

Third Grade

Music



Colorado Academic Standards Music

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

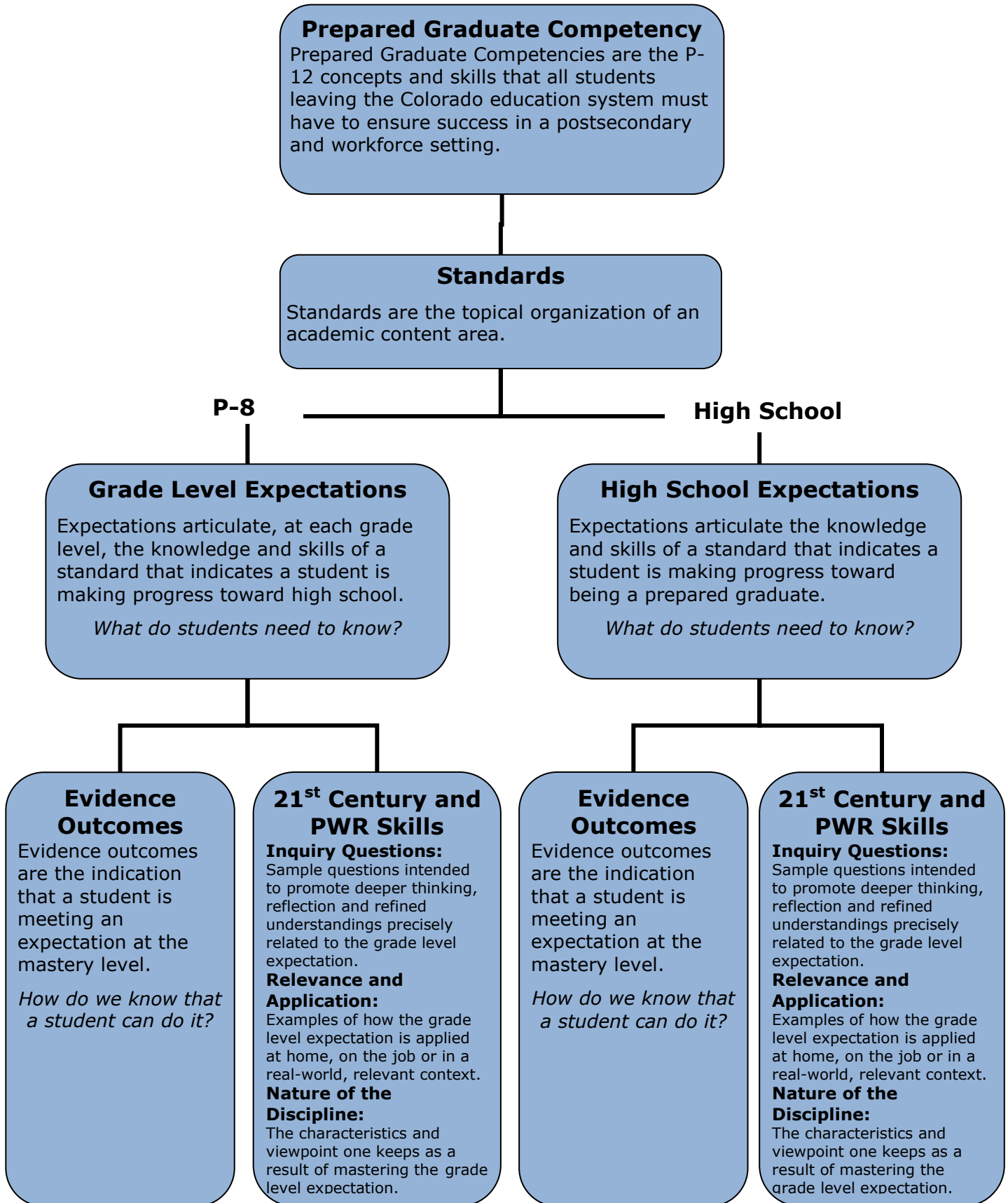
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Music

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

Prepared graduates in music:

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

Colorado Academic Standards Music

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

1. Expression of Music

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

2. Creation of Music

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

3. Theory of Music

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

4. Aesthetic Valuation of Music

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

Purpose of Performance and Generalist Pathways in High School

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

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

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

Vocal and Instrumental Expectations

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

Music

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Third Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform from memory and use simple traditional notation 2. Perform extended rhythmic, melodic, and harmonic patterns
2. Creation of Music	<ol style="list-style-type: none"> 1. Short musical phrases and patterns 2. Notate music using basic notation structure
3. Theory of Music	<ol style="list-style-type: none"> 1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze simple notational elements and form in music 3. Identify vocal and instrumental tone colors 4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Identify personal preferences for specific music 2. Respond to, and make informed judgments about, music through participation, performance, and the creative process 3. Articulate music's significance within an individual musical experience

