

MUSIC
FALL 2017 ONLINE FEEDBACK



As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Music. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

Music Prepared Graduate Statements

PG: 1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.

Agree: (no comment)

Agree: (no comment)

Comment: This seems vague. Isn't it really covered in the rest of the standards?

Agree: I agree with the generalization to include all forms of musical expression.

Agree: (no comment)

Agree: I feel like this is way more clear for educators.

Disagree: This is SO general, that it confuses parents about what we are actually doing in music class.

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Disagree: I'm not really sure what this standard is assessing.

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

PG: 2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.

Agree: (no comment)

Agree: (no comment)

Comment: Eliminate the "ideas and emotions" part of this.

Agree: (no comment)

Agree: (no comment)

Agree: Very clear expectation, easy to explain to kids.

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Comment: Simplify: Performs with appropriate techniques and expressive elements.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Disagree: (no comment)

PG: 3. Demonstrate the practice and refinement process of music making to develop musicianship

Agree: (no comment)

Disagree: This seems very vague...it almost sounds like the 2nd one as well. Maybe combining these two?

Comment: Demonstrates practice and refinement? Does this really need to be a standard?

Agree: (no comment)

Agree: (no comment)

Disagree: Could be confusing to younger students, doesn't seem measurable.

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Comment: The wording on this one is going to be hard for parents to interpret.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Disagree: (no comment)

PG: 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.

Agree: (no comment)

Agree: (no comment)

Agree: This one sounds good!

Agree: This statement is much more applicable to K-12 as a whole compared to previous statements.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: I don't like the "communicate purposeful intent" - not sure why, it just doesn't make total sense to me and seems a little wordy or repetitive. I see where you are going with this, and it's important. Maybe "with" purposeful intent and not "to communicate"?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Disagree: (no comment)

PG: 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.

Agree: (no comment)

Agree: (no comment)

Agree: This one sounds good!

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: I appreciate the variety of means language

Comment: This is WAY too board! There is too many ideas crammed into one standard. Read, write, and analyze should be their own standards.

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: (no comment)

Disagree: (no comment)

PG: 6. Listen to, aurally identify and differentiate musical elements in order to interpret and respond to music.

Agree: (no comment)

Agree: (no comment)

Agree: This sounds good and like something that can be taught and evaluated.

Agree: (no comment)

Agree: (no comment)

Neutral: How is this one different than 7?

Agree: (no comment)

Agree: (no comment)

Comment: How is this different than the analysis mentioned in #5 just above?

Neutral: (no comment)

Disagree: 6. Listen to and aurally and orally identify music elements to be able to differentiate, interpret, and create a response to music. I think #6 needs to be rewritten as it is confusing. What is the outcome you are looking for? I rewrote it to represent my own perceptions of what is trying to communicate.

Agree: Listen to and aurally seem redundant. Just cut out the "Listen to" part of the standard.

Agree: (no comment)

Disagree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Disagree: (no comment)

PG: 7. Evaluate and respond to music using criteria to make informed musical decisions.

Agree: (no comment)

Disagree: This statement seems very hard to grasp for me...what does it mean by musical decisions? Does it mean their emotions/feelings toward music, their thoughts on their own performance? I might need a little more clarification with this one.

Neutral: OK -- basically "music appreciation". Whatever. It's fine.

Disagree: I think that there should be an element of preference included in this statement. Musical decisions might encompass that, but it would be beneficial to see a statement of making informed opinions re: music they hear or make.

Agree: (no comment)

Neutral: How is this one different than 6?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: (no comment)

Disagree: (no comment)

PG: 8. Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Agree: (no comment)

Agree: (no comment)

Agree: Good to teach, difficult to assess.

Agree: (no comment)

Agree: (no comment)

Neutral: Deepen understanding of what? Music? Society? History?

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Comment: Maybe cut this whole section of the music report cards. It is important but with time restraints it is not realistic to have all of these standards and outcomes to cover in one year.

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: (no comment)

Disagree: (no comment)

Music Preschool

Standard: 1. Expression of Music

GLE: 1. Perform expressively.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Use voices expressively when speaking, chanting, and singing.

Agree: (no comment)

Evidence Outcome: Sing or sign or otherwise participate through multiple modalities a variety of simple songs and singing games alone or with others.

Agree: (no comment)

Disagree: Maybe phrase as: " Participates through movement or voice"?

