop and describe personal criteria for evaluating musical performances.

b. Listen to a performance and assign a quality rating based on student-created criteria. Explain and justify the rating.

c. Justify personal interpretations of contrasting pieces of music and explain how creators' or performers' apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. How do we judge the quality of musical work(s) and performances?
2. How do music evaluators use knowledge and skills to make informed musical decisions?

Expand and Connect:

1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
2. Musicians apply critical thinking skills to music evaluation and other academic areas.
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

2. Identify and describe ways in which music is programmed for use in society.

**Students Can:**

- a. Apply personally-developed criteria for selecting music of contrasting styles for a specific social event.
- b. Describe the context of an event in which music is programmed and explain expressive qualities, technical challenges, and reasons for choices.

**Colorado Essential Skills:**

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

**Inquiry Questions:**

1. Why do people make specific personal choices in music?

**Expand and Connect:**

1. The study of music develops informed consumers of music in society.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Eighth Grade/Proficient

3. Identify and describe musical characteristics and performance styles of different world cultures.

Evidence Outcomes

Students Can:

a. Describe the use, performance techniques, and cultural significance of instruments and vocal techniques specific to local or regional culture.

b. Construct a personal listening repertoire that represents various styles and cultures.

c. Information Literacy

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis

Inquiry Questions:

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

Expand and Connect:

1. Examining the cultural influences in popular music creates opportunities to understand similarities between cultures.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: Eighth Grade/Proficient

4. Compare and contrast uses for music in historical events.

Evidence Outcomes

Students Can:

a. Select musical works from two or more historical periods and compare the various roles the music played (e.g. historical record, propaganda, patriotism, etc.).

b. Identify how different historical contexts inform performance and results in different musical effects.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. How are different genres/styles of music related to different historical periods in history?

Expand and Connect:

1. We can learn about the human experience during an historical period by examining its music.
Grade Level: High School/Accomplished

Standard: 1. Expression of Music

**Prepared Graduates**

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

**Grade Level Expectation: High School/Accomplished**

Perform contrasting pieces of music, making interpretive and expressive choices.

**Evidence Outcomes**

**Students Can:**

a. Perform music incorporating expressive qualities at a 4-5 level on the difficulty rating scale (see appendix).

b. Perform music with correct pitches and intonation at a 4-5 level on the difficulty rating scale (see appendix).

c. Perform music with expressive qualities at a 4-5 level on the difficulty rating scale (see appendix).

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Creativity/Innovation
2. Personal Responsibility
3. Critical Thinking/Problem solving

**Inquiry Questions:**

1. How does music communicate?
2. How do musicians make meaningful connections to creating, performing, and responding?

**Expand and Connect:**

1. Ensembles reflect a musical community.
2. Musicians communicate emotion through the elements and expressive qualities of the music.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: High School/Accomplished

2. Perform music accurately and expressively, demonstrating self-evaluation and personal interpretation.

Evidence Outcomes

Students Can:

a. Sing and/or play with correct pitch and note values at a 4-5 level on the difficulty rating scale (see appendix).

b. Respond to conductor's cues of balance and blend while singing or playing in an ensemble.

c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form).

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Communication

Inquiry Questions:

1. Why is teamwork important when playing in an ensemble? How does it impact the ability to express a musical intent?
2. How does an ensemble communicate?

Expand and Connect:

1. Musicians communicate complex concepts verbally and non-verbally.
2. Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing, and responding.
3. Demonstrate the practice and refinement process of music making to develop musicianship.

Grade Level Expectation: High School/Accomplished

3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance.

Evidence Outcomes

Students Can:

a. Define valid criteria for informed aesthetic judgments, and apply those criteria to unfamiliar musical works and performances.

b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis
4. Critical Thinking/Problem Solving

Inquiry Questions:

1. When is a musical work ready to share?
2. How do individual musicians improve the quality of their performance?
3. Why do performers need to evaluate themselves?
4. How does understanding the structure and context of musical works inform performance?
5. How do performers interpret musical works?
6. How does self-evaluation has strengthened the performance during the course of preparation?

