

Colorado Academic S T A N D A R D S

Fourth 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?*

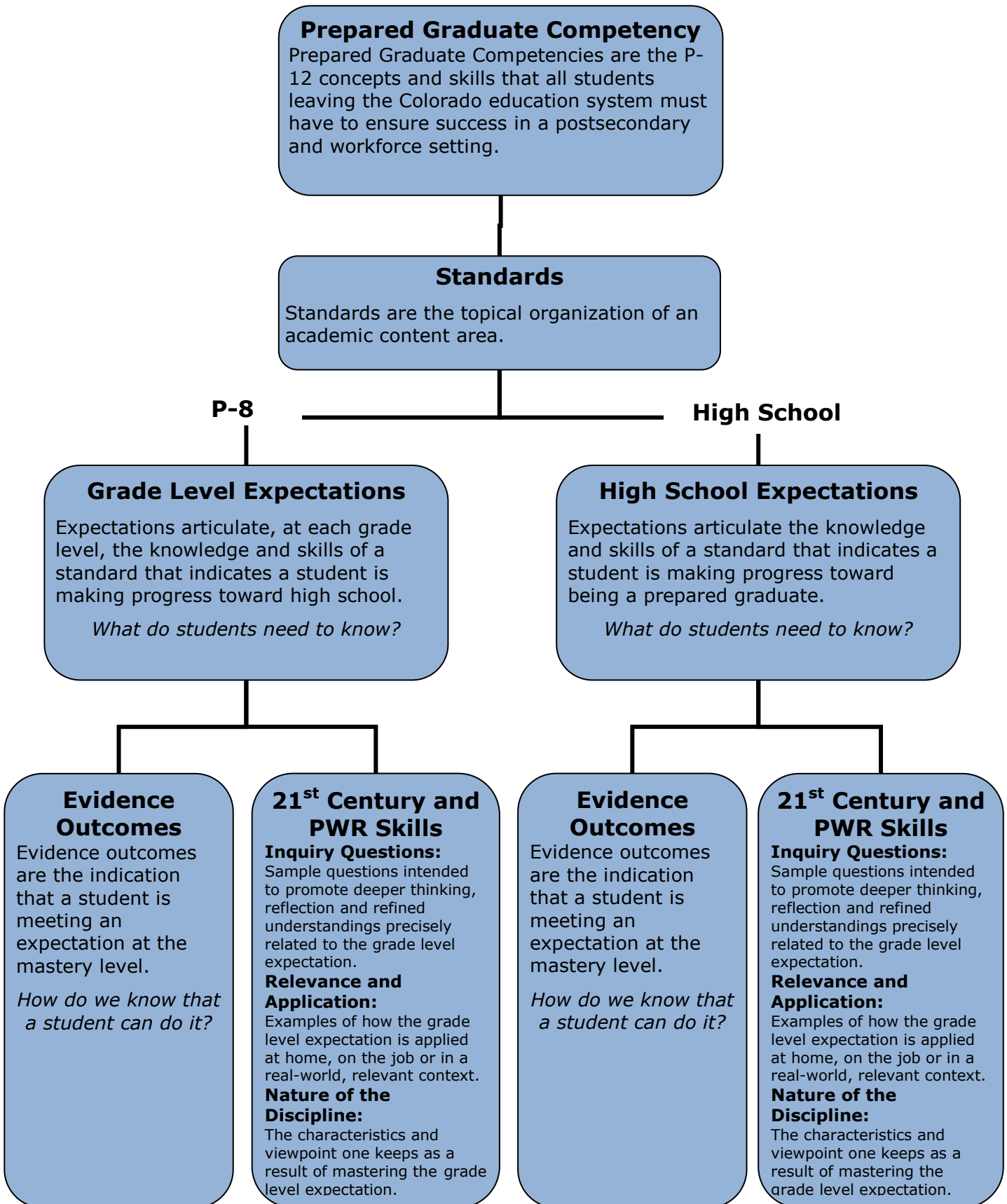
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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
Fourth Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform using accurate production techniques 2. Perform a variety of rhythmic, melodic, and harmonic patterns 3. Perform extended melodies from the treble staff using traditional notation
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise simple musical phrases 2. Notate simple musical selections
3. Theory of Music	<ol style="list-style-type: none"> 1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Identification of aural and visual notations of basic musical forms 3. Analyze vocal and instrumental examples 4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Explain personal preferences for specific music 2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning

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: Fourth Grade

Concepts and skills students master:

1. Perform using accurate production techniques

Evidence Outcomes

Students can:

- a. Perform three-part vocal and/or instrumental rounds, using movement, and speech (DOK 1-3)
- b. Watch the conductor and follow meter patterns, tempo, and dynamic changes (DOK 1-3)
- c. Perform using correct posture, breathing, and diction (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does performance in an ensemble encourage teamwork?
2. How does correct posture, breathing, and diction affect a performance?
3. Why is it important for the performer to watch the conductor?