21st Century Skills and Readiness Competencies in Music

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

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

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

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

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

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

Colorado’s Description for School Readiness

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

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

Colorado’s Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Expression of Music

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

Prepared Graduates

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

Prepared Graduate Competencies in the Expression of Music Standard:

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

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Perform from memory and use simple traditional notation

Evidence Outcomes

Students can:

- a. Use correct vocal and instrumental techniques when singing and playing instruments (DOK 1-2)
- b. Recognize and follow conductor's beat patterns and gestures (DOK 1-3)
- c. Perform expressively for peers in a large or small group setting (DOK 1-3)
- d. Play and sing simple notated melodies (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important for ensembles to work as a team?
2. Why is it important to understand conducting patterns?
3. How does identifying patterns help with memorization?

Relevance and Application:

1. Following a conductor's beat leads to a synthesis of visual and auditory stimuli.
2. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.
3. Music software can be used to assist in memorization.
4. Performance skill can be isolated and adjusted using audio and/or video devices to record, compare, and/or evaluate the result of different techniques.

Nature of Music:

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

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

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

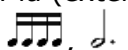
Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Perform extended rhythmic, melodic, and harmonic patterns

Evidence Outcomes

Students can:

- a. Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and  (DOK 1-2)
- b. Perform rhythmic and melodic ostinati in small groups (DOK 1-3)
- c. Perform a steady beat while contrasting rhythms are being played (DOK 1-2)
- d. Perform I-V accompaniments in simple keys (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are beat and rhythm different?
2. Why is repetition and/or pattern important in music?

Relevance and Application:

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. Music software companies develop programs and electronic keyboards that allow a solo, novice performer to create more complex rhythmic and harmonic musical phrases and compositions.

Nature of Music:

1. Basic music reading skills are necessary to become a literate musician.

2. Creation of Music

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

Prepared Graduates

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

Prepared Graduate Competencies in the Creation of Music Standard:

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

Content Area: Music

Standard: 2. Creation of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Create short musical phrases and patterns

Evidence Outcomes

Students can:

- a. Improvise four measures within a musical selection (DOK 2-3)
- b. Create short rhythmic and melodic ostinati in question-and-answer form (DOK 2-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is question and answer form used in various styles of music?
2. How is improvisation used in other disciplines?
3. How is creating a new musical phrase similar to or different from creating a new solution in science?

Relevance and Application:

1. Using software and other tools of technology to improvise short musical segments within existing tunes provides opportunities to experience success in creating basic musical phrases.
2. Using developmentally appropriate movements to improvise with music helps illustrate the expressive elements in music
3. Creating new music or improvising within music requires risk taking and critical-thinking abilities.

Nature of Music:

1. Creating music is a form of self-expression.

Content Area: Music

Standard: 2. Creation of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 2. Notate music using basic notation structure

Evidence Outcomes

Students can:

- a. Create phrases using learned rhythms and pitches on a treble clef staff (DOK 2-4)
- b. Apply teacher-defined criteria to determine accuracy of notation (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to use specific criteria when notating?
- 2. How is specific criteria in notation similar to specific criteria in writing?

Relevance and Application:

- 1. Using software and other technology tools to create treble clef phrases provides assistance to novice learners to successfully notate music.
- 2. Comparing elements of rhythm and pitch in existing treble clef phrases leads to a fundamental understanding of basic structure in music.
- 3. Recognizing basic notation structure in music can be transferred to one's ability to write a structured sentence in literature, which provides the understanding that music is a language.

Nature of Music:

- 1. Musicians rely on knowing and understanding various notations and terms to write and create music.

3. Theory of Music

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

Prepared Graduates

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

Prepared Graduate Competencies in the Theory of Music Standard:

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

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary

Evidence Outcomes

Students can:

- a. Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples (DOK 1-2)
- b. Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice, and instruments (DOK 1-2)
- c. Explain the function of the top number of a time signature involving two, three, and four beats. (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do changes in tempo, dynamics, and articulation affect the mood of music?
2. When people listen to a piece of music, what are they listening for?
3. How much freedom should conductors have when presenting a musical work?

Relevance and Application:

1. Mass media employs varying uses of dynamics, tempo, meter, and articulation when the goal is to draw attention to something.
2. Electronic keyboards are tools to demonstrate dynamics and articulation and provide rhythm styles that are in duple or triple meter.
3. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.

Nature of Music:

1. Expressive elements enhance musical performance.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 2. Analyze simple notational elements and form in music

Evidence Outcomes

Students can:

- a. Visually identify line and space notes and notate pitches on the treble clef staff (DOK 1)
- b. Aurally identify question-and-answer phrases (DOK 1)
- c. Aurally identify rondo form (DOK 1-2)
- d. Accurately interpret first and second endings (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What makes a composition interesting?
- 2. How will being able to identify notational elements help in music-making?

