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| **Content Area** | Music | **Grade Level** | 1st Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Expression of Music
 | 1. Expressively perform in groups or independently
 | MU09-GR.1-S.1-GLE.1 |
| 1. Perform basic rhythmic and melodic patterns
 | MU09-GR.1-S.1-GLE.2 |
| 1. Creation of Music
 | 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others
 | MU09-GR.1-S.2-GLE.1 |
| 1. Identify musical patterns
 | MU09-GR.1-S.2-GLE.2 |
| 1. Theory of Music
 | 1. Comprehension of gradual changes in dynamics and tempo
 | MU09-GR.1-S.3-GLE.1 |
| 1. Aurally identify components of musical form
 | MU09-GR.1-S.3-GLE.2 |
| 1. Comprehension of basic vocal and instrumental tone colors
 | MU09-GR.1-S.3-GLE.3 |
| 1. Comprehension of basic rhythmic and melodic patterns
 | MU09-GR.1-S.3-GLE.4 |
| 1. Aesthetic Valuation of Music
 | 1. Demonstrate respect for the contributions of self and others in a musical setting
 | MU09-GR.1-S.4-GLE.1 |
| 1. Comprehension of basic components of music and musical performance at a beginning level
 | MU09-GR.1-S.4-GLE.2 |
| 1. Identify music as an integral part of everyday life
 | MU09-GR.1-S.4-GLE.3 |
| **Colorado 21st Century Skills****Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| The Shape of Music | Instructor’s choice | Instructor’s choice |
| Be a Singing Star | Instructor’s choice | Instructor’s choice |
| Music Tells a Story | Instructor’s choice | Instructor’s choice |

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| **Unit Title** | The Shape of Music | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Structure and FunctionPatterns | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.1-S.1-GLE.1, MU09-GR.1-S.1-GLE.2MU09-GR.1-S.2-GLE.2 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.2, MU09-GR.1-S.3-GLE.4 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2, MU09-GR.1-S.4-GLE.3, MU09-GR.1-S.4-GLE.4 |
| **Inquiry Questions (Engaging- Debatable):**  | * What makes music interesting to listen to? (MU09-GR.1-S.1-GLE.1,2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.1,2,4) and (MU09-GR.1-S.4-GLE.2,3,4)
* Why is it important to learn how to write music?
* How are musical phrases similar or different?
* What is a pattern?
 |
| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation |
| **Concepts** | Composition, Form, Rhythm, Opposites, Expressions, Symbol, Movement |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Music form can influence whether or not an individual likes a particular piece of music. (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE. 2) and (MU09-GR.1-S.3-GLE.2,4) and (MU09-GR.1-S.4 GLE.1,2,3) | What musical characteristics identify the form of the verse/refrain? What characteristics identify AB form? | How does repetition and predictability of patterns in music influence preference? |
| Patterns function as structure for music. (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.20 and (MU09-GR.1-S.3-GLE.2,.4-EO) and (MU09-GR.1-S.4-GLE.1,2,3) | What is the difference between beat and rhythm?  | Why are patterns important in music?  |
| Symbols represent the meaning of music so that music can be decoded and shared. (MU09-GR.1-S.1-GLE.2) and(MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4-EO.b, c) | What musical symbols and terms define dynamics and tempo? What symbols represent rhythm? What symbols represent melody? | How can musical compositions be shared with others? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The iconic representation for quarter notes and rests and paired eighth notes. (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4-EO.c)
* The difference between verse and refrain (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.1, 2) and (MU09-GR.1-S.3-GLE.2,4)
* That musical elements have opposites (MU09-GR.1-S.3-GLE.1,.4) and (MU09-GR.1-S.4-GLE.2,3)
* Understand the difference between beat and rhythm (MU09-GR.1-S.1-GLE.1,2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4)
 | * Perform 4 beat patterns including quarter notes and rests and paired eighth notes (MU09-GR.1-S.1-GLE.1,2) and (MU09-GR.1-S.2-GLE.2) and MU09-GR.1-S.3-GLE.4-EO.c)
* Maintain steady beat (MU09-GR.1-S.1-GLE.1) and (MU09-GR.1-S.3-GLE.4-EO.a)
* Demonstrate musical opposites (MU09-GR.1-S.3-GLE.1,.4) and (MU09-GR.1-S.4-GLE.2,3)