Expand and Connect:

1. Musician's evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Learning how to improve the quality of music works transfers over to improving the quality of work in other content areas.
Grade Level: High School/Accomplished

Standard: 2. Creation of Music

Instructions
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Prepared Graduates
4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Grade Level Expectation: High School/Accomplished
1. Compose, improvise and arrange compositions using melodic, harmonic and rhythmic elements to convey intent.

Evidence Outcomes

Students Can:

a. Compose music incorporating level-appropriate melody, harmony, and form at a 4-5 level on the difficulty rating scale (see appendix).

b. Improvise a solo vocally and/or instrumentally using varied rhythmic and melodic patterns at a 4-5 level on the difficulty rating scale (see appendix).

c. Create an original arrangement of vocal or instrumental music at a 4-5 level on the difficulty rating scale (see appendix).

Academic Context and Connections

Colorado Essential Skills:
1. Risk Taking
2. Creativity/Innovation
3. Communication
4. Initiative/Self-Direction

Inquiry Questions:
1. Why is important to understand traditional notation when composing music?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?

Expand and Connect:
1. The use of technology can expand and provide resources for musician's to create music.
Grade Level: High School/Accomplished

Standard: 3. Theory of Music

Instructions
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Prepared Graduates
5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: High School/Accomplished
1. Read level-appropriate music accurately and expressively.

Evidence Outcomes

Students Can:

a. Identify by name or function, and notate musical symbols at a (level .5 -1) on the difficulty scale (see appendix).

b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a level 3 (see appendix).

c. Notate a combination of melodic and rhythmic patterns of two to four measures at a Level 3-4 on the difficulty scale (see appendix).

d. Critical Thinking/Problem Solving

Academic Context and Connections

Colorado Essential Skills:
1. Inquiry/Analysis

Inquiry Questions:
1. What determines someone's criteria when evaluating music?

2. How do various genres and cultures use texture and timbre in their music?

3. What are the most common chord progression found in music?
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: High School/Accomplished

2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Evidence Outcomes

Students Can:

a. Compare composition and notation among different musical works.

b. Analyze a musical passage and describe the composer's intent by the structure and elements included in the piece.

c. Analyze the structure of musical works.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Prepared Graduates

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: High School/Accomplished

3. Aurally identify and differentiate musical elements within musical excerpts.

Evidence Outcomes

Students Can:

a. Listen to and notate melodies with rhythm at a level of 3 on the difficulty scale (see appendix)

b. Listen to and identify common chords and intervals, including 7ths.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Prepared Graduates

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: High School/Accomplished

4. Classify music by genre, style, historical period or culture.

Evidence Outcomes

Students Can:

a. Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Grade Level: High School/Accomplished
Standard: 4. Aesthetic Valuation of Music

Instructions
To leave feedback, click on the comment icon () next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox (☑) so you can keep track of your progress.

Prepared Graduates
7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: High School/Accomplished
1. Evaluate and assess the quality of musical performances or compositions, and defend those aesthetic choices using valid criteria.

Evidence Outcomes
Students Can:

a. Define valid criteria for informed aesthetic judgments, and apply those criteria to unfamiliar musical works and performances.

b. Explain aesthetic judgments and interpretation of musical works as they connect with musicians' intent and communicative choices.

Academic Context and Connections
Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. How do we judge the quality of musical work(s) and performances?

Expand and Connect:
1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: High School/Accomplished

2. Describe and analyze the influence of music on popular culture.

Evidence Outcomes

Students Can:

a. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

b. Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. Why do people make specific personal choices in music?

Expand and Connect:

1. The study of music develops informed consumers of music in society.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: High School/Accomplished
3. Compare and contrast the use of common musical characteristics across multiple world cultures.

Evidence Outcomes

Students Can:

a. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works

b. Make and defend informed aesthetic (personal) judgments based on the criteria developed.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. How is music a reflection of the culture, traditions, and circumstances in which it is produced?

Expand and Connect:
1. Examining the cultural influences in popular music creates opportunities to understand similarities between cultures.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: High School/Accomplished

4. Describe and analyze the influence of music on historical events.

Evidence Outcomes

Students Can:

a. Classify and describe unfamiliar but representative aural examples of music from a given musical/historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock).

b. Compare different historical contexts and how they result in different musical effects.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. How are different genres/styles of music related to different historical periods in history?

