



★  
Colorado  
Academic Standards

# Music



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Music Standards Review and Revision Committee

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## Purpose of Music

“Music expresses that which cannot be said and on which it is impossible to be silent.” ~ Victor Hugo

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.”  
~ Plato

By implementing a structured and standards-based music education, students continue the generational conversation and become fluent in the language of music as a manner of artistic, intellectual, and cultural expression. The acts of performing, creating, and responding to music provide a means for development and growth in the ability to express the otherwise inexpressible and to facilitate growth in many areas of academic development.

Learning to read and notate music opens for students the limitless body of musical styles, forms, and repertoire, and allows them to see what they hear and hear what they see. The interconnections in music bring together the understanding of contemporary and historical cultures as well as self-knowledge. Participation in music provides students with unique experiences and skills essential for success in the 21<sup>st</sup>-century workforce.

Music produces creativity, innovation, and cornerstone life skills that will be the key to opening doors for a more diverse and competitive workforce. In learning music, students use critical thinking, self-assessment, reasoning, problem solving, and collaboration, and make connections in new and imaginative ways as they progress through their musical education. All of these skills prepare our students for higher education and the 21<sup>st</sup>-century workforce. These standards outline the knowledge and skills needed by all Colorado citizens to participate productively in an increasingly creative economy and innovative society.

## Prepared Graduates in Music

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 practice and refinement processes to develop independent 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. Aurally identify and differentiate musical elements to interpret and respond to music.
7. Evaluate and respond to music using criteria to make informed musical decisions.
8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

## Standards in Music

The Colorado Academic Standards in music are the topical organization of the concepts and skills all Colorado students should know and be able to do throughout their preschool through twelfth-grade experience.

### **1. Expression of Music**

The expression of music is the process of practice, refinement, and performance of acquired musical knowledge and skills to communicate a range of thoughts and emotions.

### **2. Creation of Music**

The creation of music is the demonstration of learned skills in the composition, improvisation, and arranging of music.

### **3. Theory of Music**

The theory of music is the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. Investigation of music theory allows for a more complete understanding of all aspects of the musical process.

### **4. Aesthetic Valuation of Music**

The aesthetic valuation of music focuses on the knowledge and perspectives needed to make informed evaluations and critiques of music. It also addresses the historical, cultural, and societal contexts which are often the beauty, heart, and soul of music.

### 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. Perform through multiple modalities a variety of simple songs and singing games alone and with others.
- c. Use voice and/or instruments to enhance 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 (e.g., 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 (e.g., 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 practice and refinement processes to develop independent 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. Sing, play, or move to simple songs and singing games.
- b. Move or use body percussion to demonstrate awareness of changes in music.

### 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.



### Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

### Preschool Learning and Development Expectation:

3. Apply teacher feedback to demonstrate appropriate processes when singing, playing, and moving.

### Indicators of Progress

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

- a. Apply teacher feedback for progress of musical practice and experience.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/Adults May:*

1. Use recorded models of children singing songs.
2. Model contrasting ways of singing/speaking songs.
3. Help students identify missed words of a song.
4. Play singing games.
5. Break songs down into parts for students to echo-sing.

#### *Examples of Learning/Children May:*

1. Sing along with recordings of learned songs.
2. Choose when to appropriately sing, speak, and chant the words of a learned song.
3. Practice using high and low vocal sounds.
4. Play singing games.



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

*Supportive Teaching Practices/Adults May:*

1. Enjoy participating alongside children in creating different sounds during pretend play.
2. Listen to and imitate children's sound 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. Move or play in response to music.
2. Improvise sound effects during play.

### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements 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 means to respond to rhythm.
- b. Use individual means to respond to pitch.
- c. Use individual means to respond to dynamics.
- d. Use individual means to respond to form.
- e. Use invented symbols to represent musical sounds and ideas.

#### 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.

*Examples of Learning/Children May:*

1. Use words or other expression to say why they like music.
2. Use words or other expression to describe differences in music.
3. Share why they like some music better than others.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements 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 individual means to respond to dynamics and tempo.

### 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.
3. Demonstrate a variety of vocal and instrumental sounds.
4. Play sounds that students may hear in their world (e.g., train whistle, thunderstorm, a concert).

#### *Examples of Learning/Children May:*

1. Communicate a song's meaning and intent through drawing or painting (e.g. drawing farm animals while listening to "Old MacDonald").
2. Move arms up to high notes and down to low notes.
3. Identify types of sounds (voice vs instrument).
4. Use words to identify sounds they hear in their world.



### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

1. Show musical preference for style or song.

### Indicators of Progress

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

- a. Move, sing, or describe to show preference for styles of music.
- b. Discuss feelings in response to music.
- c. Use individual communication to describe music.

### 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. Plan classroom experiences in which children are exposed to a variety of musical styles.
3. Provide children with access to an organized music area and supply with a range of recorded music (e.g., classical, jazz, rock, rap, salsa) and props (e.g., scarves, ribbons, bells) for children to access independently to explore ways to move to music.
4. Provide children with opportunities to express opinions about music through verbal response, movement, and play.

#### *Examples of Learning/Children May:*

1. Children move, dance, sing in response to music.
2. Children indicate preference for certain songs or styles of music.
3. Request their favorite music.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Preschool Learning and Development Expectation:

2. Recognize music in daily life.

### Indicators of Progress

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

- a. Explore music from media, community, and home events.
- b. Listen and respond to various musical styles (such as marches and lullabies).
- c. Communicate feelings in music.
- d. Express personal interests regarding why some music selections are preferred over others.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/Adults May:*

1. Play a variety of music styles for children.
2. Demonstrate movement to music (e.g., marching, skipping, walking, rocking).
3. Encourage free movement to music of various styles.

*Examples of Learning/Children May:*

1. Move in different ways to different styles of music (children's songs, lullabies, jazz, marches, etc.).
2. Bounce, sway, walk, march, skip to music.



### Prepared Graduates:

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

### Grade Level Expectation:

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 (e.g., 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. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial: Creativity/Innovation)
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial: Inquiry/Analysis)

#### *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 respond to 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:

2. Perform introductory songs with accurate 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. Communicating a variety of ideas and emotions through performance demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Accurately recognize one's own emotions, thoughts, and values and how they influence a performance. (Personal: Self-Awareness)
3. Articulate musical ideas using different forms of communication to express themselves. (Civic/Interpersonal: Communication)

#### *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.

Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

Academic Context and Connections

*Colorado Essential Skills:*

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance/Resilience)
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes supports development of high quality musical products. (Professional: Task & Time Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Entrepreneurial: 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.



Prepared Graduates:

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

Grade Level Expectation:

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. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: 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.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

1. Identify and demonstrate melodic and rhythmic opposites.

### 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.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Reading and analyzing music increase knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/ Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Personal: Adaptability/Flexibility)

#### *Inquiry Questions:*

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

#### *Expand and Connect:*

1. Demonstrating musical opposites through movement helps to assess one's understanding of opposites.
2. Demonstrating opposites builds long-term memory and connections to literary and societal opposites.
3. Specific vocabulary is necessary to describe music.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self-Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things (Entrepreneurial: Risk Taking)

#### *Inquiry Questions:*

1. How can we make songs sound more interesting?

#### *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. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

3. Identify and demonstrate basic form and timbre elements.

### Evidence Outcomes

#### *Students Can:*

- a. Timbre: Aurally identify vocal/instrumental sounds, speaking/singing/whispering/shouting voices.
- b. Form: Aurally identify same/different, introduction, question/answer.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognizing musical form and structure provides a format to describe cause and effect relationships and patterns (Entrepreneurial: Inquiry/Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Personal: Initiative/Self Direction)

#### *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” set up 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.



