



★
Colorado
Academic Standards

Music



Adopted 2022



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Music Standards Review and Revision Committee

Co-Chairperson

Amy Martinson
Curriculum and Instruction Manager
Arts and Physical Education Department
Denver Public Schools

Co-Chairperson

Cynthia Smith
Fine Arts and Gifted and Talented Specialist
Pueblo School District 60

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Moffat County High School
Moffat County School District

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Music Teacher
Washington Primary School
Rocky Ford School District R2

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K-5 General Music Teacher
Columbine Elementary
St. Vrain Valley School District

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Choir Teacher
The Academy of Charter Schools
Adams 12 Five Star Schools

Julia Brochey
Music and Theatre Teacher
Spark Online
Colorado Springs School District 11

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Choir and Drama Teacher
Newton Middle School
Littleton Public Schools

Annette Lauer
Choir Teacher
Carson Middle School
Fountain-Fort Carson School District 8

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Director of Band and Music Department Choir
Poudre High School
Poudre School District

Michele Massey
Band, Choir, and Orchestra Director
Walt Clark Middle School
Thompson School District

Luke Wachter
Associate Director, Educational Initiatives
Newman Center for the Performing Arts

Lauren Maxwell
General Music Teacher
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Kathryn Ward
K-5 Music Educator
Prairie Winds Elementary School
Pueblo County School District 70

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Note: The above listing reflects the people and roles in 2022 when these standards were adopted.

Purpose of Music

“Music does a lot of things for a lot of people. It’s transporting, for sure. It can take you right back, years back, to the very moment certain things happened in your life. It’s uplifting, it’s encouraging, it’s strengthening.” ~Aretha Franklin

“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

“How great musicians demonstrate a mutual respect and trust on the bandstand can alter your outlook on the world and enrich every aspect of your life, understanding what it means to be a global citizen in the most modern sense.” ~Wynton Marsalis

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 nurtures 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 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.

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/demonstration 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, using, but not limited to, written notation, iconic symbols, or graphic and electronic representations.

3. Theory of Music

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

4. Response to Music

Response to 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.

Skill Acquisition Levels in Music

Novice is the entry point for a student new to self-selected music participation, or what might be expected of a student who has completed one full school year of participation, regardless of grade level.

Intermediate is the level of approximately two full school years of music participation.

Proficient is the level of approximately three full school years of music participation.

Accomplished is the level for students who have achieved the standards in the previous three acquisition levels and choose to continue participating in music. Music teachers can work together with students in the accomplished level to meet the students' needs in engaging with musical experiences and practices.

Supporting Diversity and Inclusion in Teaching Music

The 2022 Colorado Academic Standards Music Revision Committee supports including musical experiences that incorporate the social, cultural, and historical contexts included in the creation and performance of music. Professional music educators can facilitate musical experiences that promote recognition of, respect for, and responsiveness to diverse musics from around the world, including those musics that are traditionally underrepresented.

Glossary of Terms in Music Standards

Arrange - the process of reconceptualizing previously created music. Final products can be demonstrated through a variety of means.

Compose - the process of creating an original musical idea that can be shared through performance/demonstration, written, iconic, and/or electronic representation. Composing can be informal or formal using a variety of notation systems that results in a composition. Compositions may look different across different grade levels and individual classrooms.

Developmentally Appropriate - educational and musical decisions that are age and ability appropriate.

Improvise - create and perform spontaneously, or without preparation through a variety of means. Improvisation may have musical parameters that assist the student in conveying intent.

Independent Musicianship - the student will be able to demonstrate the musical skill/concept independently (with or without an ensemble) without the assistance of an educator.

Intent - the artistic decisions musicians make to communicate meaning, such as ideas, emotions, images as a reflection of society, history, and culture.



Notation - a documented representation of a musical idea. There are numerous ways that musical ideas can be notated including, but not limited to written notation, icons/symbols, and electronic/technological programs.

Perform/Demonstrate - to share musical skills and concepts (e.g. sing, play, create, listen, write discuss, etc.). These musical learnings can be shared in a variety of environments including, but not limited to the classroom, public performances, and recordings. To perform does not require an outside audience to be present.

Tonalities - organization or relationship to a set of sounds.

Variety of Means - the numerous ways a student can demonstrate and apply musical concepts in the classroom. School resources can dictate how an educator might design appropriate learning experiences. Examples include, but are not limited to performance (sing/play/move), composition, games, improvisation, use of technology, and listening/responding activities.

How to Read the Colorado Academic Standards

CONTENT AREA Grade Level, Standard Category		 COLORADO Department of Education		
<p>Prepared Graduates: The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.</p> <p>Grade Level Expectation: The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.</p> <table border="0"><tr><td><p><u>Evidence Outcomes</u></p><p>The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.</p></td><td><p><u>Academic Context and Connections</u></p><p>The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the Colorado Essential Skills, which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.</p><p>The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.</p></td></tr></table>			<p><u>Evidence Outcomes</u></p> <p>The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.</p>	<p><u>Academic Context and Connections</u></p> <p>The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the Colorado Essential Skills, which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.</p> <p>The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.</p>
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Grade Level, Standard Category	Colorado Academic Standards	GLE Code 		

Academic Context and Connections in Music

Colorado Essential Skills: These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the [Colorado Essential Skills](#) named in the parentheses.

Inquiry Questions: The sample questions that are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations.

Expand and Connect: Ideas that can be used to expand student thinking around the concepts, connect to other musical concepts, or connect to other content areas outside 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 in a variety of modes.
- 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, and appropriate children's literature.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Make and listen to music.
2. Use their voices in different ways (e.g., varying volume/dynamics, 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 hand gestures and body actions/movements to the words.
5. Read culturally diverse 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. Incorporate hand signs and body actions/movements to the lyrics of the songs.
3. Play 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 a variety of 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 a variety of culturally diverse songs and singing games.
- b. Demonstrate awareness of changes in music with body percussion or movement.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Sing a tone/pitch or make a sound and invite children to repeat or echo it.
2. Experiment with having children match sounds, beats, words, pitches and speed/tempo.
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 steady beat.

Examples of Learning/Children May:

1. Clap hands in response to music.
2. Make sounds vocally and instrumentally with a variety of pitched, non-pitched, traditional, and non-traditional instruments.
3. Use words such as loud or quiet, fast or slow to describe music.
4. Move arms up to high notes/pitches and down to low notes/pitches.

