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| **Content Area** | Music | | | **Grade Level** | Kindergarten | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Expression of Music | 1. Perform independently | | | | | | MU09-GR.K-S.1-GLE.1 |
| 1. Respond to music with movement | | | | | | MU09-GR.K-S.1-GLE.2 |
| 1. Creation of Music | 1. Create music through a variety of experiences | | | | | | MU09-GR.K-S.2-GLE.1 |
| 1. Identify simple musical patterns | | | | | | MU09-GR.K-S.2-GLE.2 |
| 1. Theory of Music | 1. Comprehension of musical opposites | | | | | | MU09-GR.K-S.3-GLE.1 |
| 1. Comprehension of basic elements of musical form | | | | | | MU09-GR.K-S.3-GLE.2 |
| 1. Identify different vocal and instrumental tone colors | | | | | | MU09-GR.K-S.3-GLE.3 |
| 1. Identify simple rhythmic patterns | | | | | | MU09-GR.K-S.3-GLE.4 |
| 1. Aesthetic Valuation of Music | 1. Demonstrate respect for the contribution of others in a musical setting | | | | | | MU09-GR.K-S.4-GLE.1 |
| 1. Respond to musical performance at a basic level | | | | | | MU09-GR.K-S.4-GLE.2 |
| 1. Identify and discuss music and celebrations in daily life | | | | | | MU09-GR.K-S.4-GLE.3 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Sounds in My World | | | 12 Weeks | | | 1 | |
| Show Me the Way to…… | | | 12 Weeks | | | 2 | |

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| **Unit Title** | Sounds in My World | | | **Length of Unit** | 12 Weeks |
| **Focusing Lens(es)** | Play/Exploration | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.K-S.1-GLE.1, MU09-GR.K-S.1-GLE.2  MU09-GR.K-S.2-GLE.1, MU09-GR.K-S.2-GLE.2  MU09-GR.K-S.3-GLE.1, MU09-GR.K-S.3-GLE.2, MU09-GR.K-S.3-GLE.3, MU09-GR.K-S.3-GLE.4  MU09-GR.K-S.4-GLE.3 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How do you decide when to use your speaking voice and your singing voice? (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.3-GLE.1,2,3,4) and * Does all music use patterns? * Can you make music without patterns? * Why do people move to music? | | | | |
| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation | | | | |
| **Concepts** | Patterns, Movement, Technique, Rhythm, Space/Time/Energy, Melody, Exploration, Expressive Elements (dynamics, tempo, articulation) | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Musical patterns can inform choices for movements. (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.3-GLE.1-EO.b) | What kind of movement did you use to show the pattern in (insert piece) (i.e. Schumann’s *The Wild Horsemen*) (long/short, high/low, fast/slow)?  What ta and ti-ti pattern does clapping your name show? | How do patterns influence your movement? |
| Exploration with the voice facilitates development of proper technique. (MU09-GR.K-S.1-GLE.1-EO.a) and(MU09-GR.K-S.2-GLE.1-EO.a) and (MU09-GR.K-S.3-GLE.1,3)and (MU09-GR.K-S.4-GLE.3-EO.c) | How do you know when you are using your singing voice or your speaking voice? | How does exploring with your voice make you a better singer? |
| Rhythm establishes musical patterns. (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.2-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.1,2,4) | What is the pattern you hear in (insert piece) (i.e. *BINGO*)? | Where else in your life can you find patterns? |
| Space, time, and energy combine to develop movement choices. (MU09-GR.K-S.1-GLE.2-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.b) | Would galloping or stomping be an appropriate movement for (insert piece) (i.e. Schumann’s *The Wild Horsemen*)? | Why do people move to music? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Words have patterns that can be called rhythms. (MU09-GR.K-S.1-GLE.1, 2) and (MU09-GR.K-S.2-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.4-EO.b, c) * The difference between a singing voice and a speaking voice. (MU09-GR.K-S.1-GLE.1-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.a) and (MU09-GR.K-S.3-GLE.3-EO.a, b) * The difference between short and long sounds and silence. (MU09-GR.K-S.1-GLE.2-EO.b) and MU09-GR.K-S.2-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.1,4) * Instruments have different sound qualities. (MU09-GR.K-S.3-GLE.3-EO.b) and (MU09-GR.K-S.4-GLE.3-EO.c) | * Perform patterns by singing, chanting, playing, and moving. (MU09-GR.K-S.1-GLE.1, 2) and (MU09-GR.K-S.3-GLE.4-EO.b) * Respond appropriately with singing and speaking voices in songs, stories, and poems. (MU09-GR.K-S.1-GLE.1) and (MU09-GR.K-S.2-GLE.1-EO.a) * Demonstrate patterns in music through movement (MU09-GR.K-S.1-GLE.2) and (MU09-GR.K-S.3-GLE.1,4) * Describe the timbre of non-pitched instruments. (MU09-GR.K-S.3-GLE.3-EO.b) and (MU09-GR.K-S.4-GLE.3-EO.c) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Patterns can be performed by using singing/speaking voices and rhythmic movement.* |