### Prepared Graduates:

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

### Grade Level Expectation:

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 (e.g., movement, drawing, story-telling).
- b. Communicate personal preferences and/or reactions to music.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Discerning musical preferences allows individuals to make connections between information gathered and personal experiences. (Entrepreneurial: Critical Thinking)

#### *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 way to express thoughts and emotions.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

2. Recognize relationships between music and celebrations in daily life.

### Evidence Outcomes

#### *Students Can:*

- a. Recognize the use of music in media.
- b. Listen and respond to various musical styles (such as marches and lullabies).
- c. Communicate how music for various purposes contributes to specific experiences.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Experiencing and analyzing music of different cultures helps to identify and explain cultural perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

#### *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.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform music that demonstrates learned rhythmic and melodic patterns.

### Evidence Outcomes

#### *Students Can:*

- a. Perform melodic patterns that include same/different and three-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. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial: Inquiry/Analysis)
3. Demonstrate a willingness to try new things. (Entrepreneurial: Risk Taking)

#### *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. Musicality 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:

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

### Evidence Outcomes

#### *Students Can:*

- a. Sing, play, and/or move while maintaining steady beat.
- b. Demonstrate appropriate tempo and dynamic levels.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Communicating a variety of ideas and emotions through performance demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Consider purpose, formality of context/audience, and distinct cultural norms when planning content, mode, delivery, and expression of a performance. (Personal: Self-Awareness)
3. Articulate musical ideas using different forms of communication to express themselves. (Civic/Interpersonal: Communication)

#### *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. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills.
2. Musicality is the ability to perform and respond to music in meaningful ways.
3. 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 practice and refinement processes to develop independent musicianship.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance/Resilience)
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes supports development of high-quality musical products. (Professional: Task/Time Management)
4. Synthesizing information from multiple sources to help to demonstrate understanding of a topic. (Entrepreneurial: 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 (e.g., 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.



Prepared Graduates:

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

Grade Level Expectation:

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

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. (e.g., 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)

Academic Context and Connections

*Colorado Essential Skills:*

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: 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 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 to identifying patterns in the world around them.

### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

1. Identify and demonstrate introductory melodic and rhythmic patterns.

### Evidence Outcomes

#### *Students Can:*

- a. Melody: Identify and demonstrate same/different patterns, three-note patterns.
- b. 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. Reading and analyzing music increases knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others (Personal: Adaptability/Flexibility)

#### *Inquiry Questions:*

1. How do 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?

#### *Expand and Connect:*

1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science).
2. Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter rests.
3. Music notation is a visual representation of organized sound and silence.

### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)

#### *Inquiry Questions:*

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

#### *Expand and Connect:*

1. Music from various cultures 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. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Form: Aurally identify phrase, AB.
- b. Meter: Identify and demonstrate steady beat, in different meters.
- c. Timbre: Aurally identify pitched/non-pitched instruments.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognizing musical form and structure provides a format to describe cause-and-effect relationships and patterns (Entrepreneurial: Inquiry/Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts (Personal: Initiative/Self Direction)

#### *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. Various musical styles (American folk music, marches, lullabies, holidays) use an AB pattern and/or introduction or phrases.
2. Describing other disciplines that could have an AB pattern provides a connection to what a pattern is, how it is constructed, and where it can be found.
3. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms.



### Prepared Graduates:

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

### Grade Level Expectation:

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 (e.g., movement, drawing, storytelling).
- c. Describe personal preferences or reactions to music.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Articulating the mood of a particular piece of music requires interpretation of aural information to draw conclusions. (Entrepreneurial: Critical Thinking)

#### *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 (e.g., ballet, samba, hip-hop, tap, flamenco) 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. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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. Experiencing and analyzing music of different cultures helps to identify and explain cultural perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

#### *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.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform music that demonstrates 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 ostinati in small groups.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal: Perseverance/Resilience)

#### *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.
2. Music communicates a message.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Sing, play, and/or move while using tonic chord accompaniment (e.g., bourdun).
- b. Play and sing simple melodies with correct rhythm, tempo and dynamics.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Communicating a variety of ideas and emotions through performance demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Consider purpose, formality of context/audience, and distinct cultural norms when planning content, mode, delivery, and expression of a performance. (Personal: Self-Awareness)
3. Articulate musical ideas using different forms of communication to express themselves. (Civic/Interpersonal: Communication)

#### *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. Singing songs focusing on phonemic awareness and cross body movements develop reading skills.
2. Learning to sing along with others demonstrates teamwork.
3. Musicality is the ability to perform and respond to music in meaningful ways.



### Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance & Resilience)
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes supports development of high-quality musical products. (Professional: Task & Time Management)
4. Synthesizing information from multiple sources to help to demonstrate understanding of a topic. (Entrepreneurial: 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.





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Compose instrumental and vocal patterns 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 (e.g., let students design a minor ostinato to accompany a minor song they are singing in class; instructor gives the students the pitches and the students choose how to use them).

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Composing, improvising, and arranging helps to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: 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. (e.g., hearing phonemic differences, identify aural patterns in numeracy, ability to follow directions)
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 (e.g., math, visual art, dance, spelling).



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

1. Identify and demonstrate basic melodic, rhythmic, and harmonic patterns.

### Evidence Outcomes

#### *Students Can:*

- a. Melody: Identify and demonstrate step/skip/repeat within a melody.
- b. Rhythm: Identify and demonstrate half note/rest, whole note/rest.
- c. Harmony: Identify and demonstrate introductory harmony using the tonic chord (e.g., intervals, borduns, ostinato, home tone).

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Reading and analyzing music increases knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Personal: Adaptability/Flexibility)

#### *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?

#### *Expand and Connect:*

1. Identification of the differences and similarities between the alphabet and the musical alphabet provides insight to the understanding that music notation is a distinct language.
2. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science).
3. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.

Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

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. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: 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.

Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

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 demonstrate duple and triple meter (2/4, 3/4) and strong vs. weak beat measure.
- c. Timbre: Aurally categorize instruments.

Academic Context and Connections

*Colorado Essential Skills:*

1. Recognizing musical form and structure provides a format to describe cause-and-effect relationships and patterns. (Entrepreneurial: Inquiry/Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Personal: Initiative/Self Direction)

*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?

*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.
3. Properties (e.g., size, shape, composition) of an instrument dictate the types and range of sound it can make.



### Prepared Graduates:

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

### Grade Level Expectation:

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. Discerning musical preferences allows individuals to make connections between information gathered and personal experiences. (Entrepreneurial: Critical Thinking)

#### *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. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

**Grade Level Expectation:**

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. Experiencing and analyzing music of different cultures helps to identify and explain cultural perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

*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 (e.g., birthdays, holidays) to those celebrations around the world.

Prepared Graduates:

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

Grade Level Expectation:

1. Perform phrases demonstrating learned rhythmic, melodic, and chordal accompaniment components.

Evidence Outcomes

*Students Can:*

- a. Perform learned melodic, rhythmic, and harmonic phrases using expressive elements.
- b. Perform multiple rhythmic and melodic ostinati in small groups.

Academic Context and Connections

*Colorado Essential Skills:*

1. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal: Perseverance/Resilience)

*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:

2. Perform notated songs with accurate 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. Synthesize connections between information gathered and personal experiences to communicate a variety of ideas and emotions through performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Personal: Initiative/Self-Direction)
3. Model positive behaviors for others in rehearsals and performances. (Professional: Leadership)

*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 practice and refinement processes to develop independent musicianship.

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

Academic Context and Connections

*Colorado Essential Skills:*

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance/Resilience)
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes support development of high quality musical products. (Professional: Task/Time Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Entrepreneurial: 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. Performance skill can be isolated and adjusted using technological devices to record, compare, and/or evaluate the result of different techniques.
3. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.

Prepared Graduates:

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

Grade Level Expectation:

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 (e.g., AB/ABA where A or B are a short phrase or idea).
- b. Improvise phrases within a musical selection.
- c. Arrange an accompaniment (e.g., add a I-chord xylophone or recorder ostinato to a known tune; students can design the rhythm/style).