Comment: Check grammar. "participate through multiple modalities in a variety..."

Evidence Outcome: Explore instrumental accompaniment to familiar songs or chants.

Neutral: "Instrumental" may need more specificity. Does it have to be a live instrument? Would a recording accompanying a song count? I think that this may be a little too generalized, but I like the overall intention of it.

Supportive Teaching Practices/Adults May:

Agree: What is going to be done re: schools with low budgets for instrumental experiences?

Agree: These are VERY helpful!

Examples of Learning/Children May:

Agree: Love the alignment with the huge diversity of music curricula.

Agree: These are great!

Comment: I think it should just say sing along to songs with repeated patterns. Take out the word "Verse"

GLE: 2. Respond to rhythmic patterns and elements of music using expressive movement

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Move to music of various tempos, meters, dynamics, modes, genres, and styles.

Agree: (no comment)

Evidence Outcome: Move or use body percussion to demonstrate awareness of beat and tempo .

Agree: (no comment)

Evidence Outcome: Match movement to rhythmic patterns.

Neutral: (no comment)

Disagree: I don't think this should be limited to just rhythmic patterns. It should be rhythmic and MELODIC patterns

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Neutral: change the word "speed" to "tempo"

Examples of Learning/Children May:

Agree: (no comment)

Disagree: Just clapping hand is not rigorous enough, it should be respond with body and instruments to music of various tempos.

Standard: 2. Creation of Music

GLE: 1. Improvise movement and sound responses to music

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Improvise sound effects to accompany play activities

Agree: (no comment)

Evidence Outcome: Use improvised movement to demonstrate musical awareness

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Examples of Learning/Children May:

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Describe and respond to musical elements.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use individual communication to describe music.

Agree: (no comment)

Evidence Outcome: Use individual means to respond to rhythm, dynamics and tempo.

Agree: (no comment)

Disagree: add the element of pitch

Evidence Outcome: Express personal interests regarding why some music selections are preferred over others.

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: (no comment)

GLE: 2. Recognize a wide variety of sounds and sound sources

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use personal communication to describe sources of sound.

Agree: (no comment)

Evidence Outcome: Use invented symbols to represent musical sounds and ideas.

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Demonstrate respect for music contributions.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe or demonstrate appropriate listening during a musical selection, live or recorded

Agree: (no comment)

Disagree: Listening skills is a routine and ritual a behavior management issue, it should not be in the standards. How do you grade sitting quiet and paying attention.? It is not a skill it is an expectation.

Supportive Teaching Practices/Adults May:

Agree: (no comment)

GLE: 2. Express feeling responses to music.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Create movements in response to music.

Agree: (no comment)

Evidence Outcome: Participate freely in music activities.

Agree: (no comment)

Evidence Outcome: Communicate a feeling in music.

Agree: (no comment)

Evidence Outcome: Communicate what is liked about own musical creations or performance.

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Music Kindergarten

Standard: 1. Expression of Music

GLE: 1. Respond to musical opposites.

Agree: (no comment)

Neutral: musical comparatives

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Neutral:**

(PG Feedback) **Agree:** These are so much better!

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Echo and perform simple melodic and rhythmic patterns.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Respond (sing, move, and play) to changes in mood or form (i.e. beat, tempo, dynamics, and melodic direction).

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Respond (sing, move, and play) to music, differentiating between sound and silence.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: This should be covered in preschool also or moved down a grade.

Expand and Connect:

Agree: (no comment)

Agree: (no comment)

Comment: I feel like the movement aspects could be more interconnected with PE and that grade appropriate movement should be defined.

Neutral: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: Love these!

Inquiry Questions:

Neutral: Even questions like "Does music change or is it always the same?"

Agree: (no comment)

Agree: These are great!

Comment: Inquiry questions about musical opposites: How does loud and soft change the mood of the music?

GLE: 2. Perform introductory songs with correct pitch, rhythm, expressive elements.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: Change the word "introductory" to "simple songs"

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Sing and move using simple songs and singing games

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Demonstrate speaking, singing, whispering, and shouting voice.

Agree: (no comment)

Agree: (no comment)

Disagree: Performs in a light clear voice. Learning about the different voices is fine but I think assessing on the "correct" singing voice is more beneficial.