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 learned songs with and without recordings.
2. Choose when to appropriately sing, speak, and chant the words of a learned song.
3. Practice using high and low vocal sounds/pitches.
4. Play a variety of culturally diverse 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 activities
- b. Use improvised movement to demonstrate musical awareness

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Participate 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. Respond to rhythm using student choice of demonstration.
- b. Respond to pitch using student choice of demonstration.
- c. Respond to dynamics using student choice of demonstration.
- d. Respond to structure using student choice of demonstration.
- 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. Respond to dynamics and tempo using student choice of demonstration.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide opportunities for children to listen to a variety of culturally diverse recorded music while drawing or painting, as well as other appropriate classroom activities.
2. Model moving arms up when hearing high notes/pitches and down with low notes/pitches.
3. Demonstrate a variety of vocal and instrumental sounds.
4. Play sounds that students may hear in their environment (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/pitches and down to low notes/pitches.
3. Identify types of sounds (vocal, instrumental, or environmental).
4. Use words to identify sounds they hear in their environment.

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 culturally diverse musical styles.
3. Provide children with access to an organized music area and supply with a range of culturally diverse recorded music 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, and/or play instruments 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 culturally diverse music from media, community, and home events.
- b. Listen and respond to various musical styles (such as marches, mariachi, 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 culturally diverse 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, mariachi, etc.).
2. Bounce, sway, walk, march, skip to music.

MUSIC

Kindergarten, Standard 1. Expression of Music



COLORADO
Department of Education

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 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. (Creativity and Innovation)
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Critical Thinking and 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/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, expressive elements.

Evidence Outcomes

Students Can:

- a. Demonstrate using developmentally appropriate songs and singing games from a variety of cultures.
- b. Demonstrate speaking, singing, whispering, shouting, and inner voice (audiation).

Academic Context and Connections

Colorado Essential Skills:

1. Communicating a variety of ideas and emotions through performance demonstrates a willingness to try new things. (Adaptability and Flexibility)
2. Accurately recognize one's own emotions, thoughts, and values and how they influence a performance. (Self-Awareness)
3. Articulate musical ideas using different forms of communication to express themselves. (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 developmentally appropriate 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. (Perseverance and 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. (Critical Thinking and Analysis)
3. Implementing a variety of teacher provided task and time management strategies through musical practice and refinement processes supports development of high-quality musical products determined by teacher criteria. (Self-Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Data 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 accurately respond to musical elements.
3. Music can contain 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. (Creativity and Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Adaptability and Flexibility)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic Engagement)

Inquiry Questions:

1. How can 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/differentiate 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. (Creativity and Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Self-Awareness)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Adaptability and Flexibility)

Inquiry Questions:

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

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/differentiate and demonstrate fast/slow.
- b. Dynamics: Identify/differentiate and demonstrate loud/quiet, 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. (Self-Awareness)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Adaptability and Flexibility)
3. Using a variety of expressive elements in music demonstrates an ability to try new things. (Creativity and Innovation)

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 and societal opposites.
2. Demonstrating musical opposites through movement helps to assess one's understanding of opposites.
3. Various musical styles (folk music, classical music, marches, and 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 structure provides a format to describe cause and effect relationships and patterns (Critical Thinking and Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Self-Management)

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 and modalities (e.g., movement, drawing, story-telling).
- b. Apply musical concepts to describe personal preferences 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. (Self-Awareness)

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. (Global and Cultural Awareness)

Inquiry Questions:

1. Why do we choose different music for different occasions?
2. What causes various instruments and voices to sound different from each other?
3. What makes one genre different from another?

Expand and Connect:

1. Discussing ways that we listen to music in daily life (in the car, headphones, in an audience, on the computer or television) provides a connection to the many purposes and functions music serves in daily life.
2. Providing diverse examples of the use of music in society builds a beginning understanding of the role music plays in individual experiences, family events.



MUSIC

First Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform/Demonstrate music that exhibits learned rhythmic and melodic patterns.

Evidence Outcomes

Students Can:

- a. Demonstrate melodic patterns that include same/different and three-pitch melodies.
- b. Demonstrate rhythmic patterns that include quarter note, paired eighth notes, and quarter rest.
- c. Demonstrate a steady beat while contrasting rhythms are being played.
- d. Apply the concept of steady beat to music with contrasting rhythms and tempos.

Academic Context and Connections

Colorado Essential Skills:

1. Build on personal experience to specify a challenging problem to investigate. (Creativity and Innovation)
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Critical Thinking and Analysis)
3. Demonstrate a willingness to try new things. (Creativity and Innovation)

Inquiry Questions:

1. Why is it important to keep a steady beat in certain situations?
2. Why are patterns important in music?

Expand and Connect:

1. Use of culturally diverse nursery rhymes and songs to enable varying ways to teach content skills and concepts.
2. Musicality is the ability to perform and respond to music in meaningful ways.
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:

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

Grade Level Expectation:

2. Perform/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, tone and expressive elements.

Evidence Outcomes

Students Can:

- a. Demonstrate a variety of culturally diverse songs 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. (Adaptability and Flexibility)
2. Consider purpose, formality of context/audience, and distinct cultural norms when planning content, mode, delivery, and expression of a performance. (Social Awareness)
3. Articulate musical ideas using different forms of communication to express themselves. (Interpersonal Communication)

Inquiry Questions:

1. How can music tell a story?
2. Why are there changes in tempo and dynamic level in music?
3. Why is it important to keep a steady beat in certain situations?

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 a variety of 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.
- c. Critique expressive elements performed by others.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Perseverance and 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. (Critical Thinking and Analysis)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes supports development of high-quality musical products. (Self-Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Problem Solver: Critical Thinking and Analysis)

Inquiry Questions:

1. When is a musical work ready to share?
2. Why is it important to interpret music symbols accurately and consistently in certain musical situations?
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 a variety of 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. Create, document, improvise, and arrange short phrases using rhythm and/or pitch.

Evidence Outcomes

Students Can:

- a. Create and document a short instrumental and vocal pattern to accompany culturally diverse poems, rhymes, and stories.
- b. **Improvise** short patterns using learned pitches and rhythms.
- c. **Arrange** instrumental and vocal patterns to enhance culturally diverse 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. (Creativity and Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Adaptability and Flexibility)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic Engagement)

Inquiry Questions:

1. How can music help to tell a story?
2. Why are phrases important in music?
3. How does music notation help a musical creator share and save their 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 expressive elements in creating music can 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-pitch patterns.
- b. Rhythm: Identify and demonstrate rhythmic patterns that include one sound for one beat, two equal sounds for one beat, and one silent beat (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. (Creativity and Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Self-Awareness)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others (Global and Cultural Awareness)

Inquiry Questions:

1. How do melody and rhythm make music interesting?
2. Why is it important to keep a steady beat in certain situations?
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. Students can make connections between one and two syllable words to one sound that represents a single beat of music and two equal sounds that represent a single beat of music.
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, label, 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. (Self-Advocacy and Initiative)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Social Awareness)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Adaptability and Flexibility)

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/structure, meter/beat groupings, and timbre elements.