Academic Context and Connections

*Colorado Essential Skills:*

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: 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 (e.g., introduction, conflict, climax, resolution).

### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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 a melody.
- b. Rhythm: Identify and demonstrate four sixteenth notes, dotted half note.
- c. Harmony: Identify and demonstrate harmonic changes using tonic and dominant chords (e.g. intervals, bourdon, ostinato, home tone).

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Reading and analyzing music increases knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Personal: Adaptability/Flexibility)

#### *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?

#### *Expand and Connect:*

1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science).
2. There are definite mathematical components of sixteenth notes and dotted half notes that represent a fundamental understanding of fractions.
3. Music notation is a visual representation of organized sound and silence.

Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Tempo: Identify and demonstrate accelerando/ritardando.
- b. Dynamics: Identify and demonstrate crescendo/decrescendo.
- c. Articulation: Identify and demonstrate legato, staccato.

Academic Context and Connections

*Colorado Essential Skills:*

1. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: 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. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Form: Aurally identify rondo.
- b. Meter: Identify and demonstrate various time signatures including 2/4, 3/4, 4/4.
- c. Timbre: Aurally identify instruments and families.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Personal: Initiative/Self Direction)

#### *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.



Prepared Graduates:

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

Grade Level Expectation:

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

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.

Academic Context and Connections

*Colorado Essential Skills:*

1. Discerning musical preferences allows individuals to make connections between information gathered and personal experiences. (Entrepreneurial: Critical Thinking)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Entrepreneurial: Critical Thinking)

*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. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

**Grade Level Expectation:**

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. Experiencing and analyzing music of different cultures helps to identify and explain cultural perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

*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 the community.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform sections of songs that demonstrate learned rhythmic, melodic, and introductory chordal accompaniment components.

### Evidence Outcomes

#### *Students Can:*

- a. Perform three-part vocal and/or instrumental rounds.
- b. Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.
- c. Play and sing songs in major keys.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make connections between information gathered and personal experience to apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision-making. (Civic/Interpersonal: Collaboration/Teamwork)

#### *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.





**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Perform complex notated songs with accurate 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. Synthesize connections between information gathered and personal experiences to communicate a variety of ideas and emotions through performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Personal: Initiative/Self-Direction)
3. Demonstrate leadership skills (e.g., organizing others, taking initiative, self-confidence in performance) in rehearsals and performances. (Professional: Leadership)

*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, work 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 practice and refinement processes to develop independent musicianship.

**Grade Level Expectation:**

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. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

Academic Context and Connections

*Colorado Essential Skills:*

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance/Resilience).
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes support development of high quality musical products. (Professional: Task/Time Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Entrepreneurial: 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.

Prepared Graduates:

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

Grade Level Expectation:

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 (e.g., 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. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: Communication)

*Inquiry Questions:*

1. How is composing music related to writing stories?
2. What is the difference between improvising with voice or instrument?
3. Why is knowing prescribed criteria important when composing or arranging music?
4. What jobs require improvising, composing, or arranging skills?

*Expand and Connect:*

1. Creating music using musical elements (e.g., form, rhythm, pitch, dynamics) 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.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Melody: Identify and perform in major/minor tonalities.
- b. Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets.
- c. Harmony: Identify and demonstrate basic harmonic patterns. (e.g. I-V, V-I).

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Reading and analyzing music increases knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Personal: Adaptability/Flexibility)

#### *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?

#### *Expand and Connect:*

1. Four-beat musical patterns give insight to poetry patterns in literature, simple contemporary songs, and nursery rhymes.
2. Music from various cultures, historical periods, genres, and styles can be compared based on the use of the diatonic scale and four-beat rhythmic patterns.
3. Mass media predominantly employ diatonic scales and four-beat rhythmic and melodic components because they are easily recognizable.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: 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 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.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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 demonstrate music in 6/8.
- c. Timbre: Aurally identify 2+ parts.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognizing musical form and structure provides a format to describe cause-and-effect relationships and patterns. (Entrepreneurial: Inquiry/Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Personal: Initiative/Self Direction)

#### *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.

### Prepared Graduates:

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

### Grade Level Expectation:

1. Discriminate between musical and nonmusical factors in creating criteria for evaluating music.

### Evidence Outcomes

#### *Students Can:*

- a. Evaluate how a variety of musical elements influence musical performance and preference.
- b. Communicate similarities and differences in music from various historical periods with music of today.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Discerning musical preferences allows individuals to make connections between information gathered and personal experiences. (Entrepreneurial: Critical Thinking)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Entrepreneurial: Critical Thinking)

#### *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 develop 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 (e.g., buying a car; choosing a work of art for your school).



**Prepared Graduates:**

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

**Grade Level Expectation:**

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. Experiencing and analyzing music of different cultures helps to identify and explain cultural and historical perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

*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 its place in the history of American music can help students begin to define their own personal music preferences.



### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform songs that demonstrate learned rhythmic, melodic, and chordal accompaniment components.

### Evidence Outcomes

#### *Students Can:*

- a. Perform songs that incorporate more than one layer (e.g., partner songs, rounds, descants).
- 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. Make connections between information gathered and personal experience to apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Build on personal experience to specify a challenging problem to investigate. (Entrepreneurial: Creativity/Innovation)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal: Collaboration/Teamwork)

#### *Inquiry Questions:*

1. How do harmony and modes (key 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. Music contains a theme just as a story contains a main idea.
2. Rhythmic patterns in music can be related to patterns found in mathematics.
3. Awareness of basic chord structures shows how basic harmony follows a distinct, repeatable pattern.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Perform multi-layered rhythmic and melodic pieces (e.g., 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. Synthesize connections between information gathered and personal experiences to communicate a variety of ideas and emotions through performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Personal: Initiative/Self-Direction)
3. Demonstrate confidence in rehearsals and performances while recognizing personal actions impact others. (Professional: Leadership)

#### *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 a variety of musical techniques allows for exploration of how cultures express the similar ideas in different ways.
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.



Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

Academic Context and Connections

*Colorado Essential Skills:*

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Personal: Perseverance/Resilience)
2. Recognizing where performance problems can be identified, as well as possible solutions can be created within musical practice and refinement processes, increases critical thinking within a musical context. (Entrepreneurial: Critical Thinking)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes support development of high-quality musical products. (Professional: Task/Time Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Entrepreneurial: 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 increasingly occupies a place in music performance as well as composition.



Prepared Graduates:

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

Grade Level Expectation:

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 (e.g., 12-bar blues, changing chord ostinati or other accompaniment, vocal ostinati).
- c. Arrange an accompaniment to go with a melody.

Academic Context and Connections

*Colorado Essential Skills:*

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic/Interpersonal: 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 student 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 (e.g., still life or photo composition; choreography of a dance; blocking of a scene in a play; design of visual 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.





Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

1. Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns.

Evidence Outcomes

*Students Can:*

- a. Melody: Identify and demonstrate awareness of whole/half steps.
- b. Rhythm: Identify and demonstrate syncopated rhythms.
- c. Harmony: Identify, perform, or respond to harmonic patterns (e.g. I-V, V-I, I-IV-V-I).

Academic Context and Connections

*Colorado Essential Skills:*

1. Reading and analyzing music increases knowledge and development of musical ideas, as well as musical understanding. (Entrepreneurial: Creativity/Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Personal: Initiative/Self-direction)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Personal: Adaptability/Flexibility)

*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?

*Expand and Connect:*

1. Notation is the language of music.
2. Music notation is a visual representation of organized sound and silence occurring in discernable patterns.
3. Recognizing the patterns that occur in music provides discernment skills that can be applied to other disciplines.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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. Interpreting expressive musical elements provides an opportunity to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Initiative/Self Direction)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Personal: Adaptability/Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Entrepreneurial: 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.
2. The ability to interpret tempo markings in music can be compared to the use of adverbs in literature.
3. Ways instruments produce changes in dynamics can be explained through the physics of sound production.



### Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.
6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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: Aurally identify 3+ parts, and various world instruments.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognizing musical form and structure provides a format to describe cause and effect relationships and patterns. (Entrepreneurial: Inquiry/Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Personal: Initiative/Self Direction)

#### *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.
2. The flow of music in time relies on meter and tempo.
3. Unique tone qualities are found in varying styles and genres of music.

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Discriminate between both musical (rhythm, melody, tempo) and nonmusical (text, feelings) elements that influence musical performance and preference.
- b. Discuss the difference between preference versus quality of musical works.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Discerning musical preferences allows individuals to make connections between information gathered and personal experiences. (Entrepreneurial: Critical Thinking)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Entrepreneurial: Critical Thinking)

#### *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.





**Prepared Graduates:**

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

**Grade Level Expectation:**

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. Experiencing and analyzing music of different cultures helps to identify and explain cultural and historical perspectives. (Civic/Interpersonal: Global/Cultural Awareness)

*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 of 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.





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Perform music rhythmically correct at .5-1 level on the difficulty rating scale. (See levels .5-1 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation at .5-1 level on the difficulty rating scale. (See levels .5-1 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels .5-1 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing music demonstrates a willingness to try new things. (Entrepreneurial: Risk Taking)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Adaptability/Flexibility)
3. Students can synthesize information from multiple sources to demonstrate understanding of music. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *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. Performing accurately and expressively requires musicians to access multiple skills simultaneously.
2. Musicians make expressive choices to communicate emotion.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Sing and/or play with correct technique and consistent tone quality, intonation, balance, diction/articulation, and phrasing. (See levels .5-1 in Music Skills Appendix)
- b. Respond to written or visual cues for tempo, simple dynamics, and time signatures including 2/4, 3/4, and 4/4.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels .5-1 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Singing and playing music requires students to consider purpose, formality of context and audience, and distinct cultural norms when planning and performing musical content, delivery, and expression. (Civic/Interpersonal: Communication)
2. Performing music requires students to take responsibility for and pursue opportunities to create the highest quality music performance. (Personal: Initiative/Self-Direction)
3. Discern differences of effective and ineffective processes and communication when performing music. (Personal: Personal Responsibility)

#### *Inquiry Questions:*

1. How do musicians define a quality sound?
2. Why is teamwork important when playing in an ensemble?

#### *Expand and Connect:*

1. Musicians use fluency in the language of music to develop musical leadership.
2. Performing together helps musicians to build meaningful interpersonal relationships.



**Prepared Graduates:**

3. Demonstrate practice and refinement processes to develop independent musicianship.

**Grade Level Expectation:**

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. Accepting and applying feedback enables students to develop a clear sense of goals, and their abilities and needs. (Professional: Self-Advocacy)
2. Applying teacher, self, and peer, critiques to improve personal musical performance teaches students to regulate their reactions to different perspectives. (Personal: Adaptability/Flexibility)

*Inquiry Questions:*

1. When is a musical work ready to share?
2. How do musicians use feedback from others to improve performance?

*Expand and Connect:*

1. Musicians 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.

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Compose a combination of melodic and rhythmic phrases of basic length (e.g., 2-4 measures) within structured parameters using a variety of notation methods at a .5-1 level on the difficulty rating scale. (See levels .5-1 in Music Skills Appendix)
- b. Improvise basic (e.g., 2-4 measures) melodic or rhythmic phrases over accompaniment. (See levels .5-1 Music Skills Appendix)
- c. Arrange an existing piece by changing one musical element. (See levels .5-1 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Composing, improvising, and arranging sounds allow students to make connections between information gathered and personal experiences to create musical ideas. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Composing, improvising, and arranging music allow students an opportunity to demonstrate a willingness to try new things. (Entrepreneurial: Risk Taking)
3. Creating music requires the establishment of a goal for communication and a thoughtful step-by-step plan for that communication. (Civic/Interpersonal: Communication)

#### *Inquiry Questions:*

1. How do musicians generate creative ideas?
2. Why is it important for musicians to be able to improvise?
3. What are some benefits of being able to adapt an existing piece of music for other uses?

#### *Expand and Connect:*

1. The process of creating music is similar to the creative writing process (clearly focused, well developed, effectively formatted, etc.).
2. The use of technology can expand choices and provide resources for musicians to create music.
3. It would be advantageous for students to explore the jobs in current culture that require composers (e.g., video game production; presentation at business; commercials; many other media presentations such as art show, movies, cartoons).



### Prepared Graduates:

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

### Grade Level Expectation:

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. (See level 1 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level .5 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels .5-1 in the Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Sight-reading requires a high degree of risk taking. (Entrepreneurial: Risk Taking)
2. Sight-reading develops stamina for rigorous tasks. (Personal: Perseverance)

#### *Inquiry Questions:*

1. Why is it important to use some form of notation when creating musical ideas?
2. How does accurate and expressive sight-reading impact performance?

#### *Expand and Connect:*

1. Knowing how other disciplines use form increases a musician's understanding of how form is used 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:

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 excerpt and describe the composer's application of musical structures and elements. (See levels .5-1 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyzing music requires one to draw on prior knowledge and make connections. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How does analyzing the structure of music influence understanding of musical genres and styles?
2. How do analysis skills influence musical choices?

#### *Expand and Connect:*

1. Sight-reading music and sight-reading words are similar cognitive skills.





### Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- Listen to a simple rhythmic phrase of 1-2 measures and notate the correct rhythm.
- Aurally recall a simple melodic phrase and play or sing it back.
- Aurally compare and contrast different tonalities.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Exercising aural skills requires the recognition of patterns in music. (Entrepreneurial: Inquiry/Analysis)
- Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

#### *Inquiry Questions:*

- How does rhythmic dictation improve sight-reading skills?
- How does aural identification of tonalities aid in interpretation of musical intent?

#### *Expand and Connect:*

- Aural skills are necessary in other disciplines such as language arts.





### Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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. Participating in discussions to analyze unfamiliar music requires communication and collaboration skills. (Civic/Interpersonal: Communication)

#### *Inquiry Questions:*

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

#### *Expand and Connect:*

1. Listening to and analyzing music from a variety of genres expands one's musical palette and builds knowledge.



### Prepared Graduates:

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

### Grade Level Expectation:

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. Evaluating musical works allows one to express opinions through one's own personal perspective. (Civic/Interpersonal: Communication)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Personal: Self-Advocacy)

#### *Inquiry Questions:*

1. How does using prescribed criteria inform one's definition of quality?
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. Discussions about the quality of a performance using criteria encourage collegial discourse and require one to articulately communicate an aesthetic valuation.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

2. Articulate and justify personal preferences as a music consumer.

### 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. Evaluating personal preferences allows one to identify how music influences their behavior. (Personal: Self-Awareness)
2. Identifying key attributes from a variety of information products allows one to demonstrate personal preferences for music. (Professional: Information Literacy)

#### *Inquiry Questions:*

1. How do individuals choose the music they listen to?
2. How does musical knowledge influence personal choices in music listening?

#### *Expand and Connect:*

1. Examining one's personal choices in music reinforces metacognition.
2. The study of music develops informed consumers of music in society.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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. Examining music from different cultures allows one to evaluate their own attitudes and beliefs. (Civic/Interpersonal: Global/Cultural Awareness)
2. Studying music deepens the understanding of one's own cultural experience. (Entrepreneurial: Critical Thinking)

#### *Inquiry Questions:*

1. How does learning about music of one's own culture influence identity?
2. How is music a form of cultural transmission?