Expand and Connect:

1. We can learn about the human experience during an historical period by examining its music.
Music

Grade Level: High School/Advanced

Standard: 1. Expression of Music

Instructions

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Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

Prepared Graduates

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Grade Level Expectation: High School/Advanced

1. Perform contrasting pieces of music, making advanced interpretive and expressive choices.

Evidence Outcomes

Students Can:

a. Perform music incorporating expressive qualities at a 5-6 level on the difficulty rating scale (see appendix).

b. Perform music with correct pitches and intonation at 5-6 level on the difficulty rating scale (see appendix).

c. Perform music with expressive qualities at a 5-6 level on the difficulty rating scale (see appendix).

Academic Context and Connections

Colorado Essential Skills:

1. Creativity/Innovation

2. Personal Responsibility

3. Critical Thinking/Problem solving

Inquiry Questions:

1. How would an event in history impact use of expressive musical elements of the time?

2. Does musical expression have a language?

3. Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance?

Expand and Connect:

1. Ensembles reflect a musical community.

2. Musicians communicate emotion to through the elements and expressive qualities of the music.
Prepared Graduates

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Grade Level Expectation: High School/Advanced

2. Perform advanced music accurately and expressively, demonstrating self-evaluation and personal interpretation.

Evidence Outcomes

Students Can:

a. Sing and/or play with correct pitch and note values at a 5-6 level on the difficulty rating scale (see appendix).

b. Respond to conductor's cues of balance and blend while singing or playing in an ensemble.

c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form).

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration/Teamwork
2. Perseverance/Resilience
3. Communication

Inquiry Questions:

1. How does a general knowledge of tone and form apply to postsecondary pursuits?
2. How do musicians make creative decisions?

Expand and Connect:

1. Musicians communicate complex concepts verbally and non-verbally.
2. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Prepared Graduates

3. Demonstrate the practice and refinement process of music making to develop musicianship

Grade Level Expectation: High School/Advanced

3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance and mentor others.

Evidence Outcomes

Students Can:

a. Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

b. Apply self-reflection process to refine musical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Self Awareness
2. Intuitive/Self Direction
3. Inquiry/Analysis
4. Critical Thinking/Problem Solving

Inquiry Questions:

1. When is a musical work ready to share?
2. How do individual musicians improve the quality of their performance?
3. How does a performer develop a sense of what is appropriate in terms of rhythm, pitch, and style?
4. How do musicians improve the quality of their creative work?
5. How do performers select repertoire?

Expand and Connect:

1. Musician's evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

2. Learning how to improve the quality of music works transfers over to improving the quality of work in other content areas.
**Music**

**Grade Level: High School/Advanced**

**Standard:** 2. Creation of Music

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**Select Grade Level & Standard**

- Grade Level:
  - Preschool
  - Kindergarten
  - First Grade
  - Second Grade
  - Third Grade
  - Fourth Grade
  - Fifth Grade
  - Sixth Grade/Novice
  - Seventh Grade/Intermediate
  - Eighth Grade/Proficient
  - High School/Accomplished
  - High School/Advanced

**Standard:**

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

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**Prepared Graduates**

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

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**Grade Level Expectation: High School/Advanced**

1. Compose, improvise, arrange and edit compositions appropriate for performance to convey intent.

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**Evidence Outcomes**

**Students Can:**

a. Compose music incorporating appropriate voicing and ranges, coherent form and style, and appropriate notation in context at a 5-6 level on the difficulty rating scale (see appendix).

b. Improvise a full length solo vocally and/or instrumentally using varied rhythmic and melodic patterns at a 5-6 level on the difficulty rating scale (see appendix).

c. Create an original arrangement of vocal or instrumental music meant for performance at a 5-6 level on the difficulty rating scale (see appendix).

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**Academic Context and Connections**

**Colorado Essential Skills:**

1. Risk Taking
2. Creativity/Innovation
3. Communication
4. Initiative/Self-Direction

**Inquiry Questions:**

1. Why is it important to understand traditional notation when composing music?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?