Evidence Outcomes

Students Can:

- a. Form/Structure: Aurally identify phrase, AB.
- b. Meter/Beat Groupings: Identify and demonstrate steady beat, in different meters/beat groupings.
- 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 (Critical Thinking and Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts (Self-Awareness)

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/groups?

Expand and Connect:

1. Various musical styles (folk music, classical 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. Apply musical concepts to 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. (Critical Thinking and Analysis)

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. (Global and Cultural Awareness)

Inquiry Questions:

1. How does music that is created 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.



MUSIC

Second Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform/Demonstrate music that exhibits learned rhythmic, melodic, and harmonic patterns.

Evidence Outcomes

Students Can:

- a. Demonstrate and connect melodic, rhythmic, and harmonic patterns using expressive elements.
- b. Demonstrate 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. (Creativity and Innovation)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Adaptability and Flexibility)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Perseverance and Resilience)

Inquiry Questions:

1. Are silences as important as sounds in music?
2. How do accompaniments change a song?
3. How do patterns in math connect with patterns in music?

Expand and Connect:

1. Mathematic patterns can be identified in music.
2. Music can communicate a message.



MUSIC

Second Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Perform/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, harmony, tone and expressive elements.

Evidence Outcomes

Students Can:

- a. Demonstrate while using an instrumental accompaniment (e.g., bourdun).
- b. Demonstrate a variety of **developmentally appropriate** and culturally diverse melodies with accurate rhythm, tempo and dynamics.
- c. Make observations and draw conclusions about the rhythms, tempos, and dynamics of the music to which students are singing, playing, and moving.
- d. Apply the concepts of rhythm, tempo, and dynamics to the music to which students are singing, playing, and moving.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. Why is it important to understand how to perform using the accurate 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 express music along with others demonstrates teamwork.
3. Musicality is the ability to perform and respond to music in a variety of 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.
- c. Critique expressive elements performed by others.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Perseverance and 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. (Critical Thinking and Analysis)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes supports development of high-quality musical products. (Self-Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Critical Thinking and Analysis)

Inquiry Questions:

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

Expand and Connect:

1. Learning to express music 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. Create, document, improvise, and arrange phrases using rhythm and/or pitch.

Evidence Outcomes

Students Can:

- a. Create and document 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. (Creativity and Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Perseverance and Resilience)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic Engagement)

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 patterns that include sounds and silence that last two beats and four beats (half note/rest, whole note/rest).
- c. Harmony: Identify and demonstrate introductory harmony using chords (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. (Creativity and Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Career Awareness)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Social Awareness)

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 Western 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 sounds and silences that last two and four beats (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. (Self-Awareness)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Social Awareness)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Collaboration and Teamwork)

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/structure, meter/beat groupings, and timbre elements.

Evidence Outcomes

Students Can:

- a. Form/Structure: Aurally identify ABA, verse/refrain, coda.
- b. Meter/Beat Groupings: Identify and demonstrate duple and triple meter/beat groupings (2/4, 3/4) and strong vs. weak beat within a measure.
- c. Timbre: Aurally organize instruments into categories.

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing musical form and structure provides a format to describe cause-and-effect relationships and patterns. (Critical Thinking and Analysis)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Adaptability and Flexibility)

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. (Self-Awareness)

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 genres 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 connect 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. (Global and 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 mosaic of people from around the world. The foundation for understanding and appreciating 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/Demonstrate music that exhibits learned rhythmic, melodic, and introductory accompaniment components.

Evidence Outcomes

Students Can:

- a. Demonstrate learned melodic, rhythmic, and harmonic phrases using expressive elements.
- b. Demonstrate and connect songs with multiple rhythmic or melodic ostinati in small groups.
- c. Demonstrate and interpret melodies based on the pentatonic scale.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. How are beat and rhythm different?
2. Do you think repetition and/or patterns are important to music? Why?
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.



MUSIC

Third Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Use accurate vocal and instrumental techniques when singing and playing instruments.
- b. Demonstrate two-part songs (e.g., rounds, partner songs) using speech, body percussion, singing, movement, or instruments.
- c. Use **notation** to accurately perform rhythms and melodic direction.

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. (Critical Thinking and Analysis)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Self-Management)
3. Model positive behaviors for others in rehearsals and performances. (Social Awareness)

Inquiry Questions:

1. Why are there changes in tempo, dynamics, and articulations in music?
2. What is the purpose of notating music?
3. Why is it important for ensembles to work as a team?

Expand and Connect:

1. Understanding the physiological aspects of posture, breathing, and technique leads to an understanding of the biological aspects of effective 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.
- c. Critique expressive elements performed by others.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Perseverance and 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. (Critical Thinking and Analysis)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes support development of high quality musical products. (Self-Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Data Literacy)

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. Performance skill can be isolated and adjusted using technological devices to record, compare, and/or evaluate the result of different techniques.
2. Understanding the physiological aspects of posture, breathing, and technique leads to an understanding of the biological aspects of effective music production.

MUSIC

Third Grade, Standard 2. Creation of Music



COLORADO
Department of Education

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. Create and document a melodic and/or rhythmic composition using known rhythms and pitches.
- b. Generate and **improvise** musical ideas within a musical structure (e.g. rondo).
- c. **Arrange** an accompaniment to support a musical idea using known rhythms or pitches.

Academic Context and Connections

Colorado Essential Skills:

1. Composing, improvising, and arranging help to synthesize ideas in original and surprising ways. (Creativity and Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Self-Awareness)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic Engagement)

Inquiry Questions:

1. How are specific criteria in creating music similar to specific criteria in writing?
2. What other areas of your life do you improvise?
3. What are some characteristics of your favorite melodies?

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.

Evidence Outcomes

Students Can:

- a. Melody: Identify and demonstrate musical symbols by name or function.
- b. Rhythm: Identify and demonstrate four sixteenth notes, dotted half note.
- c. Harmony: Identify, perform, or respond to harmonic changes using tonic and dominant chords (e.g., intervals, bourdun, 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. (Creativity and Innovation)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Career Awareness)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Social Awareness)

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. How can harmony change the way music feels?

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.



MUSIC

Third Grade, Standard 3. Theory of Music



COLORADO
Department of Education

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. (Self-Awareness)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Social Awareness)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Adaptability and Flexibility)

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/Structure: Aurally identify rondo.
- b. Meter/Beat Groupings: 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. (Adaptability and Flexibility)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Self-Awareness)

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. (Self-Awareness)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Critical Thinking and Analysis)

Inquiry Questions:

1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. How can individuals show respect toward different 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. (Global and Cultural Awareness)

Inquiry Questions:

1. How does understanding music of different cultures impact your musical preference?
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.



MUSIC

Fourth Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform/Demonstrate music that exhibits learned rhythmic, melodic, and chordal accompaniment components.

