

Colorado Academic S T A N D A R D S

First Grade

Music



Colorado Academic Standards Music

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

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*"Music is the art of thinking with sounds."* ~ Jules Combarieu

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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 21st 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. Students of music 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 21st 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.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

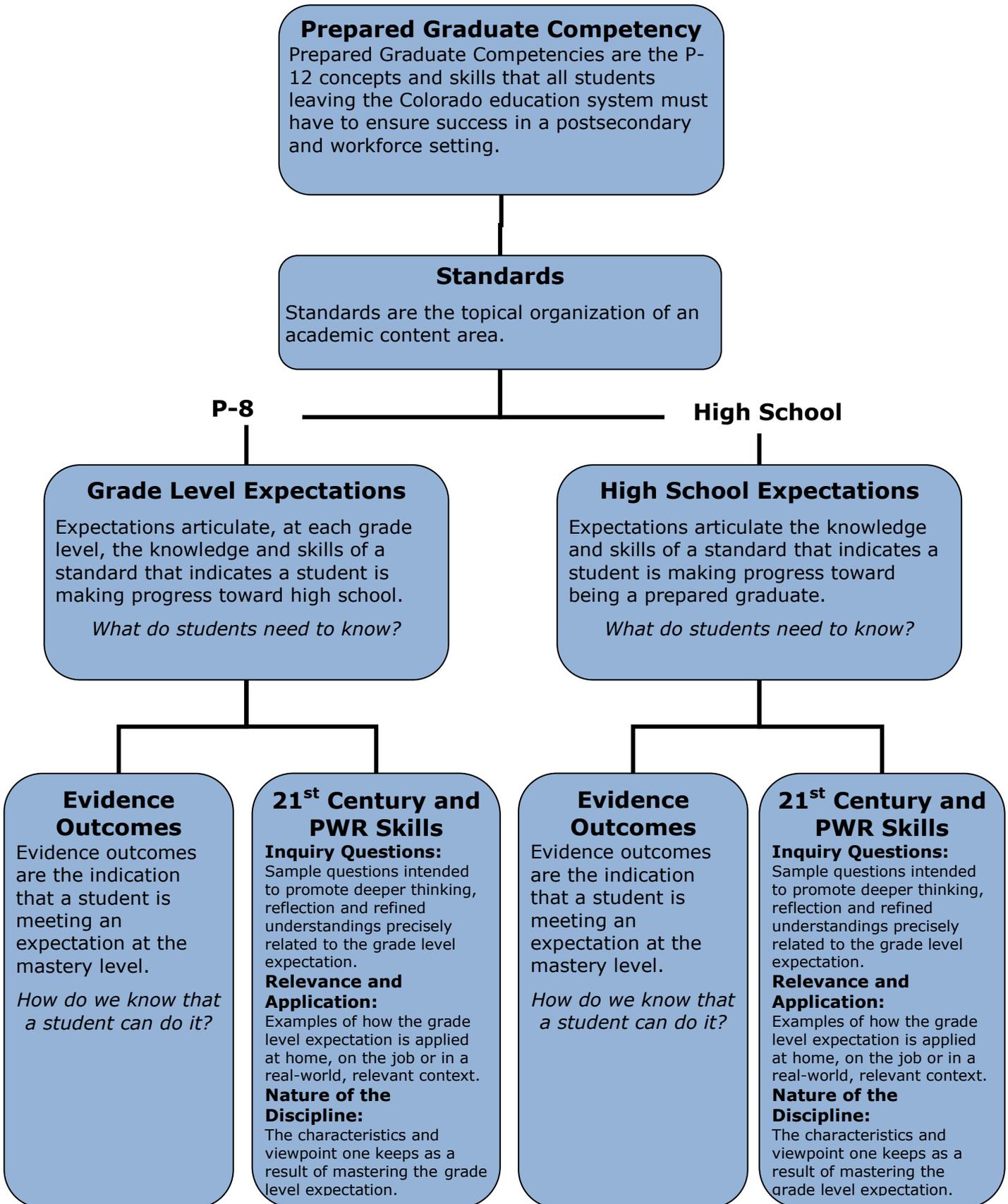
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Music

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in music:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind
- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples
- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in making and defending musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Colorado Academic Standards 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 demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

2. Creation of Music

The creation of music is the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece 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, including musical performance and composition.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Purpose of Performance and Generalist Pathways in High School

To meet the basic needs of all students and the advanced needs of those pursuing careers in music, the Standards Review Committee has developed a **generalist** and **performance** track.

