Instructional Unit Title: Music Tells Our Story

Music 4th Grade

The teacher may select several The teacher may begin to The teacher may begin to introduce new The teacher may begin to introduce new different songs for singing and introduce new folk song repertoire folk song repertoire **specific to railroads** folk song repertoire specific to mining and listening that are familiar – songs related to Colorado history so that and related to Colorado history (as much as related to Colorado history (as much as possible) so that students can understand students can understand how possible) so that students can understand known to be in students' repertoire how traditional music informs us today of through classroom instruction and/or traditional music informs us today how traditional music informs us today of Þ popular media - so that students can of the culture, traditions and the culture, traditions and values early the culture, traditions and values early begin to understand how familiarity values early inhabitants of inhabitants of Colorado held, and how inhabitants of Colorado held, and how availability of instruments and specific work with music influences their personal Colorado held, and how availability availability of instruments and specific preferences for particular music of instruments affected the styles experience affected the styles of music work experience affected the styles of of music from those eras. styles and pieces. from those eras. music from those eras. The teacher may introduce music The teacher may introduce new folk song The teacher may introduce new song The teacher may introduce new song and material relative to Colorado repertoire specific to Latino American repertoire specific to cowboys and related repertoire specific to Native Americans settlers and related to Colorado history and related to Colorado history (as much to Colorado history (as much as possible) state symbols, such as state songs and dances or Colorado (as much as possible) so that students can as possible) so that students can so that students can understand how references/experience found in understand how traditional music informs understand how traditional music informs traditional music informs us today of the more modern music compositions, us today of the culture, traditions and us today of the culture, traditions and culture, traditions and values early so that students can understand values early inhabitants of Colorado held, values early inhabitants of Colorado held, inhabitants of Colorado held, and how and how availability of instruments and and how availability of instruments and availability of instruments and specific the influences that communities, values, traditions, and culture work experience affected the styles of cultural traditions affected the styles of specific cultural traditions affected the music of the earliest settlers of Colorado. styles of music of native people. have on music. music from those eras. **PERFORMANCE ASSESSMENT:** You are an historian The teacher may lead reflection and who will tell the story of Colorado's musical The teacher may conduct final classroom discourse so that students The teacher may introduce heritage (culture, traditions, values) to an audience rehearsals of performance can consider their personal growth composing and/or improvising at your next performance (informance, parent and understandings with regard to the material so that students may techniques so that students can night, class/school community sharing). You will understand the process of taking communities in which they interact, engage in process of creating develop engaging and informative musical materials music literature from rehearsal to the relative cultures, traditions, and musical phrases. (e.g., songs, instrumental pieces, movement pieces) performance quality work. values of those communities, and their that will be presented during the concert (or inown personal preferences for music. class presentation).

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

Date Posted: March 31, 2014