Evidence Outcomes

Students Can:

- a. Demonstrate three-part vocal and/or instrumental rounds.
- b. Demonstrate learned melodic, rhythmic, and harmonic patterns using expressive elements.
- c. Demonstrate and differentiate between 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. (Data Literacy)
2. Build on personal experience to specify a challenging problem to investigate. (Creativity and Innovation)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision-making. (Collaboration and Teamwork)

Inquiry Questions:

1. How do changes in musical elements affect the way we interpret music?
2. How do accompaniments affect music?
3. How is music and language similar?

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.



MUSIC

Fourth Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Perform/Demonstrate complex notated songs with accurate pitch, rhythm, tone, harmony and expressive elements.

Evidence Outcomes

Students Can:

- a. Demonstrate melodic, rhythmic, and harmonic patterns with attention to tempo, dynamics, and articulation learned from notation.
- b. Demonstrate tempo, dynamic and articulation indications in musical examples.

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. (Critical Thinking and Analysis)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Self-Management)
3. Demonstrate leadership skills (e.g., organizing others, taking initiative, self-confidence in performance) in rehearsals and performances. (Self-Advocacy and Initiative)

Inquiry Questions:

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

Expand and Connect:

1. Musicality is the ability to perform and respond to music in meaningful ways.
2. Musical creations can represent the main idea of a message.



MUSIC

Fourth Grade, Standard 1. Expression of Music



COLORADO
Department of Education

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.
- c. Critique expressive elements performed by others.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Perseverance and Resilience).
2. Identifying performance problems within musical practice and refinement processes, increases critical thinking within a musical context. (Critical Thinking and Analysis)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes support development of high-quality musical products. (Self-Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Data Literacy)

Inquiry Questions:

1. When is a musical work ready to share in a formal performance setting?
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 creations can represent 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 musical ideas using rhythms and pitches.

Evidence Outcomes

Students Can:

- a. Create and document melodic and/or rhythmic composition in known form using known rhythms and pitches.
- b. Generate and **improvise** musical ideas using known rhythms and pitches.
- c. **Arrange** a known melody by changing a musical component such as the style (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. (Creativity and Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Creativity and Innovation)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic Engagement)

Inquiry Questions:

1. How is creating and documenting music related to writing stories?
2. How does improvising with voice differ from improvising on a different 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.

Evidence Outcomes

Students Can:

- a. Melody: Identify and perform, or respond to in major/minor **tonalities**.
- b. Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets.
- c. Harmony: Identify, perform, or respond to 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. (Creativity and Innovation)
2. Writing music provides opportunities for knowledge application, informed decision-making, and knowledge transference to new contexts. (Data Literacy)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Social Awareness)

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. (Self-Awareness)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Adaptability and Flexibility)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Creativity and Innovation)

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 and analyzation of musical similarities and differences allows for the building of musical literacy.
2. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.



MUSIC

Fourth Grade, Standard 3. Theory of Music



COLORADO
Department of Education

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/Structure: Aurally identify a variety of forms including recurring themes, interludes, canons and theme/variations.
- b. Meter/Beat Groupings: 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. (Data Literacy)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Data Literacy)

Inquiry Questions:

1. How does a theme unify sections of a piece of music?
2. How do different cultures use different forms/structures, meters/beat groupings, and timbre elements to communicate musical ideas?
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. (Critical Thinking and Analysis)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Critical Thinking and Analysis)

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. Analyze the influence of the musics of various cultures and their role in American history (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. (Global and Cultural Awareness)

Inquiry Questions:

1. If you could be born in a different historical musical period than ours, which would you choose? Why?
2. Why is it important to have a variety and diversity of musical styles available to society?
3. How do you think music has played a role in historical events?

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 helps 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.

MUSIC

Fifth Grade, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform/Demonstrate music that exhibits learned rhythmic, melodic, and accompaniment components.

Evidence Outcomes

Students Can:

- a. Demonstrate and compare and contrast harmonic changes in songs (e.g., major vs. minor, blues, chord progressions, etc.).
- b. Demonstrate learned melodic, rhythmic, and harmonic patterns using expressive elements.
- c. Demonstrate 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. (Critical Thinking and Analysis)
2. Build on personal experience to specify a challenging problem to investigate. (Creativity and Innovation)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Collaboration and Teamwork)

Inquiry Questions:

1. How do harmony and modes and/or tonalities affect music?
2. How is music like a language?
3. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?
4. How is the human voice like other instruments?

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/Demonstrate extended notated songs with accurate pitch, rhythm, tone, harmony and expressive elements.

Evidence Outcomes

Students Can:

- a. Demonstrate multi-layered rhythmic and melodic pieces and songs (e.g., rounds, partner songs, descants) learned from notation.
- b. Demonstrate 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. (Critical Thinking and Analysis)
2. Apply knowledge to set goals, make informed decisions and transfer to a performance. (Self-Management)
3. Demonstrate confidence in rehearsals and performances while recognizing personal actions impact others. (Social Awareness)

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 similar ideas in different ways.
2. Knowledge of how expressive elements are used gives insight and predictability to musical structure.
3. Proper care of instruments, including voice, 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.
- c. Critique expressive elements performed by others.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating progress through practicing and adapting musical skills to attain performance goals aids in developing musicianship. (Perseverance and 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. (Critical Thinking and Analysis)
3. Implementing a variety of task and time management strategies through musical practice and refinement processes support development of high-quality musical products. (Self-Management)
4. Synthesizing information from multiple sources helps to demonstrate understanding of a topic. (Data Literacy)

Inquiry Questions:

1. When is a musical work ready to share?
2. Why is it important to practice for accuracy?
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 instruments, including voice, 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 a musical idea using rhythm and pitches with accompaniment.

Evidence Outcomes

Students Can:

- a. Create and document a melodic and/or rhythmic composition with accompaniment to present a chosen style or mood.
- b. Generate and **improvise** musical ideas 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. (Creativity and Innovation)
2. Composing, improvising, and arranging cause one to innovate from failure, connect learning across domains, and recognize new opportunities. (Creativity and Innovation)
3. Creating music requires consideration of purpose, audience, planning, and delivery. (Civic Engagement)

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 and/or document music?

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 for 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 extended 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. (Data Literacy)
2. Writing music allows application of knowledge, making informed decisions, and transferring that knowledge to new contexts. (Creativity and Innovation)
3. Reading and analyzing music are opportunities to look for and value different perspectives expressed by others. (Social Awareness)

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. (Self-Awareness)
2. Using expressive musical elements provides recognition and awareness of the value in different perspectives expressed by others. (Social Awareness)
3. Using a variety of expressive elements in music demonstrates a willingness to try new things. (Creativity and Innovation)

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/instrumentation be used to communicate?
4. How can musicians manipulate musical elements to create different performances of the same piece of music?

