

Colorado Academic STANDARDS

Music



Colorado Academic Standards Music

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

~~~~~

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

~~~~~

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

Prepared Graduate Competency
Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Standards
Standards are the topical organization of an academic content area.

P-8

High School

Grade Level Expectations
Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.
What do students need to know?

High School Expectations
Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.
What do students need to know?

Evidence Outcomes
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 and PWR Skills
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.

Evidence Outcomes
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 and PWR Skills
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.

STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ 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	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.</p> <p><i>How do we know that a student can do it?</i></p>	<p>Inquiry Questions:</p> <p>Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p>
	<p>Relevance and Application:</p> <p>Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.</p>
	<p>Nature of the Discipline:</p> <p>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</p>

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
Kindergarten	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform independently 2. Respond to music with movement
2. Creation of Music	<ol style="list-style-type: none"> 1. Create music through a variety of experiences 2. Identify simple musical patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension of musical opposites 2. Comprehension of basic elements of musical form 3. Identify different vocal and instrumental tone colors 4. Identify simple rhythmic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for the contribution of others in a musical setting 2. Respond to musical performance at a basic level 3. Identify and discuss music and celebrations in daily life
Preschool	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform expressively 2. Respond to rhythmic patterns and elements of music using expressive movement
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise movement and sound responses to music
3. Theory of Music	<ol style="list-style-type: none"> 1. Describe and respond to musical elements 2. Recognition of a wide variety of sounds and sound sources
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for music contributions 2. Express feeling responses to music 3. Recognition of music in daily life

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
- 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: Kindergarten

Concepts and skills students master:

1. Perform independently

Evidence Outcomes

Students can:

- a. Distinguish between speaking and singing voice (DOK 1)
- b. Sing a variety of simple songs and singing games (DOK 1-2)
- c. Echo and perform simple melodic and rhythmic patterns (DOK 1-2)
- d. Demonstrate basic performance skills and behaviors (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the difference between speaking and singing?
2. How does performing songs help you learn?

Relevance and Application:

1. Using music together with dance, theatre, and the visual arts aids in early reading skills such as storytelling and sequencing skills.
2. Music software and audio and/or video devices can be used to demonstrate speaking and singing voices, simple songs, and patterns.
3. Electronic keyboards can be used to echo and perform simple melodic and rhythmic patterns.

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

<p>Prepared Graduates:</p> <ul style="list-style-type: none">➤ 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: Kindergarten

Concepts and skills students master:
2. Respond to music with movement

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form (DOK 1-2)b. Move to music, differentiating between sound and silence (DOK 1-2)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How does different music change the way you feel?2. How does music help to express the music you hear?3. Is silence a part of music?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Using developmentally appropriate movements to express music demonstrates ability to follow musical elements.2. Using movement to respond to music aids in long-term memory development.3. Gross motor skills are refined when responding to music through movement.4. Audio devices can be used to demonstrate varying types of music and the use of rests within simple songs.
	<p>Nature of Music:</p> <ul style="list-style-type: none">1. Expressing music through movement and dance is an important part of all cultures.

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: Preschool

Concepts and skills students master:

1. Perform expressively

Evidence Outcomes

Students can:

- a. Use voices expressively when speaking, chanting, and singing (DOK 1-3)
- b. Sing a variety of simple songs and singing games (DOK 1-2)
- c. Demonstrate fundamental performance skills such as correct posture and behavior (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is music sung using different types of voices?
2. Does everyone feel the same way when they hear different kinds of music?

Relevance and Application:

1. Performing nursery rhymes, counting songs, letter songs, holiday songs, patriotic songs, and other songs leads to engagement and building early skills and sequencing ability.
2. Using songs, singing games, and dances from various cultures, genres, and styles aids in cultural awareness.
3. Audio devices can be used to play various types of music for a variety of purposes.