| **Academic Vocabulary:** | Pattern, singing, speaking, silence | |
| **Technical Vocabulary:** | Steady beat, rhythm syllables for quarter note and paired eighth note (i.e. ta; ti-ti), rhythm | |

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| **Unit Title** | Show Me the Way to…… | | | **Length of Unit** | 12+ Weeks |
| **Focusing Lens(es)** | Structure and Function | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.K-S.1-GLE.1, MU09-GR.K-S.1-GLE.2  MU09-GR.K-S.2-GLE.1, MU09-GR.K-S.2-GLE.2  MU09-GR.K-S.3-GLE.1, MU09-GR.K-S.3-GLE.2, MU09-GR.K-S.3-GLE.4  MU09-GR.K-S.4-GLE.1, MU09-GR.K-S.4-GLE.2, MU09-GR.K-S.4-GLE.3 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why do people use music for celebrations? (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.2-GLE.1,2) and (MU09-GR.K-S.3-GLE.1,2,4) and (MU09-GR.K-S.4-GLE.1,2,3) * Should everyone want to move the same when listening to the same music? Why or why not * How does the music inspire people to move a certain way? | | | | |
| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation | | | | |
| **Concepts** | Order/Form, Moods, Culture/Influence, Rhythm, Tradition, Movement, Investigate/Discovery, Expressive Elements (dynamics, tempo, articulation), Structure | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| The structure of music can organize movement. (MU09-GR.K-S.1-GLE.2) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2,4) and (MU09-GR.K-S.4-GLE.2,3) | Which parts are the same in (insert piece) (i.e. *Chopin: Ballade #1 in G Minor*)? | Why does one way of moving not always fit an entire piece of music? |
| Cultures convey musical traditions through their dances, voices, and instruments. (MU09-GR.K-S.4-GLE.2,.3) | What traditions or instruments are connected to certain types of music?  Why do we sing certain types of songs at certain times of the year- i.e. spooky songs at Halloween? | What makes music special to people? |
| Expressive elements communicate mood in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2-EO.b) and (MU09-GR.K-S.4-GLE.2-EO.a, b) | Is (insert song) (i.e. *If You’re Happy and You Know It*)a happy song/sad song/exciting song? | What makes a song sound happy or sad? |
| Movement can demonstrate expressive elements. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and ( MU09-GR.K-S.3-GLE.1,2) and (MU09-GR.K-S.4-GLE.2, 3) | Would you choose to move fast or slow to (insert piece) (i.e. “Aquarium” from *Carnival of the Animals*)? | How can expressive elements in music help you to know how to move? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Music has structure through repetitive patterns. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b) * Why we sing particular songs (i.e. *Jingle* Bells) at a particular season or time. (MU09-GR.K-S.4-GLE.1,2) and(MU09-GR.K-S.4-GLE.3-EO.a, c) * Expressive elements (high/low, fast/slow, loud/soft) (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.2-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b) | * Respond kinesthetically to musical phrases. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b) * Identify and sing songs from a variety of cultures and styles. (MU09-GR.K-S.4-GLE.2, 3-EO.a) * Demonstrate and identify expressive elements in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Different music has different patterns (foundational for understanding the structural and cultural elements of music).* |
| **Academic Vocabulary:** | Culture, Celebrations, high/low, fast/slow, loud/soft, style, traditions, patterns | |
| **Technical Vocabulary:** | Expressive, culture, phrase | |