The generalist track describes students who have limited interest in music performance or music-related vocations, or whose interest lies within other aspects of music-related vocations, such as sound engineering where their performance or music literacy skills do not require the highest level of musicianship or ability. Some students in the generalist pathway may not have pursued music performance in grades 5-8, and may have minimal performance skills and experience. Students are still expected to meet all of the graduate competencies, but at a less rigorous level.

The performance track is directed at students who intend to pursue postsecondary education or vocation in music that might lead to careers in music education, music performance, composition, production, music business, or other music-related areas. The expectations in the performance track meet all of the graduate competencies with a much higher degree of rigor, appropriate to the expectations of postsecondary music opportunities.

Vocal and Instrumental Expectations

The expectations in these standards are for both vocal and instrumental music. There are specific standards for instrumental or vocal technique; otherwise all expectations can and should be applied to all musicians, instrumental and vocal.

Music

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
First Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Expressively perform in groups or independently 2. Perform basic rhythmic and melodic patterns
2. Creation of Music	<ol style="list-style-type: none"> 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others 2. Identify musical patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension of gradual changes in dynamics and tempo 2. Aurally identify components of musical form 3. Comprehension of basic vocal and instrumental tone colors 4. Comprehension of basic rhythmic and melodic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for the contributions of self and others in a musical setting 2. Comprehension of basic components of music and musical performance at a beginning level 3. Identify music as an integral part of everyday life

21st Century Skills and Readiness Competencies in Music

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's music students need a repertoire of knowledge and skills that is more diverse, complex, and integrated than any previous generation. Music is inherently demonstrated in each of Colorado 21st century skills, as follows:

Critical Thinking and Reasoning – When students demonstrate musical knowing, they are able to integrate varying perspectives when expressing themselves in a variety of ways, creating new musical works and analyzing musical works. Producing a quality musical performance requires a synthesis of creative, expressive, and technical skill; self-adjustment; listening; and adjustment of tone, pitch, and volume to create a balanced and effective sound. Music constantly challenges students to use multiple processes and diverse perspectives when performing, analyzing, or making informed decisions.

Information Literacy – Musical knowledge acquisition requires students to analyze scores, performances, genre, and style. Source discernment is vital in these endeavors because it allows students to interpret musical messages differently including points of view. When students research music using inquiry through critical listening, describing, and evaluating, they become educated consumers and aficionados.

Collaboration – Music education requires students to collaborate within a variety of instrumental and vocal ensembles. The synergy and discipline that musical ensembles foster create leadership skills and self-awareness. When students communicate the language of music to a variety of audiences through response to conductor's cues and interpretation, they demonstrate collective problem-solving skills that are readily transferred in all aspects of life.

Self-Direction – Students that participate in music develop self-discipline, persistence, and resilience. The ownership of their compositions and performances provides mastery of skills and a passionate work ethic to continually strive for excellence. Through improvisation and adaptability, students demonstrate initiative to use their interpersonal skills to influence others, identify and define authentic problems, and produce innovative and imaginative new compositions.

Invention – The diversity in musical style, form, and genre would not exist without the underlying promise of innovation and the possibilities of creating something new. Students integrate ideas to create original works through personal or group expression. They construct knowledge and challenge choices when arranging, orchestrating, improvising, and using technology to develop musical compositions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Expressively perform using simple techniques in groups and independently

Evidence Outcomes

Students can:

- a. Use the head voice to produce a light, clear sound (DOK 1-2)
- b. Maintain steady beat (DOK 1-2)
- c. Respond to cues of a conductor for stopping and starting (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to keep a steady beat?
2. How is singing similar to speaking?
3. What is the role of the conductor?