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: <ul style="list-style-type: none">➤ 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: Preschool

Concepts and skills students master: 2. Respond to rhythmic patterns and elements of music using expressive movement
--

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Move to music of various tempos, meters, dynamics, modes, genres, and styles (DOK 1-2)b. Move or use body percussion to demonstrate awareness of beat and tempo (DOK 1-2)c. Match movement to rhythmic patterns (DOK 1-2)	Inquiry Questions: <ul style="list-style-type: none">1. Why do people move to music?2. Is there a right way to move to music? Why or why not? Relevance and Application: <ul style="list-style-type: none">1. Using developmentally appropriate movements in responding to music from various cultures, genres, and styles aids in cultural awareness.2. Music software and electronic keyboards can be used to adjust tempo, meter, and styles for student response and movement. Nature of Music: <ul style="list-style-type: none">1. Responding to music through movement and dance is an important part of all cultures.

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: Kindergarten

Concepts and skills students master:

1. Create music through a variety of experiences

Evidence Outcomes

Students can:

- a. Improvise sound effects and simple songs to stories or poems (DOK 2-3)
- b. Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do some melodies sound better than others?
2. How does movement demonstrate what people hear?
3. How does music tell a story?

Relevance and Application:

1. Using software and other technology to demonstrate musical opposites of loud/soft, fast/slow, high/low, sound/silence, and beat/no beat provides an opportunity to give a multitude of global, musical examples.
2. Using developmentally appropriate movement when responding to musical opposites aids in assessing understanding of opposites in language.
3. Explaining where opposites can be found in other disciplines (reading, mathematic symbols +/-, visual art) provides an opportunity for transfer of knowledge, building long-term memory.
4. Explaining why certain sounds can be matched with certain characters (loud and low = Papa Bear, soft and high = Baby Bear) gives a multisensory opportunity to experience literature or drama.

Nature of Music:

1. Music tells a story.

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: Kindergarten

Concepts and skills students master:

- 2. Identify simple musical patterns

Evidence Outcomes

Students can:

- a. Use icons or invented symbols to represent beat (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to use symbols to identify what is heard?
- 2. Where else can you find patterns?
- 3. Why are patterns important in music?

Relevance and Application:

- 1. Using simple software and other technology tools to create sounds provides a diverse array of auditory examples of sounds heard in society.
- 2. The ability to identify repeated patterns in simple songs provides a developmentally appropriate foundation to understanding patterns in society.

Nature of Music:

- 1. Music has many patterns.

Content Area: Music

Standard: 2. Creation of Music

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

Concepts and skills students master:

1. Improvise movement and sound responses to music

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none">a. Improvise sound effects to accompany play activities (DOK 2)b. Use improvised movement to demonstrate musical awareness (DOK 2-3)	Inquiry Questions: <ol style="list-style-type: none">1. Why does movement change when music changes?2. Can music tell a story?
	Relevance and Application: <ol style="list-style-type: none">1. Using video devices to demonstrate how people respond to music with movement can provide a more global connection to music and movement2. Demonstrating ways movement changes when music changes gives young people an opportunity to express what they are feeling without words.3. Creating an original piece of artwork based off of music (such as short/fast strokes for short/fast music; long, wavy strokes for smooth musical phrases) provides an assessment of musical awareness.
	Nature of Music: <ol style="list-style-type: none">1. Music can move us.

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: <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
--

Grade Level Expectation: Kindergarten

Concepts and skills students master:
1. Comprehension of musical opposites

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Use their own vocabulary to describe musical opposites (DOK 1-2)b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat (DOK 1-2)	Inquiry Questions: <ul style="list-style-type: none">1. How do opposites make music more interesting to listen to?2. What other opposites can be found in other disciplines?
	Relevance and Application: <ul style="list-style-type: none">1. Identifying musical opposites in various historical periods, cultural styles, and genres of music and mass media strengthens one’s ability to comprehend the range of the continuum of musical opposites in specific areas.2. Demonstrating musical opposites through movement helps to assess one’s understanding of what an opposite is kinesthetically.3. Demonstrating opposites aurally and kinesthetically builds long-term memory and connections to literary and societal opposites.
	Nature of Music: <ul style="list-style-type: none">1. The application of expressive elements enhances musical performance.2. Specific vocabulary is necessary to describe 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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

- 2. Comprehension of basic elements of musical form

Evidence Outcomes

Students can:

- a. Aurally identify same/different patterns and phrases (DOK 1-2)
- b. Use body movement to interpret musical phrases (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. In what ways will a person’s hearing help when listening to a song?