Disagree: Why only singing....Add a "performing patterns and steady beat on simple rhythms instruments".

Expand and Connect:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Neutral: I'm sure there will be more information in the actual standards, but what does Information Literacy really mean?

Inquiry Questions:

Agree: (no comment)

Neutral: "How does performing songs help you learn?" Again, not sure why, it just doesn't seem to work for me. Not sure the kids could put this question into words or for teachers to use it to guide their students learning.

GLE: 3. Apply teacher critique and self-reflection to refine individual technique and performance of introductory songs.

Disagree: Number 3. should be removed from Expression for grades k-6. ("Apply teacher and peer critique...etc) The outcomes evidence seem more to be a listening assessment, then a child's Expression. 2 assessment points in Expression is plenty, considering the small amount of time the children are in Music each week.

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) **Agree:**

Evidence Outcome: Identify and apply teacher feedback to rehearse, refine, and determine when a piece is ready to perform.

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Apply self reflection process to refine musical performance.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: Also how important it is for the whole group to be focused as it only takes one unfocused performer to bring down the whole group.

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise, and arrange simple patterns using rhythm and/or pitch.

Agree: (no comment)

Agree: (no comment)

Agree: Nice and concise =)

Neutral:

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Neutral:** Purposeful again . . . Maybe a period after ideas. Everything we (and they) do has a purpose, I don't think we need the extra words.

Evidence Outcome: Compose a short pattern to represent a character or idea in a story or poem.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: All three of these outcomes are the same thing just combine them into one outcome.

Evidence Outcome: Improvise sound effects and simple patterns to stories and poems.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: All three of these outcomes are the same thing just combine them into one outcome.

Evidence Outcome: Arrange sound effect patterns to embellish songs, stories and poems.

Agree: (no comment)

Agree: (no comment)

Disagree: Same as part b, not necessary

Disagree: "Compose" and "improvise" cover everything we need, "arrange" seems repetitive or needs to be more clearly defined.

Comment: All three of these outcomes are the same thing just combine them into one outcome.

Expand and Connect:

Agree: (no comment)

Disagree: I feel like these are a bit much for kindergarteners. Part 1 involves a lot of literacy skills that many kindergarteners don't yet have, I feel it'd be more appropriate for 1st grade.

Neutral: Environmental sounds needs to be defined or might not even be necessary in the sentence.

Disagree: I would love to use this with Kinders, however, this is beyond their developmental stage. There needs to be clarification as to whether this is as an individual or with the support of a parent or teacher. Children this age can hardly type their names into the computer and use a mouse by the end of the school year. I do not believe "most" can manipulate a desktop in order to be able to create the outcomes as outlined below. Students can use technology to create, sample and manipulate sound effects. They can also use the internet as a resource for environmental sounds.

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Identify and demonstrate melodic and rhythmic opposites.

Disagree: (no comment)

Agree: (no comment)

Agree: Considering the Evidence Outcomes I feel this statement could be a little more precise.

Agree: (no comment)

Agree: I think all musical opposites should be in the same spot (rhythmic, melodic, tempo, and dynamics)

Comment: I miss Use icons or invented symbols to represent beat (DOK 1-2) from the old K creation standards...maybe theory would be a nice place for it since the new national core arts standards reference iconic notation a lot.

(PG Feedback) Agree:

(PG Feedback) Neutral: "Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.".....nothing in the section below talks about reading or writing, I feel like this statement doesn't belong here.

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Comment: These are too similar combine them into one.

Evidence Outcome: Melody: Identify and demonstrate high/low, same/different, up/down.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Rhythm: Identify and demonstrate beat/no beat, same/different.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: add to rhythm long and short sounds

Expand and Connect:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

GLE: 2. Identify and demonstrate tempo and dynamic opposites.

Agree: (no comment)

Agree: (no comment)

Agree: Not sure why tempo and dynamics are separate from melody and rhythm. Shouldn't we put all opposites together?

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Tempo: Identify and demonstrate fast/slow.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Dynamics: Identify and demonstrate loud/soft, sound/silence, same/different.

Agree: (no comment)

Agree: (no comment)

Comment: Please consider using the term quiet instead of soft

Neutral: Please, for the love, use quiet instead of soft - soft is something you can feel, not hear.