Relevance and Application:

1. Concepts in mathematics, reading, and other contents can be taught through simple musical compositions.
2. Understanding similarities and differences between music prevalent in Colorado and other regions of the United States gives insight to Colorado history.
3. Demonstration of responsible personal and social behaviors in musical settings can be used to assess a fundamental understanding of societal norms in performance.

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:

- 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: Fourth Grade

Concepts and skills students master:

2. Perform a variety of rhythmic, melodic, and harmonic patterns

Evidence Outcomes

Students can:

- Perform patterns that include do, re, mi, fa, sol, la, ti, high do, low sol, low la pitches and  rhythms (DOK 1-2)
- Perform I-IV-V accompaniments in simple keys (DOK 1-2)
- Perform melodic and rhythmic ostinati individually (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do changes in rhythm change a message in music?
- How do accompaniments affect music?

Relevance and Application:

- Patterns in rhythm changes can be related to fractions in mathematics.
- Music from various cultures, historical periods, genres, and styles vary in their use of melodic and rhythmic patterns.
- Mass media uses melodic and rhythmic patterns to make music memorable to serve purposes such as selling a product (jingles); create easy auditory recall (theme songs for commercials, news casts, sitcoms, and film); and deliver a message (musical montage of patriotism).
- Music software, electronic keyboards, and audio devices can be used to play accompaniments, ostinati, and a variety of rhythmic and melodic patterns.

Nature of Music:

- Musicianship is built upon pattern recognition.

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

3. Perform extended melodies from the treble staff using traditional notation

Evidence Outcomes

Students can:

- a. Play and sing simple notated melodies (8 to 12 measures) with attention to pitch, rhythm, and expressive qualities (DOK 1-3)
- b. Play and sing simple songs in major keys (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What knowledge is needed to read and perform music?
- 2. How is music like a language that helps people communicate?

Relevance and Application:

- 1. Math songs, works songs, celebration songs, holiday songs, and patriotic songs can be used to teach a wide variety of content knowledge for easy recall of facts, sequence, and process.
- 2. Music software and audio devices can be used to isolate particular measures in songs to highlight unique qualities in pitch, rhythm, and expressive qualities.

Nature of Music:

- 1. Musical compositions often demonstrate the main idea of a message through the melody.

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:

- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Improvise simple musical phrases

Evidence Outcomes

Students can:

- a. Improvise completion of a given rhythmic or melodic phrase (DOK 2-3)
- b. Improvise short phrases using the pitches of the diatonic scale (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does improvising music create a unique sound?
2. Is it easier to improvise with an instrument or with a voice? Give a rationale for the belief.
3. Why is improvisation important?

Relevance and Application:

1. Application of select criteria builds the ability to judge the quality of improvisation.
2. Software and other tools of technology aid in improvising music.
3. Explanation of the importance of the mathematical pattern in a diatonic scale demonstrates the depth of understanding in how a diatonic scale is constructed.

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: Fourth Grade

Concepts and skills students master:

2. Notate simple musical selections

Evidence Outcomes

Students can:

- a. Create 4- to 8-measures using known rhythms and pitches on a treble clef staff (DOK 2-4)
- b. Follow prescribed criteria when notating (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How is writing music related to writing stories?
- 2. Why is knowing prescribed criteria important when writing music?
- 3. Do different cultures notate music differently?

Relevance and Application:

- 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. Musical notation can be compared with notation of other disciplines (such as theatre stage directions, mathematical notation, vocal diction notation (IPA), dance notation)
- 3. Discussing the common criteria used to notate music in at least one historical era (classical, baroque, etc.) provides insight into key differences in varying styles and genres of music.

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: Fourth Grade

Concepts and skills students master:

1. Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary

Evidence Outcomes

Students can:

- a. Apply vocabulary for mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando in describing musical examples (DOK 1-2)
- b. Demonstrate mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando using movement, voice, and instruments (DOK 1-2)
- c. Explain the function of the top and bottom numbers of a time signature in duple and triple meter (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When people listen to a piece of music, what are they listening for?
2. Why are musical opposites important?
3. Why do composers usually use a combination of dynamics in a piece of music instead of using just one?

Relevance and Application:

1. Identification of similarities and differences in ways mezzo piano/mezzo forte, andante/presto, and accelerando/ritardando are used in various cultures, historical pieces, genres, and styles allows a novice listener to build musical literacy.
2. Understanding that most musical terms are Italian builds context for the source of contemporary, western music terminology.
3. Musical vocabulary has a strong correlation to adverbs in literature. The ability to explain how duple and triple meters compare to the base ten mathematics pattern gives insight to the mathematical nature of music.