#### *Expand and Connect:*

1. Examining the cultural influences in popular music influences the development of multiple perspectives.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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. Considering historical perspectives in music-making requires access to information for a specific purpose. (Professional: Information Literacy)
2. Describing cause and effect patterns illuminates correlations between music and history. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How does music serve as a form of historical record?
2. How does historical context influence the way we might perform a particular musical work?

#### *Expand and Connect:*

1. We can learn about the human experience during a historical period by examining its music.
2. Musicians often consider historic perspectives when making creative decisions.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Perform music rhythmically correct. (See levels 1-2 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 1-2 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 1-2 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing music demonstrates flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Personal: Adaptability/Flexibility)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do performers interpret musical works?
2. How do context and the manner in which music is presented influence audience response?

#### *Expand and Connect:*

1. Performing accurately and expressively requires musicians to access multiple skills simultaneously.
2. Musicians make expressive choices to connect with listeners.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Perform music in two 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/articulation and phrasing. (See levels 1-2 in Music Skills Appendix)
- b. Respond to written or visual cues for tempo, dynamics, and time signatures including 6/8.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels 1-2 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Singing and playing music requires students to consider purpose, formality of context and audience, and distinct cultural norms when planning and performing musical content, delivery, and expression. (Civic/Interpersonal: Communication)
2. Performing music requires students to appropriately express one's own emotions, thoughts, and values and identify how they influence musical performances. (Personal: Self-Awareness)
3. Discern differences of effective and ineffective processes and communication when performing music. (Personal: Personal Responsibility)

#### *Inquiry Questions:*

1. How does appropriate performance technique impact a performance and audience response?
2. How are skills and techniques applied differently when performing in an ensemble?

#### *Expand and Connect:*

1. Musicians use fluency in the language of music to develop musical leadership.
2. Performing together helps musicians to build meaningful interpersonal relationships.



### Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

### Grade Level Expectation:

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. Practicing music requires students to demonstrate ways to adapt and reach workable solutions in order to refine musical performances and pieces to the best of their abilities. (Personal: Adaptability/Flexibility)
2. Applying teacher, self, and peer, critiques to improve personal musical performance teaches students to focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal: Perseverance/Resilience)
3. Practicing and refining music require students to recognize and describe cause-and-effect relationships and patterns in personal musical performance. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

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

#### *Expand and Connect:*

1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Practicing and refinement develop perseverance, discipline, and an academic mindset.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- 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. (See levels 1-2 in Music Skills Appendix)
- Improvise moderate length (e.g., 4-8 measures) melodies vocally and/or instrumentally over an accompaniment. (See levels 1-2 in Music Skills Appendix)
- Arrange an existing piece with or without accompaniment. (See levels 1-2 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Composing, improvising, and arranging sounds require that students interpret and analyze a variety of musical information/sounds and draw conclusions in order to best convey a purposeful intent. (Entrepreneurial: Critical Thinking/Problem Solving)
- Composing, improvising, and arranging music allow students to demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial: Risk Taking)
- Creating music requires the establishment of a goal for communication and a thoughtful step by step plan for that communication. (Civic/Interpersonal: Communication)

#### *Inquiry Questions:*

- How do musicians make creative decisions?
- How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?
- Why is it important for musicians to be able to create/compose music?

#### *Expand and Connect:*

- The process of creating music is similar to the creative writing process (clearly focused, well developed, effectively formatted, etc.).
- The use of technology can expand choices and provide resources for musicians to create music.



### Prepared Graduates:

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

### Grade Level Expectation:

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. (See level 2 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level 1 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 1-2 in the Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Sight-reading requires a high degree of risk taking. (Entrepreneurial: Risk Taking)
2. Sight-reading develops stamina for rigorous tasks. (Personal: Perseverance)

#### *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?

#### *Expand and Connect:*

1. Knowing how other disciplines use form increases a musician's understanding of how form is used 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:

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 excerpt and describe the composer's application of musical structures and elements. (See levels 1-2 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyzing music requires one to draw on prior knowledge and make connections. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do musicians use analysis to discern the composer's and performer's intent?
2. How do analysis skills influence musical choices?

#### *Expand and Connect:*

1. Sight-reading music and sight-reading words are similar cognitive skills.



### Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *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.
- Aurally identify a variety of tonalities.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Aurally differentiating between musical elements requires one to make connections and draw conclusions. (Entrepreneurial: Inquiry/Analysis)
- Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

#### *Inquiry Questions:*

- How does rhythmic dictation improve sight-reading skills?
- How does aurally differentiating between tones improve intonation in performance?

#### *Expand and Connect:*

- Aural skills are necessary in other disciplines such as language arts.



**Prepared Graduates:**

6. Aurally identify and differentiate musical elements to interpret and respond to music.

**Grade Level Expectation:**

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

Evidence Outcomes

*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.

Academic Context and Connections

*Colorado Essential Skills:*

1. Participating in discussions to analyze unfamiliar music requires communication and collaboration skills. (Civic/Interpersonal: Communication)

*Inquiry Questions:*

1. How is comparing and contrasting music similar to analyzing genres in literature?

*Expand and Connect:*

1. Listening to and recognizing characteristics of different genres and styles of music builds skills necessary to analyze and understand characteristics of different genres and styles of other disciplines such as literature.



### Prepared Graduates:

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

### Grade Level Expectation:

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. Evaluating musical works allows one to express opinions through one's own personal perspective. (Civic/Interpersonal: Communication)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Personal: Self-Advocacy)

#### *Inquiry Questions:*

1. What criteria are important in comparing two or more musical 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. Discussions comparing performances using criteria encourage collegial discourse and require one to articulately communicate an aesthetic valuation.





### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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. Evaluating the social influences on music preference strengthens one's flexibility in valuing different perspectives. (Personal: Self-Awareness)
2. Evaluating music's economic impact requires one to investigate, make observations, and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Who and/or what influences our personal choices of music?
2. How do the contributions of music industry impact the economy?

#### *Expand and Connect:*

1. Examining one's personal choices in music reinforces metacognition.
2. The study of music develops informed consumers of music in society.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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 plays 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. Examining music from different cultures encourages the use of multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)
2. Studying music deepens the understanding of one's own cultural experience. (Entrepreneurial: Critical Thinking)

#### *Inquiry Questions:*

1. How does learning about music of one's own culture influence identity?
2. How is music a form of cultural transmission?

#### *Expand and Connect:*

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



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

4. Identify and describe the ways in which music is used as historical record.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze music from a 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. Considering historical perspectives in music-making requires access to information for a specific purpose. (Professional: Information Literacy)
2. Describing cause-and-effect patterns illuminates correlations between music and history. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How does music serve as a form of historical record?
2. How does historical context influence the way we might perform a particular musical work?

#### *Expand and Connect:*

1. We can learn about the human experience during a historical period by examining its music.
2. Musicians often consider historic perspectives when making creative decisions.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Perform music rhythmically correct. (See levels 2-3 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 2-3 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 2-3 in Music Skills Appendix.)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing music requires musicians to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
2. Performing music requires musicians to regulate one's emotions, thoughts, and behaviors in different situations. (Personal: Personal Responsibility)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How does understanding the structure and context of musical works inform performance?
2. How do musicians select repertoire?

#### *Expand and Connect:*

1. Performing accurately and expressively requires cognitive demands similar to reading complex texts.
2. The quality of a performance can illicit different responses from audiences.



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

Evidence Outcomes

*Students Can:*

- a. Sing and/or play with correct technique and consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 2-3 in Music Skills 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). (See levels 3-4 in Music Skills Appendix)

Academic Context and Connections

*Colorado Essential Skills:*

1. Singing and playing music requires students to consider purpose, formality of context and audience, and distinct cultural norms when planning and performing musical content, delivery, and expression. (Civic/Interpersonal: Communication)
2. Performing music requires students to appropriately express one's own emotions, thoughts, and values and identify how they influence musical performances. (Personal: Self-Awareness)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Intrapersonal: Communication)

*Inquiry Questions:*

1. How does appropriate performance technique impact a performance and audience response?
2. How are skills and techniques applied differently when performing in an ensemble?