Relevance and Application:

- 1. Various musical styles (American folk music, marches, lullabies) can be used to provide examples of same and different phrases.
- 2. The ability to hear same and different phrases is a foundational skill to developing aural discrimination in musical works.

Nature of Music:

- 1. Most musical compositions have a specific structure.

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
--

Grade Level Expectation: Kindergarten

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

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify male/female voices (DOK 1)b. Describe vocal and instrumental sounds using personal vocabulary (DOK 1-2)	Inquiry Questions: <ul style="list-style-type: none">1. Why do voices and instruments sound different?2. What are differences and similarities between two sounds?
	Relevance and Application: <ul style="list-style-type: none">1. Using music from various cultures, historical periods, genres, and styles to hear male/female voices and varying vocal and instrumental sound provides a global context for the ways music is used.2. Using examples such as cartoons, computer games, community, and home events to identify male/female voices and varying instrumental sounds provides a connection to the real ways music is used in the community.
	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: Kindergarten

Concepts and skills students master:

4. Identify simple rhythmic patterns

Evidence Outcomes

Students can:

- a. Move to demonstrate steady beat (DOK 1-2)
- b. Identify short/long and strong/weak beats (DOK 1-2)
- c. Use icons or invented symbols to represent beat (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to keep a steady beat?
- 2. How is a steady beat or pulse used in music?

Relevance and Application:

- 1. Recognizing that patterns occur in music and other subjects is preliminary to pattern identification, pattern matching, and understanding the function of patterns.
- 2. Identifying similar themes, patterns, and textures in stories, songs, and art forms provides practice and exploration in how themes/patterns and textures are used in the world.

Nature of Music:

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

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: Preschool

Concepts and skills students master:

1. Describe and respond to musical elements

Evidence Outcomes

Students can:

- a. Use an individual vocabulary to describe music (DOK 1-2)
- b. Use body movement to respond to dynamics and tempo (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does music make you feel?
2. What elements of a piece of music contribute to changes in mood?

Relevance and Application:

1. The ability to identify dynamics and tempo changes are the beginning foundational skills to understanding the elements in music.
2. Describing what one hears when listening to diverse samples of music builds a foundational skill of responding verbally to a musical feeling.

Nature of Music:

1. The application of expressive elements enhances musical performance.
2. Specific vocabulary is necessary to describe 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: Preschool

Concepts and skills students master:

- 2. Recognition of a wide variety of sounds and sound sources

Evidence Outcomes

Students can:

- a. Use personal vocabulary to describe sources of sound (DOK 1-2)
- b. Use invented symbols to represent musical sounds and ideas (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do instruments and voices sound different?

Relevance and Application:

- 1. Exploration of what kind of sound comes from what sources builds a foundational understanding of the relationship between the nature of sources and the product that results.
- 2. Allowing the use of invented symbols to represent sounds gives developmentally appropriate, preparatory practice to understanding the structure of musical notation.

Nature of Music:

- 1. Unique tone qualities are found in varying styles and genres of music.

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: Kindergarten

Concepts and skills students master:

1. Demonstrate respect for the contributions of others in a musical setting

Evidence Outcomes

Students can:

- a. Describe appropriate audience behavior at a live or recorded musical performance (DOK 1-2)
- b. Describe musical preferences in their own words and at an appropriate level (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What happens when an audience does not use strong listening skills at a performance?
2. Why is it important for listeners to be respectful of one another?
3. Why is music special to some people?

Relevance and Application:

1. Explaining or drawing pictures that show personal preferences to music provides an initial way for articulating how music makes people feel or how they value or appreciate varying styles of music.
2. Discussing what type of music specific storybook characters might like builds an initial ability to give meaning and context to various types of music.