* Aurally identify introduction, phrases, and AB form (MU09-GR.1-S.3-GLE.2)
* Discriminate between same and different (MU09-GR.1-S.1-GLE.2) and ( MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.1,2,4-EO.b, c, d) and (MU09-GR.1-S.4-GLE.2,3)
* Create patterns using known rhythms and pitches (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4-EO.c)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Beat, rhythm, form, and melody work together to make patterns in music.* |
| **Academic Vocabulary:** | Opposites, pattern, symbol, repeat, same, different |
| **Technical Vocabulary:** | Verse/refrain, paired eighth notes (ti-ti), quarter rest, quarter note (ta), AB form, rhythm, beat, solfege (sol and mi), melody |

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| **Unit Title** | Be a Singing Star | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Exploration | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.1-S.1-GLE.1MU09-GR.1-S.2-GLE.1 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.3, MU09-GR.1-S.3-GLE.4 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2, MU09-GR.1-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):**  | * What makes a singing voice good? (MU09-GR.1-S.1-GLE.1) and (MU09-GR.1-S.2-GLE.1) and (MU09-GR.1-S.3-GLE.1,3,4) and (MU09-GR.1-S.4-GLE.1,2,3)
* What makes voices interesting?
* Why and when do you use different voices?
* How do different voice qualities contribute to musical experiences?
 |
| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation |
| **Concepts** | Technique, Expression, Improvisation, Vocal Tone Color |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Vocal tone colors convey expression (i.e. sing, speak, whisper, shout). (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and(MU09-GR.1-S.3-GLE.3-EO.b) and (MU09-GR.1-S.4-GLE.3-EO.b) | How many voices are illustrated in the song “Peanut Butter” (or insert song here)?Do all voices sound the same? What ways are characters depicted in stories, poems, rhymes? | What makes voices sound different?How does voice tone color convey characters or emotion? Why is it important for different characters to have different vocal tone color? |
| How a singer produces sound determines vocal tone color. (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3,4) | How does breath control effect voice quality? Can students identify the difference between head voice and chest voice? Can students demonstrate head voice and chest voice? | How do you produce a singing voice? Why do voices sound different? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Ways to produce head voice in singing (MU09-GR.1-S.1-GLE.1-EO.a)
* There are multiple vocal tone colors (i.e. speaking, singing, whispering, and shouting). (MU09-GR.1-S.3-GLE.3-EO.b)
* Similarities and differences among vocal tone colors (MU09-GR.1-S.3-GLE.3-EO.b)
* Know that different characters can have different tone colors (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b)
 | * Sing with a light, clear sound (head voice) (MU09-GR.1-S.1-GLE.1-EO.a)
* Sing a variety of songs using their head voice (MU09-GR.1-S.1-GLE.1, 2) and (MU09-GR.1-S.4-GLE.1)
* Demonstrate a variety of vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EOb)
* Compare and contrast vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b)
* Watch the conductor to know when to start and stop singing or playing (MU09-GR.1-S.1-GLE.1-EO.c)
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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *The voice is an instrument that makes different vocal tone colors.* |
| **Academic Vocabulary:** | Singing, produce, breath |
| **Technical Vocabulary:** | Head voice, chest voice, light voice, instrument, speaking, singing, whispering, shouting |

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| **Unit Title** | Music Tells a Story | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Play/Exploration | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.1-S.1-GLE.1, MU09-GR.1-S.1-GLE.2MU09-GR.1-S.2-GLE.1MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.2, MU09-GR.1-S.3-GLE.3MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does music tell a story? (MU09-GR.1-S.2-GLE.1) and (MU09-GR.1-S.3-GLE.1,2,3)and(MU09-GR.1-S.4-GLE.2-EO.b)
* How does music describe a thought or feeling?