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: Already asked above. If all opposites are together this question isn't necessary

GLE: 3. Identify and demonstrate basic form and timbre elements

Disagree: There are too many Standards being assessed in relation to instructional time. This is item is interesting, but should not be a separate standard that is assessed.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Consider rearranging: basic elements of form and timbre

Disagree: This standard is not needed and does not give valuable info to the teacher or the parent. Eliminate this whole section.

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Timbre: Aurally identify same/different, introduction, question/answer.

Comment: These are FORM concepts. I think the two were switched.

Agree: (no comment)

Comment: The titles of part a and part b of this standard are switched.

Disagree: The definition is for from, not timbre.

Disagree: This is not appropriate for Kindergarten level.

Evidence Outcome: Form: Aurally identify vocal/instrumental sounds, speaking/singing/whispering/shouting voices.

Comment: These are TIMBRE concepts. I think that a. and b. were switched accidentally.

Agree: (no comment)

Comment: This is timbre and part a is form.

Disagree: Definition is for timbre not form. I think you switched the titles and definitions.

Disagree: This is an element to discuss I would not have it on a report card. Not necessary.

Agree: I like this being in kindergarten

Expand and Connect:

Agree: (no comment)

Agree: Question 3 is very wordy, is there a better way to word it?

Agree: Setup should be two separate words "set up" - probably an auto correct ;)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Neutral: Eliminate 3rd inquiry question by asking "how and why" in the first one.

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Describe musical preferences in their own words.

Disagree: There are too many Standards being assessed in relation to instructional time. This is item is interesting, but should not be a separate standard that is assessed.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Communicate understanding of musical ideas or moods through a variety of mediums (ie. movement, drawing, story-telling, etc.).

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Communicate personal preferences and/or reactions to music.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: This is the same question on the "a" part, too redundant.

Expand and Connect:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Agree: Is the first question an inquiry question?

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Disagree: Add a question about how can music make people feel?

GLE: 2. Recognize and discuss music and celebrations in daily life.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: This is a difficult thing to assess, I would not include it as a grade on any report card. It does not give any helpful info to parents about their child as a music learner.

(PG Feedback) Disagree: Over all I feel like this statement is not very well written considering the bullet points below.

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Recognize the use of music in sources such as cartoons, computer games, community, and home events.

Agree: (no comment)

Agree: (no comment)

Disagree: Consider using the word effect instead of use. I'm not sure this part of the standard is necessary.

Disagree: (no comment)

Evidence Outcome: Listen and respond to various musical styles (such as marches and lullabies).

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Disagree: add the phrase and interpret the "mood" the music is trying to express..happy, sad, angry, sleepy/relaxing etc.

Evidence Outcome: Communicate how music that is composed for various purposes contributes to specific experiences. (example: birthday songs)

Agree: (no comment)

Neutral: This could be embedded in "a" of these evidence/outcomes. The phrasing of this statement is awkward.

Neutral: This is very wordy...

Disagree: (no comment)

Neutral: communicate how music expresses mood and feelings

Evidence Outcome: Inquiry/Analysis

Agree: (no comment)

Comment: Need more information

Disagree: Need more information. What are we inquiring and analyzing?

Comment: Vague and does not fit with Students can: Maybe something like "Students can: inquire about and analyze musical selections".

Disagree: ??????????????????????

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Neutral: I don't know what "Information Literacy" means. . .

Inquiry Questions:

Neutral: Inquiry question 2 is already used elsewhere

Disagree: 2nd question is embedded in other standards and has already been covered.

Music First Grade

Standard: 1. Expression of Music

GLE: 1. Perform patterns demonstrating learned rhythmic and melodic patterns.

Agree: (no comment)

Agree: (no comment)

Disagree: add the word simple patterns so we can differentiate between 1st and 2nd grade by adding complex patterns at the 2nd grade level

Agree: (no comment)

(PG Feedback) Neutral:

(PG Feedback) Agree:

Evidence Outcome: Perform melodic patterns that include same/different and 3-pitch melodies

Agree: (no comment)

Disagree: Don't need this one with the other two outcomes.

Agree: (no comment)

Evidence Outcome: Perform rhythmic patterns that include quarter note, paired eighth notes, and quarter rest

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Perform a steady beat while contrasting rhythms are being played

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Neutral: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Neutral: (no comment)

GLE: 2. Perform basic songs with correct pitch, rhythm, tone and expressive elements

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Neutral:

Evidence Outcome: Maintain steady beat.