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.
4. Understand that dynamics exist beyond 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:

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

Evidence Outcomes

Students Can:

- a. Form/Structure: Identify D.S. al Coda, D.C. al fine, 1st/2nd endings.
- b. Meter/Beat Groupings: 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. (Data Literacy)
2. Applying knowledge of musical form and structure allows design parameters to set goals and make informed decisions to learned and new concepts. (Self-Management)

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 responding to 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. (Self-Awareness)
2. Articulating the criteria to evaluate a particular piece requires interpretation of aural information to draw conclusions. (Critical Thinking and Analysis)

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 a variety of sources and intentions (e.g. historical periods, cultures, genres).

Evidence Outcomes

Students Can:

- a. Describe the use of various timbres and rhythmic patterns 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. (Global and 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 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.



MUSIC

Novice, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** music with accurate rhythms. (See Skill Level N in Appendix)
- b. **Perform/Demonstrate** music with accurate pitches and intonation. (See Skill Level N in Appendix)
- c. **Perform/Demonstrate** music with expressive qualities. (See Skill Level N in Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music demonstrates a willingness to try new things. (Creativity and Innovation)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Self-Awareness)
3. Students can synthesize information from multiple sources to demonstrate understanding of music. (Critical Thinking and Analysis)

Inquiry Questions:

1. How do the performers use 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/Demonstrate music in unison and two-parts accurately and with effective technique in order to convey intent.

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** with effective technique and using consistent tone quality, intonation, balance, diction/articulation, and phrasing appropriate for the piece of music chosen. (See Skill Level N in Appendix)
- b. Respond to written or visual cues for tempo, simple dynamics, and time signatures. (See Skill Level N in Appendix)
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, balance, blend, and phrasing). (See Skill Level N in 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 Engagement)
2. Performing music requires students to take responsibility for and pursue opportunities to create the highest quality music performance. (Self-Advocacy and Initiative)
3. Discern differences of effective and ineffective processes and communication when performing music. (Self-Awareness)

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 develop leadership through the performance of music.
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. (Self-Advocacy and Initiative)
2. Applying teacher, self, and peer critiques to improve personal musical performance teaches students to regulate their reactions to different perspectives. (Interpersonal Communication)

Inquiry Questions:

1. When is a musical work ready to share?
2. How do musicians use feedback from others to improve performance?
3. How can music be used to impact the performer's or audience's emotions?

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. Create simple melodic and rhythmic ideas to convey intent.

Evidence Outcomes

Students Can:

- a. Create/**Compose** melodic and rhythmic musical ideas within structured parameters using a variety of **notation** methods (e.g., written, iconic, electronic, recording). (See Skill Level N in the Appendix)
- b. **Improvise** basic melodic or rhythmic phrases over accompaniment. (See Skill Level N in the Appendix)
- c. **Arrange** an existing piece by changing one musical element. (See Skill Level N in the 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. (Critical Thinking and Analysis)
2. Composing, improvising, and arranging music allow students an opportunity to demonstrate a willingness to try new things. (Adaptability and Flexibility)
3. Creating music requires the establishment of a goal for communication and a thoughtful step-by-step plan for that communication. (Critical Thinking and Analysis)

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).
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 Skill Level N in the Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See Skill Level N in the Appendix)
- c. **Notate** melodic and/or rhythmic patterns. (See Skill Level N in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading requires a high degree of risk taking. (Critical Thinking and Analysis)
2. Sight-reading develops stamina for rigorous tasks. (Perseverance and Resilience)

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 creations.

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 creator's application of musical structures and elements.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to draw on prior knowledge and make connections. (Critical Thinking and Analysis)

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:

- a. Listen to a simple rhythmic phrase and notate the accurate rhythm.
- b. Aurally recall a simple melodic phrase.
- c. Aurally compare and contrast different tonalities.

Academic Context and Connections

Colorado Essential Skills:

1. Exercising aural skills requires the recognition of patterns in music. (Critical Thinking and Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Data Literacy)

Inquiry Questions:

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

Expand and Connect:

1. 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/structure, 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. (Social Awareness)

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. Respond to 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.
- d. Interpret a piece of work from a personal perspective and explain how the musical element affect the emotional state of the listener.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating musical works allows one to express opinions through one's own personal perspective. (Social Awareness)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Critical Thinking and Analysis)

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 explain 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, citing evidence, 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 state of being. (Self-Awareness)
2. Identifying key attributes from a variety of sources allows one to demonstrate personal preferences for music. (Data Literacy)

Inquiry Questions:

1. How do individuals choose the music they listen to?
2. How does musical knowledge influence personal choices in music listening?
3. How might one's current emotional state influence the music they choose to experience?

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. (Global and Cultural Awareness)
2. Studying music deepens the understanding of one's own cultural experience. (Global and Cultural Awareness)

Inquiry Questions:

1. How does learning about music of one's own culture influence identity?
2. How is music a form of cultural transmission?
3. Do all cultures emotionally interpret and respond to music in the same way?

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 and cultural and social contexts.

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. (Data Literacy)
2. Describing cause and effect patterns illuminates correlations between music and history. (Critical Thinking and 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.



MUSIC

Intermediate, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** music with accurate rhythms. (See Skill Level I in Appendix)
- b. **Perform/Demonstrate** music with accurate pitches and intonation. (See Skill Level I in Appendix)
- c. **Perform/Demonstrate** music with expressive qualities. (See Skill Level I in Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music demonstrates flexibility, imagination, and inventiveness in taking on tasks and activities. (Adaptability and Flexibility)
2. Performing music encourages musicians to recognize personal characteristics, preferences, thoughts, and feelings. (Self-Awareness)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Data Literacy)

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.



MUSIC

Intermediate, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** with effective technique using consistent tone quality, intonation, balance, diction/articulation and phrasing appropriate for the piece of music chosen. (See Skill Level I in Appendix)
- b. Respond to written or visual cues for tempo, dynamics, and time signatures. (See Skill Level I in Appendix)
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, balance, blend, and phrasing). (See Skill Level I in 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 Engagement)
2. Performing music requires students to appropriately express one's own emotions, thoughts, and values and identify how they influence musical performances. (Self-Awareness)
3. Discern differences of effective and ineffective processes and communication when performing music. (Data Literacy)

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 develop leadership through the performance of music.
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. Construct and show 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. (Adaptability and Flexibility)
2. Applying teacher, self, and peer critiques to improve personal musical performance teaches students to focus on learning goals and improvement. (Perseverance and Resilience)
3. Practicing and refining music requires students to recognize and describe cause-and-effect relationships and patterns in personal musical performance. (Critical Thinking and 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. Create increasingly complex music with melodic and/or rhythmic ideas to convey intent.