**Expand and Connect:**

1. The use of technology can expand and provide resources for musician's to create music.
Grade Level: High School/Advanced

Standard: 3. Theory of Music

1. Prepared Graduates
   5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

2. Grade Level Expectation: High School/Advanced
   1. Read advanced music accurately and expressively.

3. Evidence Outcomes
   Students Can:
   a. Identify by name or function, and notate musical symbols at a level 5-1 on the difficulty scale (see appendix).
   b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a level 4 (see appendix).
   c. Notate a combination of melodic and rhythmic patterns of two to four measures at a Level 4-5 on the difficulty scale (see appendix).

4. Inquiry Questions:
   1. How does the element of style affect choices of sounds, voicings, etc.?
   2. How does the choice of scale or mode change the sound?
   3. How does traditional chordal analysis assist with transposing music?
Prepared Graduates

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Grade Level Expectation: High School/Advanced

2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Evidence Outcomes

Students Can:

a. Compare composition and notation among different musical works.

b. Analyze a musical passage and describe the composer’s intent by the structure and elements included in the piece.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Prepared Graduates

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: High School/Advanced

3. Aurally identify and differentiate musical elements within musical excerpts of various styles.

Evidence Outcomes

Students Can:

a. Listen to and notate melodies with rhythm at a level of 4-5 on the difficulty scale (see appendix)

b. Listen to and identify chromatic chords and intervals.

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Prepared Graduates

6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Grade Level Expectation: High School/Advanced

4. Classify music, by genre, style, historical period or culture.

Evidence Outcomes

Students Can:

a. Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification

Academic Context and Connections

Colorado Essential Skills:

1. Inquiry/Analysis
2. Critical Thinking/Problem Solving
Music

Grade Level: High School/Advanced

Standard: 4. Aesthetic Valuation of Music

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade/Novice
- Seventh Grade/Intermediate
- Eighth Grade/Proficient
- High School/Accomplished
- High School/Advanced

Standard:
1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Instructions
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Prepared Graduates

7. Evaluate and respond to music using criteria to make informed musical decisions.

Grade Level Expectation: High School/Advanced

1. Evaluate and assess the quality of musical performances or compositions, and defend those aesthetic choices using valid criteria, including informed comparison with similar examples.

Evidence Outcomes

Students Can:

a. Define valid criteria for informed aesthetic judgments, and apply those criteria to unfamiliar musical works and performances.

b. Explain aesthetic judgments and interpretation of musical works as they connect with musicians' intent and communicative choices, as informed by the student's personal musicianship.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. How do we judge the quality of musical work(s) and performances?

Expand and Connect:
1. The ability to critically evaluate performances provides necessary information essential to improving performance skills.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: High School/Advanced
2. Describe and analyze the impact of music on individual and group/social identity.

Evidence Outcomes

Students Can:

a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

b. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions influence the response.

Academic Context and Connections

Colorado Essential Skills:
1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:
1. Why do people make specific personal choices in music?

Expand and Connect:
1. The study of music develops informed consumers of music in society.
Prepared Graduates
8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: High School/Advanced
3. Describe and analyze the influence of music on cultural identity.

Evidence Outcomes

Students Can:

a. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.

b. Make and defend informed aesthetic (personal) judgments based on the criteria developed.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

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

Expand and Connect:

1. Examining the cultural influences in popular music creates opportunities to understand similarities between cultures.
Prepared Graduates

8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Grade Level Expectation: High School/Advanced

4. Describe and analyze the influence of music on how citizens remember historical or political events.

Evidence Outcomes

Students Can:

a. Analyze aural examples of music from a given musical/historical period describe its impact on culture and society.

b. Analyze how musical effects changed throughout history and around the world related to historical events.

Academic Context and Connections

Colorado Essential Skills:

1. Critical Thinking/Problem Solving
2. Inquiry/Analysis
3. Information Literacy

Inquiry Questions:

1. How are different genres/styles of music related to different historical periods in history?

Expand and Connect:

1. We can learn about the human experience during an historical period by examining its music.