*Expand and Connect:*

1. Musicians scaffold technique and skills to increase access to challenging music.
2. Musicians connect their personal interests, experiences, ideas, and knowledge with their musical performance.



**Prepared Graduates:**

3. Demonstrate practice and refinement processes to develop independent musicianship.

**Grade Level Expectation:**

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. Evaluating and refining personal music-making skills allows students to apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal: Initiative/Self-Direction)
2. Applying teacher, self, and peer, critiques to improve personal musical performance teaches students to focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal: Perseverance/Resilience)
3. Practice and refinement of musical performance requires students to investigate their own playing skills and form hypotheses and draw conclusions of how best to improve personal musicianship. (Entrepreneurial: Inquiry/Analysis)

*Inquiry Questions:*

1. When is a judged performance ready to present?
2. How does a personal reflection and refinement process improve the overall ensemble performance?

*Expand and Connect:*

1. Musicians 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.

### Prepared Graduates:

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

### Grade Level Expectation:

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 measures using patterns and sequencing adding tonal accompaniment utilizing a variety of notation methods including the use of technology. (See levels 2-3 in Music Skills Appendix)
- b. Improvise a solo vocally and/or instrumentally over a three-chord pattern using varied rhythmic and melodic patterns. (See levels 2-3 in Music Skills Appendix)
- c. Arrange an existing vocal or instrumental composition. (See levels 2-3 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Composing, improvising, and arranging sounds require that students interpret and analyze a variety of musical information/sounds and draw conclusions in order to best convey a purposeful intent. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Composing, improvising and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial: Risk Taking)
3. Creating music requires the demonstration of confidence in sharing ideas/feelings. (Professional: Self-Advocacy)

#### *Inquiry Questions:*

1. How do musicians use different sources to generate creative ideas?
2. What are the contexts/clues that a musician should consider when making improvisational decisions?
3. What are some differences between arranging and composing music and why do you think both are important?

#### *Expand and Connect:*

1. Understanding the basic structural elements used to write short musical phrases provides a foundation to understanding the structural elements of more complex musical compositions.
2. Technology can provide new platforms for creating and sharing 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:

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. (See level 3 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level 2 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 2-3 in the Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Sight-reading requires one to learn from failure and develop confidence to try again. (Entrepreneurial: Risk Taking)
2. Building sight-reading skills develops the habit of setting goals. (Personal: Perseverance)

#### *Inquiry Questions:*

1. How do different types of notation relate to different musical cultures, genres, styles, or instrumentation?
2. How do sight-reading skills accelerate learning of music?

#### *Expand and Connect:*

1. Musicians consider historical and cultural contexts when analyzing music.



### Prepared Graduates:

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

### Grade Level Expectation:

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 excerpt and describe the composer's application of musical structures and elements. (See levels 2-3 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyzing music requires one to draw on prior knowledge and make connections. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do musicians extrapolate the structure of music from a single part?
2. How are the skills used to analyze music similar to the skills used to analyze literature?

#### *Expand and Connect:*

1. Sight-reading strengthens the visual-spatial reasoning skills required in other disciplines.

Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

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 four or more measures and notate the correct rhythm.
- b. Listen to and identify chord changes in harmonic progression.
- c. Listen to and notate a simple, diatonic melody with stepwise motion.

Academic Context and Connections

*Colorado Essential Skills:*

1. Aurally differentiating between musical elements requires one to make connections and draw conclusions. (Entrepreneurial: Inquiry/Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

*Inquiry Questions:*

1. How does rhythmic dictation improve sight-reading skills?
2. How does identification of chord changes reinforce the understanding of mathematical relationships in music?

*Expand and Connect:*

1. Aurally differentiating intervals and chordal relationships strengthens understanding of the mathematical nature of music.



### Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *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.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Participating in discussions to analyze unfamiliar music requires communication and collaboration skills. (Civic/Interpersonal: Communication)

#### *Inquiry Questions:*

1. How is comparing and contrasting music similar to analyzing genres in literature?

#### *Expand and Connect:*

1. Listening to and recognizing characteristics of different genres and styles of music builds skills necessary to analyze and understand characteristics of different genres and styles of other disciplines such as literature.



### Prepared Graduates:

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

### Grade Level Expectation:

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. Creating personal criteria for evaluation of music requires one to form a hypothesis about what defines quality. (Entrepreneurial: Inquiry/Analysis)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Personal: Self Advocacy)

#### *Inquiry Questions:*

1. How do we judge the quality of musical work(s) and performances using our own criteria?
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. Justifying one's own personal critique of a performance requires the evaluator to define quality, apply reason, and cite evidence.





### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Apply personally developed criteria for selecting music of contrasting styles for a specific social event.
- b. Describe how entertainment and social media impact personal music preferences.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Selecting music for consumption by others requires one to act on creative ideas to make a tangible and useful product. (Entrepreneurial: Risk Taking)
2. Selecting music for an audience requires one to consider purpose, formality of context, and distinct cultural norms. (Civic/Interpersonal: Communication)
3. Information Literacy

#### *Inquiry Questions:*

1. What criteria do we use when choosing music for others?
2. How does the ease of global communication influence musical choices?

#### *Expand and Connect:*

1. We can communicate intent through music choices and programming.
2. The study of music develops informed consumers of music in society.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Describe the use, performance technique, 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.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examining music from different cultures encourages the use of multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)
2. Studying music of world cultures encourages one to make observations and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How does learning about a culture's music promote understanding and acceptance of that culture?
2. How is music a form of cultural transmission?

#### *Expand and Connect:*

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



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyzing media messages in popular music from a time period allows one to assess the influence of music on the outcome of specific historical events. (Professional: Information Literacy)
2. Analyzing music from historical periods requires the listener to make hypotheses and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. What role does music play in historical events?
2. How does historical context influence the way we might perform a particular musical work?

#### *Expand and Connect:*

1. We can learn about the human experience during a historical period by examining its music.
2. Musicians often consider historic perspectives when making creative decisions.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Perform music rhythmically correct. (See levels 4-5 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 4-5 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 4-5 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing music requires musicians to act on creative ideas to make a tangible and useful contribution. (Entrepreneurial: Risk Taking)
2. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do different interpretations and application of expressive elements impact performance?
2. How do musicians make meaningful connections between creating, performing, and responding?

#### *Expand and Connect:*

1. Performing accurately and expressively requires cognitive demands similar to reading complex texts.
2. The quality of a performance can increase the persuasive effect of the music and build the credibility of the performer(s).

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 4-5 in Music 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). (See levels 4-5 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Singing and playing music requires students to consider purpose, formality of context and audience, and distinct cultural norms when planning and performing musical content, delivery, and expression. (Civic/Interpersonal: Communication)
2. Performing music requires students to adapt to different environments with appropriate emotions, behaviors, musical techniques and expression. (Personal: Self-Awareness)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Intrapersonal: Communication)

#### *Inquiry Questions:*

1. How do musicians apply effective strategies to consistently improve technique?
2. How do individual musicians adjust their performance practices when performing with others?

#### *Expand and Connect:*

1. Musicians intuitively combine complex technique and skills to access challenging music.
2. Musicians connect their personal interests, experiences, ideas, and knowledge with their musical performance.



### Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

### Grade Level Expectation:

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. Evaluating and refining personal music-making skills allows students to set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional: Task/Time Management)
2. Applying teacher, self, and peer critiques to improve personal musical performance allows students to make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)
3. Practice and refinement of musical performance requires students to investigate their own playing skills and form hypotheses and draw conclusions of how best to improve personal musicianship. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why do performers need to evaluate themselves?
2. How does self-evaluation strengthen performance during the course of preparation?