* How does music make you feel different?
* How does creating something new help you express ideas?
* What makes music interesting to listen to?
* What specific music elements can change the feelings described?
 |
| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation |
| **Concepts** | Tone Color, Phrases, Dynamics, Style, Tempo, Form, Beat, Rhythm, Melody, Improvisation, Movement, Literature |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Performing music elements enables composition and improvisation of feelings and stories. (MU09-GR.1-S.4-GLE.2-EO.b) | What movements would show the difference in characteristics and feelings of the characters in (insert story) (i.e. The Bremen Town Musicians)? How do various tone colors imitate different feelings? | How can a composition, improvisation, movement, speech, singing, and playing instruments communicate a thought or feeling? How are musical phrases and sentences similar or different? |
| Musical elements translate feelings and stories. (MU09-GR.1-S.4-GLE.2-EO.ab) | What sounds would show the feelings of the main character in (insert story) (i.e. The Old Lady Who Was Not Afraid of Anything ? |  How does changing tempo and dynamics change the mood of the music? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * That music tells a story (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.4-GLE.2-EO.b)
* Tone colors of voices and instruments are unique (MU09-GR.1-S.3-GLE.3-EO.ab)
* Individuals have the ability to make a variety of vocal sounds (MU09-GR.1-S.3-GLE.3-EO.b)
* How to behave during a musical performance (MU09-GR.1-S.4-GLE.1-EO.a,b,c)
* How an individual contributes to effective music making (MU09-GR.1-S.4-GLE.1-EO.a,b,c)
* How the basic elements of music communicate thoughts or emotions (MU09-GR.1-S.4-GLE.2-EO.b)
 | * Identify and demonstrate singing, speaking, whispering, and shouting voices (MU09-GR.1-S.3-GLE.3-EO-b)
* Aurally identify introduction, phrase, AB form, going up/going down, and “s-m-l” or “m-r-d” (MU09-GR.1-S.3-GLE.2,4)
* Discriminate between same/different rhythmic and melodic patterns (MU09-GR.1-S.3-GLE.4-EO.d)
* Use vocabulary for, and demonstrate with movement, voice, and instruments, getting louder/softer and getting faster/slower (MU09-GR.1-S.3-GLE.1-EO.a,b)
* Use developmentally appropriate movements in responding to music (MU09-GR.1-S.4-GLE.3-EO.c)
* Display improvisational skills using instruments, voice, and movement. (MU09-GR.1-S.2-GLE.1-EO.a,b) and (MU09-GR.1-S.4-GLE.2-EO.a)
* Improvise, create, and perform short phrases using the” l-s-m” or “m-r-d” tone set and/or rhythms (MU09-GR.1-S.2-GLE.1-EO.a,b)
* Create instrumental and vocal sounds to accompany poems, rhymes, and stories (MU09-GR.1-S.2-GLE.1-EO.a)
* Create movements to music that reflect focused listening, such as changes in dynamics and AB form (MU09-GR.1-S.3-GLE.1-EO.b) and (MU09-GR.1-S.4-GLE.2-EO.a)
* Describe how ideas or moods are communicated through music (MU09-GR.1-S.4-GLE.2-EO.b)
* Participate appropriately in music activities (including sharing, taking turns, and listening respectfully to the ideas of others) (MU09-GR.1-S.4-GLE.1-EO.a)
* Listen to others perform and reflect on their performance (MU09-GR.1-S4-GLE.1-EO.b)
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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Music can tell stories and show feelings of characters.* |
| **Academic Vocabulary:** | Beat, opposites, movement, speaking, singing, instruments, same-different, literature, stories, feelings |
| **Technical Vocabulary:** | Quarter Note (ta), Quarter Rest (ta rest), Paired Eighth Notes, (ti-ti) Melody, Sol-Mi-La, Mi-Re-Do, Improvisation, Phrase, Form, Tone Color, fast/slow, loud/soft, 4-beat patterns |