Relevance and Application:

1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills.
2. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills.
3. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings.

Nature of Music:

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

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

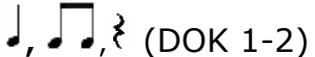
Grade Level Expectation: First Grade

Concepts and skills students master:

2. Perform basic rhythmic and melodic patterns

Evidence Outcomes

Students can:

- Perform four-beat patterns that include sol-mi-la or mi-re-do pitches and  (DOK 1-2)
- Play simple patterns (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do the beats in music relate to counting in math?
- Why is it important to follow music symbols when performing?

Relevance and Application:

- Simple songs can be used to teach content such as counting, spelling, literature sequencing, and scientific topics.
- Tracking music on a page aids in developing skills needed in beginning reading.
- Audio devices and music software can be used to demonstrate simple four-beat patterns.

Nature of Music:

- 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.

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Content Area: Music

Standard: 2. Creation of Music

Prepared Graduates:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Demonstrate creation of short, independent musical phrases and sounds alone and with others

Evidence Outcomes

Students can:

- a. Create instrumental and vocal sounds to accompany poems, rhymes, and stories (DOK 1-3)
- b. Improvise short phrases using the l-s-m or m-r-d tone-set (DOK 2-3)
- c. Use movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc. (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do some melodies sound better than others?
2. How does movement demonstrate what people hear?
3. How does music tell a story?

Relevance and Application:

1. Using software and other technology to create music aids in helping the beginning musician successfully create music.
2. The ability to explain why one type of music matches a story better than another type of music builds an understanding of the connection of how literature tells a story and how music tells a story.
3. Improvising to simple phrases and reacting to dynamics and form in music are the foundation to understanding the fundamental structures of music.

Nature of Music:

1. Music tells a story.

Content Area: Music

Standard: 2. Creation of Music

Prepared Graduates:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Identify musical patterns

Evidence Outcomes

Students can:

- a. Create patterns using known rhythms and pitches (DOK 1-3)
- b. Use iconic notation within the treble staff (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does constructing something new help you create and express ideas?
2. Why is it important that you learn the notation of music that is performed?
3. Where else can you find patterns?
4. Why are patterns important in music?

Relevance and Application:

1. Young minds rely on patterns to interact with and understand the world around them.
2. Demonstrating how patterns change in various songs from different cultures, historical eras, styles, and genres builds a fundamental respect for differences.
3. Using iconic notation for what is heard in music is the first step in developing an understanding of the musical language just as invented spelling is used to identify what is heard in spoken language.

Nature of Music:

1. Music has many patterns.

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Comprehension of gradual changes in dynamics and tempo

Evidence Outcomes

Students can:

- a. Use vocabulary for getting louder/softer and getting faster/slower (DOK 1-2)
- b. Demonstrate getting louder/softer and getting faster/slower using movement, voice, and instruments (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes music interesting to listen to?
2. Why are there changes in tempo and dynamics in music?

Relevance and Application:

1. Explaining the difference between making music louder or softer with a volume controller versus how music is performed provides the understanding that dynamics changes involve changes in intensity and character, not just a change in decibels.
2. Using video and audio clips to identify the louder and softer parts of music illustrates the large variety of ways these elements are used in music.

Nature of Music:

1. The application of expressive elements enhances musical performance.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Grade Level Expectation: First Grade

Concepts and skills students master:

- 2. Aurally identify simple components of musical form

Evidence Outcomes

Students can:

- a. Aurally identify introduction (DOK 1-2)
- b. Aurally identify phrase (DOK 1-2)
- c. Aurally and visually identify AB form (DOK 1-2)
- d. Visually identify staff and repeat signs (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What makes music interesting to listen to?
- 2. How will being able to identify notational elements help in music-making?
- 3. How are musical phrases and sentences similar or different?
- 4. Why is using a repeat important when you can just copy the same section out?

Relevance and Application:

- 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 patterns provides a connection to what a pattern is, how it is constructed, and where it can be found.