#### *Expand and Connect:*

1. Musicians 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.



Prepared Graduates:

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

Grade Level Expectation:

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. (See levels 4-5 in Music Skills Appendix)
- b. Improvise a solo vocally and/or instrumentally using varied rhythmic and melodic patterns. (See levels 4-5 in Music Skills Appendix)
- c. Arrange original vocal or instrumental music. (See levels 4-5 in Music Skills Appendix)

Academic Context and Connections

*Colorado Essential Skills:*

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging allow one to act on creative ideas and make a tangible and useful contribution. (Entrepreneurial: Risk Taking)
3. Creating music requires the application of knowledge to set goals, make informed decisions and transfer knowledge and skills to new contexts. (Personal: Initiative/Self-Direction)

*Inquiry Questions:*

1. How do composers use the elements of music to communicate?
2. How does the skill of improvising music help people in other areas of their lives?
3. How can one devise their own means of notating sound for others to use?

*Expand and Connect:*

1. Understanding the basic structural elements used to write short musical phrases provides a foundation to understanding the structural elements of more complex musical compositions.
2. Technology can provide new platforms for creating and sharing 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:

1. Read and notate level-appropriate music accurately and expressively.

### Evidence Outcomes

#### *Students Can:*

- a. Identify by name or function and notate musical symbols. (See level 4 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level .5 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 3-4 in the Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Sight-reading requires one to learn from failure in order to innovate new ways of approaching music learning. (Entrepreneurial: Risk Taking)
2. Building sight-reading skills develops the habit of setting goals and applying strategies to meet those goals. (Personal: Perseverance)

#### *Inquiry Questions:*

1. How are complex musical ideas expressed through notation?
2. What cognitive skills are required to make instant adjustments while sight-reading?

#### *Expand and Connect:*

1. Analysis of music leads to music literacy and allows one to make informed critiques of music and other art forms.

**Prepared Graduates:**

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

**Grade Level Expectation:**

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 excerpt and describe the composer's application of musical structures and elements. (See levels 3-4 in Music Skills Appendix)

Academic Context and Connections

*Colorado Essential Skills:*

1. Analyzing music requires one to interpret information and draw conclusions. (Entrepreneurial: Critical Thinking/Problem Solving)

*Inquiry Questions:*

1. How do composers express meaning through differentiated application of musical structures?
2. How does analyzing complex musical ideas improve critical listening skills?

*Expand and Connect:*

1. Sight-reading complex music requires musicians to make multiple, simultaneous musical decisions and technical adjustments.



Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Listen to and notate four-measure melodies with rhythm.
- b. Listen to and identify common chords and intervals, including sevenths.

Academic Context and Connections

*Colorado Essential Skills:*

1. Aurally analyzing music requires one to apply strategies and design data. (Entrepreneurial: Inquiry/Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

*Inquiry Questions:*

1. How does melodic and rhythmic dictation improve critical listening and composition skills?
2. How does understanding intervals and chordal relationships improve intonation and performance?

*Expand and Connect:*

1. Aurally differentiating intervals and chordal relationships strengthens understanding of the mathematical nature of music.

**Prepared Graduates:**

6. Aurally identify and differentiate musical elements to interpret and respond to music.

**Grade Level Expectation:**

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. Participating in collaborative discussions by analyzing and differentiating musical elements encourages the sharing of thoughts and ideas.  
(Civic/Interpersonal: Communication)

*Inquiry Questions:*

1. What informed assumptions are necessary in order to classify unfamiliar music?

*Expand and Connect:*

1. Classifying unfamiliar music encourages the listener to draw upon previous knowledge and draw inferences.



### Prepared Graduates:

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

### Grade Level Expectation:

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 objective and subjective criteria for informed aesthetic judgments and apply those criteria to unfamiliar musical works and performances.
- b. Listen to a performance and assign a quality rating based on objective and subjective criteria. Explain and justify the rating.
- c. 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. Evaluating music requires one to draw conclusions from the observational data presented through a performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Objectively critiquing performances allows the evaluator to build confidence and recognize the impact of the evaluation on others. (Personal: Leadership)

#### *Inquiry Questions:*

1. How do personal preferences and bias impact the way we evaluate music compositions and performances?
2. How do we objectively or subjectively evaluate the choices and decisions of others as reflected in compositions and performances?

#### *Expand and Connect:*

1. Critically evaluating performances draws on analytical skills used in other disciplines such as math and science.
2. Awareness of biases in musical critiques encourages the evaluator to apply the same lens to evaluations in other fields of study.





### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Analyze how specific musical works influence and are influenced by interactions between social groups.
- b. Analyze the relationships between music and trends in popular culture.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyzing music illuminates the cause-and-effect relationship between music and popular culture. (Entrepreneurial: Analysis)
2. Studying the influence of popular music on social groups aids in the development of interpersonal skills to work with individuals from diverse backgrounds. (Civic/Interpersonal: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How does popular music influence how listeners collectively think and behave?
2. How does the ease of global communication influence musical choices?

#### *Expand and Connect:*

1. We can draw inferences about a social group from the music they consume.
2. The study of music develops informed consumers of music in society.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

3. Compare and contrast the use of common musical characteristics across multiple world cultures.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze music influenced by two or more cultures for structure, style, and cultural context of the works.
- b. Contrast common performance styles and/or techniques between two or more cultures and describe the intent and application of each.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examining music from different cultures promotes understanding of global problems through multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)
2. Examining the relationship between music and cultural identity requires one to interpret information and draw conclusions. (Entrepreneurial: Critical Thinking)

#### *Inquiry Questions:*

1. How does learning about a culture's music promote understanding and acceptance of that culture?
2. How do migrant cultures retain their identity through music?

#### *Expand and Connect:*

1. Examining the cultural influences in popular music develops empathy.





### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Analyze representative examples of music associated with a specific historical event and describe how music may have influenced the outcome of the event.
- b. Analyze the co-evolution of music and other arts in relationship to their role in history and social movements.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyzing media messages in popular music from a time period allows one to assess the influence of music on the outcome of specific historical events. (Professional: Information Literacy)
2. Analyzing music from historical periods requires the listener to make hypotheses and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. What role does music play in historical events?
2. How does music influence thinking and behavior during a historic event?

#### *Expand and Connect:*

1. Music and other arts can provide evidence of historical trends.
2. Musicians make aesthetic choices by considering historical context and modern innovations.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Perform music rhythmically correct. (See levels 5-6 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 5-6 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 5-6 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing music requires musicians to act on creative ideas to make a tangible and useful contribution. (Entrepreneurial Skills: Risk Taking)
2. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do different performance choices influence listener response?
2. Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance?

#### *Expand and Connect:*

1. Advanced performance practices require high-level cognitive skills, including real-time analysis and adjustment.
2. The quality of a performance can increase the persuasive effect of the music and build the credibility of the performer(s).

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

*Students Can:*

- a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 5-6 in Music Skills 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). (See levels 5-6 in Music Skills Appendix)

Academic Context and Connections

*Colorado Essential Skills:*

1. Singing and playing music requires students to consider purpose, formality of context and audience, and distinct cultural norms when planning and performing musical content, delivery, and expression. (Civic/Interpersonal: Communication)
2. Performing music requires students to adapt to different environments with appropriate emotions, behaviors, musical techniques and expression. (Personal: Self-Awareness)
3. Articulate thoughts and ideas effectively using oral, written, and musical communication. (Civic/Intrapersonal: Communication)

*Inquiry Questions:*

1. How does the self-evaluation and rehearsal process apply to postsecondary pursuits?
2. How do performers defend their artistic choices?

*Expand and Connect:*

1. Musicians intuitively combine complex technique and skills to access challenging music.
2. Advanced musicians collaborate with and respond to cues from others to make interpretive decisions.