Evidence Outcomes

Students Can:

- a. Create/**Compose** a melodic and/or rhythmic composition with structure parameters using a variety of **notation** methods (e.g., written, iconic, electronic, recording). (See Skill Level I in the Appendix)
- b. **Improvise** melodic or rhythmic musical ideas over an accompaniment. (See Skill Level I in the Appendix)
- c. **Arrange** an existing piece with or without accompaniment. (See Skill Level I in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Composing, improvising, and arranging sounds require that students interpret and analyze a variety of musical elements and draw conclusions in order to best convey a purposeful intent. (Critical Thinking and Analysis)
2. Composing, improvising, and arranging music allow students to demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Creativity and Innovation)
3. Creating music requires the establishment of a goal for communication and a thoughtful step by step plan for that communication. (Career Awareness)

Inquiry Questions:

1. How do musicians make creative decisions?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression when improvising?
3. Why is it important for musicians to be able to create/compose music?
4. How can people create music that expresses their own emotions and impacts others as well?

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.



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 Skill Level I in the Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See Skill Level I in the Appendix)
- c. **Notate** melodic and/or rhythmic patterns. (See Skill Level in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading requires a high degree of risk taking. (Critical Thinking and Analysis)
2. Sight-reading develops stamina for rigorous tasks. (Self-Management)

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 creations.

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 creator's application of musical structures and elements. (See Skill Level I in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to draw on prior knowledge and make connections. (Critical Thinking and Analysis)

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:

- a. Listen to a rhythmic phrase and notate the accurate rhythm.
- b. Listen to two diatonic tones and identify the interval from a given starting pitch.
- c. Aurally identify a variety of tonalities.

Academic Context and Connections

Colorado Essential Skills:

1. Aurally differentiating between musical elements requires one to make connections and draw conclusions. (Critical Thinking and Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Data Literacy)

Inquiry Questions:

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

Expand and Connect:

1. 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/structure, 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. (Social Awareness)

Inquiry Questions:

1. How is comparing and contrasting music similar to analyzing genres in literature?
2. Do all cultures use the same techniques to convey emotions in their music?

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. Respond to music by comparing two or more musical performances or compositions using teacher created 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. (Interpersonal Communication)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Self-Advocacy and Initiative)

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, citing evidence, 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. (Social Awareness)
2. Evaluating music's economic impact requires one to investigate, make observations, and draw conclusions. (Data Literacy)

Inquiry Questions:

1. Who and/or what influences our personal choices of music?
2. How do the contributions of music industry impact the economy?
3. How does one's current emotional state influence the music they choose to consume?
4. How do current event impact the music we choose to listen to or encounter in media?

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 uses for music around the world in a culturally responsive manner.

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. Identify and explore music that is culturally relevant to one's identity.

Academic Context and Connections

Colorado Essential Skills:

1. Examining music from different cultures encourages the use of multiple perspectives. (Global and Cultural Awareness)
2. Studying music deepens the understanding of one's own cultural experience. (Self-Awareness)

Inquiry Questions:

1. How does learning about music of one's own culture influence identity?
2. How is music a form of cultural transmission?
3. Do all cultures emotionally interpret and respond to music in the same way?

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 selected for use in a variety of historical periods and cultural and societal contexts.

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. (Global and Cultural Awareness)
2. Describing cause-and-effect patterns illuminates correlations between music and history. (Critical Thinking and 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/Demonstrate contrasting pieces of music, making interpretive and expressive choices.

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** music with accurate rhythms. (See Skill Level P in Appendix)
- b. **Perform/Demonstrate** music with accurate pitches and intonation. (See Skill Level P in Appendix)
- c. **Perform/Demonstrate** music with expressive qualities. (See Skill Level P in 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. (Adaptability and Flexibility)
2. Performing music requires musicians to regulate one's emotions, thoughts, and behaviors in different situations. (Self-Awareness)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Critical Thinking and Analysis)

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.

MUSIC

Proficient, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** with effective technique using consistent tone quality, intonation, balance, diction/articulation and phrasing appropriate for the piece of music chosen. (See Skill Level P in Appendix)
- b. Respond to instructor's cues while singing or playing in an ensemble.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, balance, blend, and phrasing). (See Skill Level P in 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 Engagement)
2. Performing music requires students to appropriately express one's own emotions, thoughts, and values and identify how they influence musical performances. (Self-Awareness)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic Engagement)

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. Cite evidence during 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. (Self-Management)
2. Applying teacher, self, and peer critiques to improve personal musical performance teaches students to focus on learning goals and improvement. (Perseverance and 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. (Critical Thinking and Analysis)

Inquiry Questions:

1. When is a performance ready to present to an audience?
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. Create increasingly complex music using melodic and/or rhythmic ideas with variations to convey intent.

Evidence Outcomes

Students Can:

- a. Create/**Compose** melodic and/or rhythmic musical ideas using patterns and sequencing with multiple parts using a variety of **notation** methods (e.g., written, iconic, electronic, recording). (See Skill Level P in the Appendix)
- b. **Improvise** a solo vocally and/or instrumentally over a three-chord pattern using varied rhythmic and melodic patterns. (See Skill Level P in the Appendix)
- c. **Arrange** an existing vocal or instrumental composition. (See Skill Level P in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

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

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?
4. Why do people create music?

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 Skill Level P in the Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See Skill Level P in the Appendix)
- c. **Notate** melodic and/or rhythmic patterns. (See Skill Level P in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading requires one to learn from failure and develop confidence to try again. (Adaptability and Flexibility)
2. Building sight-reading skills develops the habit of setting goals. (Perseverance and Resilience)

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 creations.

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 creator's application of musical structures and elements. (See Skill Level P in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to draw on prior knowledge and make connections. (Critical Thinking and Analysis)

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 and notate the accurate 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. (Critical Thinking and Analysis)
2. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Interpersonal Communication)

Inquiry Questions:

1. How does rhythmic dictation improve sight-reading skills?
2. How do theoretical concepts 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/structure, 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. (Interpersonal Communication)

Inquiry Questions:

1. How is comparing and contrasting music similar to analyzing genres in literature?
2. Do all cultures use the same techniques to convey emotions in music?

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. Respond to 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. (Critical Thinking and Analysis)
2. Evaluating performances by others allows one to develop ideas and apply critiques to one's own performance. (Self-Awareness)
3. Information literacy is required to make appropriate selections of music in a variety of contexts. (Social Awareness)

Inquiry Questions:

1. How do we evaluate 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.
- c. Identify and describe the social roles of music in a variety of cultural settings.

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. (Creativity and Innovation)
2. Selecting music for an audience requires one to consider purpose, formality of context, and distinct cultural norms. (Civic Engagement)

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 through a global lens.

Evidence Outcomes

Students Can:

- a. Classify 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 Engagement)
2. Studying music of world cultures encourages one to make observations and draw conclusions. (Global and Cultural Awareness)

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 uses for music in historical events and cultural and social contexts.

Evidence Outcomes

Students Can:

- a. Select musical works from two or more historical periods (including our current period) and compare the various roles the music played (e.g., historical record, propaganda, patriotism).
- b. Investigate how different historical contexts inform performance and results in different musical effects compared to the music of today.