Relevance and Application:

- 1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form.
- 2. American folk music and music of other cultures employ simple notational elements and form because they were shared in the aural tradition and needed to be easily remembered.

Nature of Music:

- 1. Musical compositions have a specific structure that is defined by the use of elements.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates: <ul style="list-style-type: none">➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
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Grade Level Expectation: Third Grade

Concepts and skills students master:
3. Identify vocal and instrumental tone colors

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify families of instruments visually and aurally (DOK 1)b. Differentiate male and female voices in choral settings (DOK 1)	Inquiry Questions: <ul style="list-style-type: none">1. Why does each voice and instrument sound different?2. Why do others have different music preferences?3. How is music used in community events and celebrations?4. How do different styles of music affect audience response?
	Relevance and Application: <ul style="list-style-type: none">1. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors.2. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener.3. Similarities and differences can be identified between the use of color in visual arts and music.
	Nature of Music: <ul style="list-style-type: none">1. Unique tone qualities are found in varying styles and genres of music.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

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



Grade Level Expectation: Third Grade

Concepts and skills students master:

- 4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns

Evidence Outcomes

Students can:

- a. Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale) (DOK 1-2)
- b. Identify and notate using  and  (DOK 1-2)
- c. Aurally and visually recognize I-V chords (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does identifying melodic and rhythmic patterns improve performance skills?
- 2. What does harmony add to music?

Relevance and Application:

- 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science).
- 2. Music from various cultures is identified through its unique and specific melodic, rhythmic, and harmonic patterns
- 3. Mass media chooses examples of music from various genres and styles to achieve desired melodic, rhythmic, and harmonic patterns.
- 4. There are definite mathematical components of 16th notes and dotted half notes that represent a fundamental understanding of fractions.

Nature of Music:

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

4. Aesthetic Valuation of Music

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

Prepared Graduates

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

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

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

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Identify personal preferences for specific music

Evidence Outcomes

Students can:

- a. Use simple terms to describe preferences (DOK 1-2)
- b. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc. (DOK 1-3)
- c. Demonstrate respect for the music preferences and opinions of others (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do individuals prefer certain styles of music?
2. What is the correlation between liking a work and the importance of a work?
3. What is involved in respecting the opinions of others about music preferences?

Relevance and Application:

1. The ability to verbalize individual preferences in music can be used to assess the success of music education in developing musically literate students.
2. Respect for others' opinions and preferences exemplify a fundamental respect for others and provides context on how varying cultures and societies come to view the importance of music.

Nature of Music:

1. Individual experiences and personality traits play an important role in developing personal preferences for music.
2. Experiences with a variety of musical styles can develop a broader appreciation for music and an expanded range of personal preferences.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Respond to and make informed judgments about music through participation, performance, and the creative process

Evidence Outcomes

Students can:

- a. Select and use specific criteria in making judgments about the quality of a musical performance (DOK 1-3)
- b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics (DOK 2-4)
- c. Describe how specific musical elements communicate particular ideas or moods in music (DOK 1-3)
- d. Explain the function of a music synthesizer and some of its capabilities (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. Why is it important to have a variety and diversity of musical styles available to society?
3. How can appropriate music vocabulary help in discussing musical evaluation with others?

Relevance and Application:

1. The information literacy skills required to access and evaluate various musical performances include research, source discernment, and verification of authenticity.
2. Assisting others in developing a wider musical vocabulary and library builds deeper conviction and rational for personal preferences.
3. Comparing two audio or video recordings of performances of the same musical work by the same performer builds skill in articulating general perceptions in musical terms.

Nature of Music:

1. The ability to create sounds through synthesis without traditional instruments widens the possibilities for music creation and production.
2. No two live performances are ever exactly the same, either in technical or aesthetic aspects.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

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Grade Level Expectation: Third Grade

Concepts and skills students master:

3. Articulate music's significance within an individual musical experience

Evidence Outcomes

Students can:

- a. Explain how music speaks to every person in unique ways (DOK 1-3)
- b. Develop and articulate an understanding of the aesthetic qualities of music performed or heard (DOK 1-4)
- c. Identify differences and commonalities in music from various cultures (DOK 1-3)
- d. Discuss reasons that different kinds of music are important to people (DOK 1-2)
- e. Explain the purpose of an amplifier, microphone, and speakers and how they work together to reinforce acoustic sounds in music performance (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What do people look for when choosing music for enjoyment?
2. What cultural music would be considered most appealing?

Relevance and Application:

1. Determining the sources of live music in the community creates informed consumers and gives insight into the musical preferences of a local culture.
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.
3. Understanding the use of technology in performances by local live groups or video recordings of performances provides insight into the influence of technology on the musical culture in local communities.

Nature of Music:

1. Music's place in the lives of individuals is unique because it depends on personal background, preference, and experience.

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