Prepared Graduates:

3. Demonstrate practice and refinement processes to develop independent musicianship.

Grade Level Expectation:

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. Evaluating and refining personal music-making skills allows students to set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional: Task/Time Management)
2. Applying teacher, self, and peer critiques to improve personal musical performance allows students to make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial: Critical Thinking/Problem Solving)
3. Practice and refinement of music requires students to test hypotheses/prototype with planned processes and get feedback to improve personal musicianship. (Entrepreneurial: Inquiry/Analysis)

*Inquiry Questions:*

1. How does a performer develop a sense of what is appropriate in terms of rhythm, pitch, and style?
2. How do musicians improve the quality of their creative work?

*Expand and Connect:*

1. Musicians 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.

### Prepared Graduates:

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

### Grade Level Expectation:

1. Compose, improvise, arrange and edit compositions appropriate for performance to convey intent.

### Evidence Outcomes

#### *Students Can:*

- a. Compose music incorporating appropriate voicing and ranges, coherent form and style, and appropriate notation in context. (See levels 5-6 in Music Skills Appendix)
- b. Improvise a full-length solo vocally and/or instrumentally using varied rhythmic and melodic patterns. (See levels 5-6 in Music Skills Appendix)
- c. Create an original arrangement of vocal or instrumental music meant for performance. (See levels 5-6 in Music Skills Appendix)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Entrepreneurial: Creativity/Innovation)
2. Composing, improvising, and arranging allow one to act on creative ideas and make a tangible and useful contribution. (Entrepreneurial: Risk Taking)
3. Creating music requires effective articulation of thoughts and ideas using oral, written, and nonverbal communication skills in a variety of forms and contexts. (Civic/Interpersonal: Communication)

#### *Inquiry Questions:*

1. How do composers experiment with the elements of music to create innovative ideas?
2. How can musicians improve the quality of their improvisations?
3. Why is it important to understand the elements of music when composing with technology?

#### *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 (e.g., still life or photo composition, choreography of a dance, blocking of a scene in a play, design of a visual presentation).
2. The use of technology can aid in the process of creating innovative 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:

1. Read and notate level-appropriate music accurately and expressively.

Evidence Outcomes

*Students Can:*

- a. Identify by name or function and notate musical symbols. (See level 5 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level .5 in the Music Skills Appendix)
- c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 4-6 in the Music Skills Appendix)

Academic Context and Connections

*Colorado Essential Skills:*

1. Sight-reading requires one to learn from failure in order to innovate new ways of approaching music learning. (Entrepreneurial: Risk Taking)
2. Sight-reading develops the habit of applying strategies in a climate of ambiguity when working with unfamiliar music passages. (Personal: Perseverance)

*Inquiry Questions:*

1. How might notation limit or expand musical expression and intent?
2. How does sight-reading at a performance level impact career and higher level performing opportunities?

*Expand and Connect:*

1. Analysis of music leads to music literacy and allows one to make informed critiques of music and other art forms.



**Prepared Graduates:**

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

**Grade Level Expectation:**

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 excerpt and describe the composer's application of musical structures and elements. (See levels 4-6 in Music Skills Appendix)

Academic Context and Connections

*Colorado Essential Skills:*

1. Analyzing music requires one to interpret information and draw conclusions. (Entrepreneurial: Critical Thinking/Problem Solving)

*Inquiry Questions:*

1. How does analyzing composition and notation improve musicianship?
2. How does style influence composers' choices?

*Expand and Connect:*

1. Sight reading complex music requires musicians to make multiple, simultaneous musical decisions and technical adjustments.





Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

3. Aurally identify and differentiate musical elements within musical excerpts of various styles.

Evidence Outcomes

*Students Can:*

- a. Listen to and notate advanced four- to eight-measure melodies with rhythm.
- b. Listen to and identify chromatic chords and intervals.

Academic Context and Connections

*Colorado Essential Skills:*

1. Aurally analyzing music requires one to apply strategies and design data. (Entrepreneurial: Inquiry/Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Personal: Self-Awareness)

*Inquiry Questions:*

1. How does melodic and rhythmic dictation improve critical listening and composition skills?
2. How does understanding intervals and chordal relationships improve intonation and performance?

*Expand and Connect:*

1. Aurally differentiating intervals and chordal relationships strengthens understanding of the mathematical nature of music.



Prepared Graduates:

6. Aurally identify and differentiate musical elements to interpret and respond to music.

Grade Level Expectation:

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. Participating in collaborative discussions by analyzing and differentiating musical elements encourages the sharing of thoughts and ideas.  
(Civic/Interpersonal: Communication)

*Inquiry Questions:*

1. What informed assumptions are necessary in order to classify unfamiliar music?

*Expand and Connect:*

1. Classifying unfamiliar music encourages the listener to draw upon previous knowledge and draw inferences.

### Prepared Graduates:

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

### Grade Level Expectation:

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. Defend objective and subjective criteria for informed aesthetic judgments and apply those criteria to unfamiliar musical works and performances.
- b. Listen to a performance and assign a quality rating based on objective and subjective criteria. Make informed recommendations for improvement.
- c. 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. Evaluating music requires one to draw conclusions from the observational data presented through a performance. (Entrepreneurial: Critical Thinking/Problem Solving)
2. Objectively critiquing performances by others allows the evaluator to confidently inspire others to reach their potential. (Personal: Leadership)

#### *Inquiry Questions:*

1. How might evaluators quantify personal musicianship when rating a performance for quality?
2. How do we correlate personal musicianship with aesthetic choices when evaluating a performance or composition?

#### *Expand and Connect:*

1. Critically evaluating performances draws on analytical skills used in other disciplines such as math and science.
2. Seeking to understand a performer's intent during the evaluation process encourages the evaluator to apply justification, reason, and empathy.



### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

2. Describe and analyze the impact of music on individual and group/social identity.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze how specific musical works influence individual and group identity.
- b. Analyze the relationships between music, social change, and trends in popular culture.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Studying music as a form of identity promotes a grounded sense of self and an openness to recognize and appreciate the identities of others. (Personal: Self-Awareness)
2. Studying the influence of popular music on social groups aids in the development of interpersonal skills to work with individuals from diverse backgrounds. (Civic/Interpersonal: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How does music express individual and group identity?
2. How does music break down or perpetuate stereotypes?

#### *Expand and Connect:*

1. Musical decisions are influenced, in part, by musical identity.
2. The study of music develops informed consumers of music in society.





### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

3. Describe and analyze the influence of music on cultural identity.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the music of one or more cultures for indicators of deep culture (e.g. relationships and norms, spirituality, notions of fairness).
- b. Analyze the music of two or more seemingly disparate cultures for common indicators of deep culture in their music.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examining music from different cultures promotes understanding of global problems through multiple perspectives. (Civic/Interpersonal: Global/Cultural Awareness)
2. Examining the relationship between music and cultural identity requires one to interpret information and draw conclusions. (Entrepreneurial: Critical Thinking)

#### *Inquiry Questions:*

1. How does learning about a culture's music promote understanding and acceptance of that culture?
2. How do migrant cultures share their identity through music?

#### *Expand and Connect:*

1. Examining the cultural influences in popular music develops empathy and influences social change.





### Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.

### Grade Level Expectation:

4. Describe and analyze the influence of music on how citizens remember historical or political events.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze representative examples of music associated with a specific historical event and describe how music may have influenced the perception or retelling of the event.
- b. Analyze the co-evolution of music and other arts in relationship to their role in history and social movements.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examining how society interprets music differently allows one to draw inferences on the influence of music on how an event is recalled. (Professional: Information Literacy)
2. Analyzing music from historical periods requires the listener to make hypotheses and draw conclusions. (Entrepreneurial: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How do music and history influence each other?
2. How can music influence the way a historical event is retold or remembered?

#### *Expand and Connect:*

1. Music and other arts can provide evidence of historical trends.
2. Musicians make aesthetic choices by considering historical context and modern innovations.