Nature of Music:

1. Music uses specific vocabulary and expressive elements.

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: Fourth Grade

Concepts and skills students master:

- 2. Identification of aural and visual notations of basic musical forms

Evidence Outcomes

Students can:

- a. Aurally identify theme and Variations form (DOK 1-2)
- b. Aurally identify interlude (DOK 1-2)
- c. Visually identify and apply D.C. al Fine, D.S. al Coda (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do composers rely on theme?
- 2. What is the purpose of a theme or variation?
- 3. Why are interludes important?
- 4. What part of a song is usually the most catchy or most important?

Relevance and Application:

- 1. Music from various cultures, historical periods, genres, and styles have specific and identifiable themes and variations.
- 2. Mass media uses identifiable themes and variations when determining theme songs for commercials, television shows, etc.
- 3. Theme and variation are used throughout the arts and among many disciplines and vocations (such as visual art, dance, literature, interior design).

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

3. Analyze vocal and instrumental examples

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Aurally and visually identify specific instruments of the band and orchestra (DOK 1)b. Aurally identify music performed in two or more parts (DOK 1-2)c. Aurally identify music from various periods in history (DOK 1-2)	Inquiry Questions: <ul style="list-style-type: none">1. Why does each voice and instrument have its own timbre?2. How have historical events influenced musical styles?3. How has the impact of technology and mass media affected band and orchestral music?4. How do different styles of music affect audience response?
	Relevance and Application: <ul style="list-style-type: none">1. Choices made in instrumentation reflect the composer’s emotions, ideas, imagination, and cultural context.2. Video and audio clips assist in isolating instruments in a band or orchestra to identify the instrument’s unique sound.3. Marketing companies make choices on music to use in marketing campaigns based on instrumentations that would appeal to their target audience. (Orchestral instrumentation sends a message of high quality, jazz instrumentation sends a sultry or moody message, and popular music appeals to a youthful audience.)
	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:

- 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

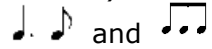

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Identify and use do, re, mi, fa, sol, la, ti, high do, low sol, and low la pitches (diatonic scale) (DOK 1-2)
- Identify and use  and  (DOK 1-2)
- Notate four-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3)
- Aurally recognize IV chord in a I-IV-V pattern (DOK 1-3)
- Aurally distinguish between major and minor tonalities (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How will identifying melodic and rhythmic patterns improve individual and ensemble performance?
- What does harmony add to music?
- How does tonality affect the feeling of a piece of music?
- Why would a composer use both major and minor tonalities in a composition?

Relevance and Application:

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

Nature of Music:

- Music notation is a visual representation of organized sound and silence occurring in discernable patterns.

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: Fourth Grade

Concepts and skills students master:

1. Explain personal preferences for specific music

Evidence Outcomes

Students can:

- a. Use appropriate music terminology to explain preferences (DOK 1-3)
- b. Describe and demonstrate characteristics of effective personal participation in ensembles (DOK 1-2)
- c. Discriminate between musical and nonmusical factors in individual music preference (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 are preferences better communicated when appropriate music terminology is used?

Relevance and Application:

1. Collaboration in determining musical preferences highlights the similarities and differences among people with individual musical tastes.
2. Ensemble participation develops collaboration and self-direction skills through the demands of discrimination of sound and pitch, following conductor’s cues and listening and adjusting to others.

Nature of Music:

1. Experiences with a variety of musical styles develop an expanded range of personal preferences.
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.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates: <ul style="list-style-type: none">➤ 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: Fourth Grade

Concepts and skills students master: <ul style="list-style-type: none">2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Demonstrate respect for diverse local and regional opinions regarding music preferences (DOK 1-2)b. Identify prominent Colorado styles and musicians (DOK 1)c. Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (DOK 1-3)	Inquiry Questions: <ul style="list-style-type: none">1. What historical factors contributed to the development of a “western” style of American music?2. Who are important past and present musicians of Colorado?3. Where in Colorado are particular styles of music most prevalent?4. Is any one kind of music better than any another? Relevance and Application: <ul style="list-style-type: none">1. Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly performed, and provides a comparison to other states in the West.2. The Internet can be used to investigate the active presence of local or regional live music, identifying musicians’ websites, performance venues, and ticket availability, which provides a more direct link to local and regional music trends and influences. Nature of Music: <ul style="list-style-type: none">1. Music represents diverse experiences, thoughts, and emotions, and is unique to each individual with regard to values and opinions.2. Local and regional music groups of all kinds are meaningful sources of culture.

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