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. (Media Literacy)
2. Analyzing music from historical periods requires the listener to make hypotheses and draw conclusions. (Critical Thinking and 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.



MUSIC

Accomplished, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** contrasting pieces of music with accurate rhythms. (See Skill Level A in Appendix)
- b. **Perform/Demonstrate** contrasting pieces of music with accurate pitches and intonation. (See Skill Level A in Appendix)
- c. **Perform/Demonstrate** contrasting pieces of music with expressive qualities. (See Skill Level A in Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music invites musicians to act on creative ideas to make an artistic statement. (Creativity and Innovation)
2. Interpret information and draw conclusions based on informed analysis. (Critical Thinking and Analysis)

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 impact of a performance can increase the persuasive effect of the music and build the credibility of the performer(s).



MUSIC

Accomplished, Standard 1. Expression of Music



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. **Perform/Demonstrate** with effective technique using consistent tone quality, intonation, balance, diction/articulation and phrasing. (See Skill Level A in Appendix)
- b. Respond to leader's cues while singing or playing in an ensemble.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, balance, blend, and phrasing). (See Skill Level A in Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Performing music requires students to consider purpose, venue, and cultural norms when planning and performing music. (Civic Engagement)
2. Performing music requires students to adapt to different venues with appropriate emotions, etiquette, techniques, and expression. (Self-Awareness)
3. Consider purpose, venue, and cultural norms when planning content, delivery, and expression. (Global and Cultural Awareness)

Inquiry Questions:

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

Expand and Connect:

1. Musicians simultaneously combine complex technique and skills to express challenging music.
2. Musicians can 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. Musicians set personal goals by evaluating and refining skills and taking responsibility for those goals through reflection. (Self-Management)
2. Musicians can apply teacher, self, and peer critiques to improve personal musical performance by allowing students to make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking and Analysis)
3. Musicians can practice musical performance by investigating their own musical skills and refining personal musicianship. (Career Awareness)

Inquiry Questions:

1. What techniques do performers use 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 to critique musical creations transfers over to critiquing content in others areas.



Prepared Graduates:

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

Grade Level Expectation:

1. Create music using melodic, harmonic and rhythmic elements to convey intent.

Evidence Outcomes

Students Can:

- a. Create/**Compose** music incorporating level-appropriate melody, harmony, and form. (See Skill Level A in the Appendix)
- b. **Improvise** a solo vocally and/or instrumentally using varied rhythmic and melodic patterns. (See Skill Level A in the Appendix)
- c. **Arrange** music: level-appropriate melody, harmony, and form/structure. (See Skill Level A in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Composing/Creating, improvising, and arranging help to synthesize ideas in original and unexpected ways. (Creativity and Innovation)
2. Composing/Creating, improvising, and arranging allow one to express creative ideas. (Self-Advocacy and Initiative)

Inquiry Questions:

1. How do music creators 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?

Expand and Connect:

1. Understanding the basic structural elements used to create short music creations provides a foundation to understanding the structural elements of more complex musical creations.
2. Technology provides 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 Skill Level A in the Appendix)
- b. Sight-read, observing musical symbols, tempo indications, expressive indications, and technical indications. (See Skill Level A in the Appendix)
- c. **Notate** melodic and/or rhythmic patterns of two to four measures. (See Skill Levels A in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Sight-reading encourages musicians to synthesize their skills with the expectation of growth. (Self-Awareness)
2. Sight-reading invites musicians to set goals and applying strategies to meet those goals. (Perseverance and Resilience)

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 allows musicians 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 creations.

Evidence Outcomes

Students Can:

- a. Compare notation among different musical creations.
- b. Analyze a musical excerpt and describe the creator's application of musical structures and elements. (See Skill Level A in the Appendix)

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music requires one to interpret information and draw conclusions. (Critical Thinking and Analysis)

Inquiry Questions:

1. How do musical creators express meaning through differentiated musical expressions?
2. How does analyzing musical ideas improve critical listening skills?

Expand and Connect:

1. Sight-reading 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 melodies with rhythm.
- b. Listen to, identify, and demonstrate chords and intervals.
- c. Aurally recall a complex melodic phrase.

Academic Context and Connections

Colorado Essential Skills:

1. Listening to music requires one to aurally analyze musical ideas. (Critically Thinking and Analysis)
2. Discuss musical styles and genres by posing and responding to questions or ideas. Pose and respond to questions or ideas and contribute to a discussion related to musical styles/genres. (Self-Awareness)

Inquiry Questions:

1. How does melodic and rhythmic dictation improve critical listening and composition skills?
2. How can audiation and identifying 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. Aurally identify music by genre, style, historical period or culture.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Discussing, analyzing, and differentiating musical elements promotes the understanding of musical genres, styles, historical periods, or cultures. (Global and Cultural Awareness)

Inquiry Questions:

1. What informed understandings are necessary in order to classify known and unknown music?

Expand and Connect:

1. Classifying known and unknown 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. Respond to musical performances or creations and communicate those artistic choices using informed criteria.

Evidence Outcomes

Students Can:

- a. Analyze and interpret the intention of different musical elements throughout culturally diverse musical creations and performances.
- b. Listen to a performance and evaluate various musical elements.
- c. Explain interpretations of musical creations as they connect with musicians' intent and communicative choices.

Academic Context and Connections

Colorado Essential Skills:

1. Evaluating music requires one to interpret a performance. (Critical Thinking and Analysis)
2. Critiquing performances allows the evaluator provide feedback and respond to their aesthetic choices. (Critical Thinking and Analysis)

Inquiry Questions:

1. How do personal preferences and bias impact the way we evaluate musical creations and performances?

Expand and Connect:

1. Critically evaluating performances draws on analytical skills used in other disciplines.
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 contributions of music on various cultures.

Evidence Outcomes

Students Can:

- a. Analyze how specific musical creations influence and are influenced by interactions between social and cultural groups.
- b. Analyze the present and historical relationships between music and shifts in culture.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing music illuminates the relationship between music and popular culture. (Critical Thinking and Analysis)
2. Studying the contributions of music on social groups aids in the development of interpersonal skills. (Global and Cultural Awareness)

Inquiry Questions:

1. How can music contribute to how listeners collectively think and behave?
2. How does the increased ease of global communication contribute to musical choices?

Expand and Connect:

1. The study of music helps inform 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 the use of musical characteristics across multiple and diverse cultures.

Evidence Outcomes

Students Can:

- Analyze music influenced by two or more cultures for structure, style, and cultural context (e.g., connections, spirituality, traditions, language, community, etc.).
- Contrast performance styles and/or techniques between two or more cultures and describe the intent and application of each.
- Research and present the music of multiple and diverse cultures for indicators of cultural identity (e.g., connections, spirituality, traditions, language, community, etc.)