Nature of Music:

1. Musical preferences can be as unique as individuals themselves.

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: Kindergarten

Concepts and skills students master:

2. Respond to musical performance at a basic level

Evidence Outcomes

Students can:

- a. Create movements that correspond to specific musical moods and styles (DOK 2-4)
- b. Identify, listen to, and discuss music written for specific purposes (work song, lullaby, etc.) (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do people choose certain movements for certain styles of music and not for others?
- 2. What are some aspects of music that can change the feelings that are communicated and how do they work to make music?
- 3. How do the basic elements of music communicate thoughts or emotions?

Relevance and Application:

- 1. Providing a developmentally appropriate opportunity for young learners to respond to music builds a foundational understanding that music promotes a reaction through feeling or preference of sounds.

Nature of Music:

- 1. Music is an art form and exists to express thoughts and emotions as well as communicate how people perceive the world.

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: Kindergarten

Concepts and skills students master:

3. Recognize and discuss music and celebrations in daily life

Evidence Outcomes

Students can:

- a. Explain the use of music in sources such as cartoons, computer games, community, and home events (DOK 1-2)
- b. Listen and respond to various musical styles (such as marches and lullabies) (DOK 1-2)
- c. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and general cultural associations (DOK 1-2)
- d. Use developmentally appropriate movements in responding to music from various genres, styles, and periods (rhythm and melody) (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does music that is composed for various purposes contribute to a specific experience?
2. What causes various instruments and voices to sound different from each other?
3. How does movement to music differ from one culture to another?
4. What makes differences in musical style?

Relevance and Application:

1. Providing diverse examples and experiences of the use of music in society builds a beginning understanding of the role music plays in individual experiences, family events, and community events.

Nature of Music:

1. Music has many uses and functions in people's lives.
2. People describe music in their own words, and the descriptions of others may be different, but equally valid.

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: Preschool

Concepts and skills students master:

1. Demonstrate respect for music contributions

Evidence Outcomes

Students can:

- a. Describe appropriate listening during a musical selection, live or recorded (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When is it appropriate or not appropriate to talk while music is being heard?
2. What does it mean to be respectful of others?

Relevance and Application:

1. Discussing ways to listen to music (headphones, in an audience, on the computer, or on an audio device) provides a connection to the many purposes and functions music serves in daily life.

Nature of Music:

1. The role of the audience in a musical performance includes being respectful of others.

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

Grade Level Expectation: Preschool

Concepts and skills students master:

- 2. Express feeling responses to music

Evidence Outcomes

Students can:

- a. Create movements in response to music (DOK 1-2)
- b. Participate freely in music activities (DOK 1-2)
- c. Talk about expressing feeling in music (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are some specific elements of music that can change the feelings that are communicated?
- 2. How do people decide what movements to make to music?
- 3. Why is experiencing music fun?

Relevance and Application:

- 1. Establishing a fundamental understanding of the connection of feelings and music builds foundational skills to apply to emotion and mood created through music.
- 2. Discussing how and where music is heard establishes a connection to music in everyday life.

Nature of Music:

- 1. People express their feelings through music.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- 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: Preschool

Concepts and skills students master:

3. Recognition of music in daily life

Evidence Outcomes

Students can:

- a. Use examples such as music from cartoons, computer games, community, and home events (DOK 1-2)
- b. Use a personal vocabulary to describe music from diverse cultures (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does music that is composed for various purposes contribute to a specific experience?
- 2. How do people describe the sounds of the instruments of various instrument families?
- 3. How do people describe the different kinds of movement they make to music?

Relevance and Application:

- 1. Identifying examples of music as live or recorded music builds a fundamental skill of listening for detail.
- 2. Using developmentally appropriate movements in responding to music from various genres, styles, and periods establishes a foundational understanding that music is an individual experience and possesses societal value and purpose.

Nature of Music:

- 1. Describing music in their own words helps people to understand music.

Colorado Department of Education

Office of Standards and Instructional Support
201 East Colfax Ave. • Denver, CO 80203

The Arts Content Specialist: Karol Gates (gates_k@cde.state.co.us)
<http://www.cde.state.co.us/CoArts/StateStandards.asp>