Nature of Music:

- 1. Most musical compositions have a specific structure.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Comprehension of basic vocal and instrumental tone colors

Evidence Outcomes

Students can:

- a. Identify pitched and non-pitched classroom instruments using sight and sound (DOK 1)
- b. Identify and demonstrate singing, speaking, whispering, and shouting voices (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do instruments sound different?
- 2. Why do others have different music preferences?
- 3. How is music used in community events and celebrations?
- 4. How does music make you feel different?

Relevance and Application:

- 1. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors.
- 2. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener.
- 3. Similarities and differences can be identified between the use of color in visual arts and tone color and texture in music.

Nature of Music:

- 1. Unique tone qualities are found in varying styles and genres of music.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

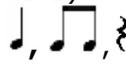
Grade Level Expectation: First Grade

Concepts and skills students master:

4. Comprehension of basic rhythmic and melodic patterns

Evidence Outcomes

Students can:

- a. Demonstrate steady beat, strong/weak beat, difference between beat, and rhythm (DOK 1-2)
- b. Aurally recognize and demonstrate going up/going down, and sol-mi-la (or mi-re-do) pitches (DOK 1-2)
- c. Identify and notate using  (DOK 1-2)
- d. Discriminate between same/different rhythmic and melodic patterns (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to keep a steady beat?
- 2. How will identifying notes and rests help me in performing music?
- 3. How will echoing different pitches help in understanding a song?

Relevance and Application:

- 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. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms.
- 3. Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter rests.

Nature of Music:

- 1. Music notation is a visual representation of organized sound and silence.
- 2. Patterns occur in music and in the world.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Demonstrate respect for the contributions of self and others in a musical setting

Evidence Outcomes

Students can:

- a. Participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others (DOK 1-2)
- b. Reflect on the performance of others (DOK 1-3)
- c. Demonstrate audience behavior appropriate for the context and style of music performed (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When is it appropriate or not appropriate to talk during a musical performance?
2. Why is it important to listen respectfully to live performances?
3. How does an individual contribute to effective music-making?
4. Why are the contributions of others important to music-making in group settings?

Relevance and Application:

1. Discussing situations when music is the focus of attention and contrasting with those when music is a secondary element help to identify the various ways music is used.
2. Discussing nonmusical settings (such as athletic events, speeches, dance performances, theatre) where audiences behave similarly or differently than musical settings provides understanding about the varying purposes of audiences in society.

Nature of Music:

1. The role of the audience in a musical performance includes listening to and appreciating music, being respectful of others, and encouraging the performers, when appropriate.
2. People have individual musical preferences because in many ways, music affects individuals differently.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Comprehension of the basic components of music and musical performances at a beginning level

Evidence Outcomes

Students can:

- a. Create movements to music that reflect focused listening (DOK 2-4)
- b. Describe how ideas or moods are communicated through music (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. Considering how the use of various instruments and/or voices changes the feelings that music conveys provides a fundamental understanding of how music communicates.
2. Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies, theatre, dance performances, commercials).

Nature of Music:

1. Music, like other art forms, exists to express thoughts and emotions as well as communicate how people perceive the world.
2. When people listen to music, they can perceive some of the thoughts and feelings of the musician who created it.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Identify music as an integral part of everyday life

Evidence Outcomes

Students can:

- a. Identify, discuss, and respond to music written for specific purposes (such as holiday, march, lullaby) (DOK 1-2)
- b. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural or geographical associations (DOK 1-2)
- c. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form) (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does music that is composed for various purposes contribute to a specific experience?
2. What causes various instruments and voices to sound different from each other?
3. How does movement to music differ from one culture to another?

Relevance and Application:

1. Observing and imitating movement to a variety of musical styles including cultural and historical excerpts provide an understanding of the variety of ways people can express themselves through music and movement.
2. Using pictures and books to recognize various instruments used in different types of music develops an initial ability to identify the various shapes and sizes of instruments.
3. Using a common music vocabulary to describe instruments, voices, and musical styles helps people understand one another.

Nature of Music:

1. Music has many uses and functions in people's lives.
2. Different kinds of music are appropriate for different functions and events.

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