Academic Context and Connections

Colorado Essential Skills:

- Examining music from different cultures promotes understanding of global problems through multiple perspectives. (Global and Cultural Awareness)
- Examining the relationship between music and cultural identity requires one to interpret information and draw informed conclusions. (Critical Thinking and Analysis)

Inquiry Questions:

- How can learning about a culture's music promote understanding and acceptance of that culture?
- How do different cultures retain their identity through music?

Expand and Connect:

- Examining the cultural contributions in music promotes 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 contributions of music on historical periods and cultural and social contexts.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing media messages in music from specific time periods allows one to assess the contributions of music on historical events. (Media Literacy)

Inquiry Questions:

1. What role can music play in historical events?
2. How can music contribute to the thinking and behavior during a historic event?

Expand and Connect:




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



MUSIC

Music Skills Appendix: Winds, Brass, and Percussion



	Novice	Intermediate	Proficient	Accomplished
Standards Difficulty Level	Skill Level N	Skill Level I	Skill Level P	Skill Level A
Publisher Level	.5-1.5		2-3	3.5+
Rhythm (note values and equivalent rests)		 <p>ties, anacrusis/pick-up note</p>	 <p>ties across the bar line, swing rhythms, easy compound rhythms</p>	All rhythms including complex syncopation
Meter	4/4, 2/4, 3/4, 6/8		12/8 Cut time Easy meter changes	3/8, 9/8 Asymmetrical meters (5/8, 7/8) Changing Meters
Articulations	<p>Wind/Brass: attack, release, legato, breath marks, slur, accent</p> <p>Percussion: accents and taps, single stroke roll, multiple bounce roll, double stroke open roll, single paradiddle, flam, drag, five stroke roll, concert roll</p>		<p>Wind/Brass: tenuto, marcato</p> <p>Percussion: single stroke four, single stroke seven, double paradiddle, triple paradiddle, paradiddle diddle, nine stroke roll, seven stroke roll, flam tap, flam accent, single drag tap, basic modern hybrid rudiments*</p> <p>4 mallet keyboard playing</p> <p>*NOTE: contemporary marching techniques which combine standard rudiments (e.g. cheeses, flam fives, egg beaters, etc.)</p>	<p>Wind/Brass: two or more articulations simultaneously</p> <p>Percussion: thirteen stroke roll, fifteen stroke roll, seventeen stroke roll, six stroke roll, ten stroke roll, eleven stroke roll, single dragadiddle, drag paradiddle, flammed mill, Swiss army triplet, flamacue, advanced modern hybrid rudiments</p>

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MUSIC

Music Skills Appendix: Winds, Brass, and Percussion (continued)



(continued from previous page)

	Novice	Intermediate	Proficient	Accomplished
Standards Difficulty Level	Skill Level N	Skill Level I	Skill Level P	Skill Level A
Dynamics	piano to forte, mezzo piano, mezzo forte, crescendo, decrescendo, sforzando		pianissimo, fortissimo, forte piano	piano-pianissimo, forte fortissimo, multiple measure crescendos, multiple measure decrescendos
Tempo	Andante-Moderato, Allegro, Accelerando, Ritardando, A Tempo, (72-120)		Tempo I, Rallentando, Largo	Presto, Vivace
Form	AB, D.C. al Fine, D.S. al Coda, repeat		ABA, binary, ternary, rondo, blues	sonata, theme and variations, song form, fugue, through composed
Tonalities	Chromatic and major keys Introduction to minor keys and pentatonic scales other non-Western tonalities		All major and minor scales, blues scales, introduction to modes, other non-Western tonalities	Introduction to symmetrical scales (whole tone, diminished, etc.) and atonality



MUSIC

Music Skills Appendix: Strings (continued)



(continued from previous page)

	Novice	Intermediate	Proficient	Accomplished
Standards Difficulty Level	Skill Level N	Skill Level I	Skill Level P	Skill Level A
Dynamics	piano to forte, mezzo piano, mezzo forte, crescendo, decrescendo, sforzando		pianissimo, fortissimo, forte piano	piano-pianissimo, forte fortissimo, multiple measure crescendos, multiple measure decrescendos
Tempo	Andante-Moderato, Allegro, Accelerando, Ritardando, A Tempo, (72-120)		Tempo I, Rallentando, Largo	Presto, Vivace
Form	AB, D.C. al Fine, D.S. al Coda, repeat		ABA, binary, ternary, rondo, blues	sonata, theme and variations, song form, fugue, through composed
Tonalities	Chromatic and major keys Introduction to minor keys and pentatonic scales other non-Western tonalities		All major and minor scales, blues scales, introduction to modes, other non-Western tonalities	Introduction to symmetrical scales (whole tone, diminished, etc.) and atonality



MUSIC

Music Skills Appendix: Choral Music



	Novice Skill Level N	Intermediate Skill Level I	Proficient Skill Level P	Accomplished Skill Level A
Standards Difficulty Level				
Rhythm (note values and equivalent rests)		 ties, anacrusis/pick-up note, swing	 ties across the bar line, rhythms, easy compound rhythms	All rhythms including complex syncopation
Meter	4/4, 2/4, 3/4, 6/8		12/8 Cut time Easy meter changes	3/8, 9/8 Asymmetrical meters (5/8, 7/8) Changing Meters Unmetered
Vocal Technique	posture and alignment, pitch matching, breath control, range, vocal health, dynamic range	diction, vowel production, tessitura and register breaks, timbre, expression and articulation, vocal anatomy		
Aural Skills	match pitch in a limited range (e.g. fifth) simple aural recall (e.g. stepwise melody) sing triads simple audition (hear pitch internally) rote singing	match pitch in a wider range (e.g. at least an octave) aural recall (e.g. stepwise and skips) sing scales/modes/notation systems audition (hear pitch internally)	complex aural recall (e.g. add skips and leaps), complex audition (e.g. tritones, longer melodies)	
Terminology	dynamic markings, expression markings, Western notation (e.g. rhythm, pitch names, pick-ups, clefs, tempo markings, articulations, other musical symbols) Other notation Western vocal terminology (e.g. a capella, descant, melody, countermelody, harmony, passaggio, tessitura, solfège, soprano, alto, tenor, bass)			

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MUSIC

Music Skills Appendix: Choral Music (continued)



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	Novice	Intermediate	Proficient	Accomplished
Standards Difficulty Level	Skill Level N	Skill Level I	Skill Level P	Skill Level A
Sight Reading (Western notation)	stepwise motion, novice rhythm (see above)	Add: arpeggiated skips	Add: wider leaps (4 th and 5 th)	Add: challenging lines of varying complexity, accidentals
Texture			unison singing echo singing antiphonal singing call and response ostinato partner songs canon homophonic polyphonic accompanied a capella	