Agree: (no comment)

Disagree: (no comment)

Disagree: need to be more indicators students can: match pitch? students can: play simple rhythms? sing with appropriate head voice?

Agree: (no comment)

Evidence Outcome: Demonstrate appropriate tempo and dynamic levels.

Agree: (no comment)

Comment: Appropriate tempo is the same idea as keeps a steady beat, its all about internal pulse so don't need the "a" part of these outcomes.

Disagree: these indicators do not seem rigorous enough... what does "appropriate mean?" Instead Perform music with different tempo and dynamic levels

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of basic songs.

Disagree: Number 3. should be removed from Expression for grades k-6. ("Apply teacher and peer critique...etc) The outcomes evidence seem more to be a listening assessment, then a child's Expression. 2 assessment points in Expression is plenty, considering the small amount of time the children are in Music each week.

Agree: (no comment)

Agree: (no comment)

Agree: How should teachers assess this and other standards, GLEs, EOs?

(PG Feedback) Agree:

Evidence Outcome: Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

Agree: (no comment)

Agree: Combine these two outcomes.

Agree: (no comment)

Evidence Outcome: Apply self reflection process to refine musical performance .

Agree: (no comment)

Agree: Combine these two outcomes.

Neutral: (no comment)

Expand and Connect:

Neutral: (no comment)

Neutral: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise and arrange short phrases using rhythm and/or pitch.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Comment: Why is this labeled as "4."? Does this mean there are three other previous Grade Level Expectations?

Evidence Outcome: Compose a short instrumental and vocal pattern to accompany poems, rhymes, and stories.

Agree: (no comment)

Disagree: add using traditional of iconic notation

Evidence Outcome: Improvise short patterns using known pitches and rhythms.

Agree: (no comment)

Evidence Outcome: Arrange instrumental and vocal patterns to enhance poems, rhymes, stories and songs. (ex. create a spooky soundscape to go with a Halloween poem; create a happy pattern to be background music for a happy part of a story)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Theory of Music**GLE: 1. Identify and demonstrate introductory melodic and rhythmic patterns.**

Agree: (no comment)

Disagree: There is no mention of notation. Needs to be a notation component of iconic or traditional notation

(PG Feedback) Agree:

Evidence Outcome: Melody: Identify and demonstrate same/different patterns, 3 note patterns.

Agree: (no comment)

Disagree: Add students can identify, demonstrate and ICONICALLY notate.

Evidence Outcome: Rhythm: Identify and demonstrate quarter note/rest, paired eighth notes, steady beat, strong/weak, beat vs rhythm, same/different.

Agree: (no comment)

Disagree: Where is the notation skills Students can write in iconic notation 3 note melodies, and simple rhythms quarter note, eighth note, quarter rest

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify and demonstrate changes in tempos and dynamics.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Tempo: Identify and demonstrate faster/slower.

Agree: (no comment)

Disagree: not rigorous enough, should be able to discern three differentiations of dynamics and speeds and start putting correct musical terms largo, allegro to match the dynamic words

Evidence Outcome: Dynamics: Identify and demonstrate louder/softer, piano, forte.

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Identify and demonstrate basic form, meter, and timbre elements.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Form: Aurally identify phrase, AB

Agree: (no comment)

Evidence Outcome: Meter: Identify and perform steady beat.

Agree: (no comment)

Disagree: this should be kindergarten way too easy meter can feel dupe and triple

Evidence Outcome: Timbre: Aurally identify pitched/non-pitched instruments.

Agree: (no comment)

Disagree: this should be kindergarten way too easy timbre should be "jingle, shake, scrape, rattle, etc..."

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Neutral: (no comment)

Agree: Inquiry questions refer to instrument families, but then in the "What students can do" it only mentions pitched and non-pitched which is why the instrument families of shake/rattle, scrape, ring/jingle, click, should be added.

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Describe and/or demonstrate how ideas or moods are communicated through music.

Agree: (no comment)

Neutral: Delete the word moods.

(PG Feedback) Agree:

Evidence Outcome: Describe specific elements of music that impact thoughts or emotions.

Neutral: (no comment)

Disagree: Delete this one.

Evidence Outcome: Communicate understanding of music ideas or moods through of variety of mediums. (i.e. movement, drawing, storytelling, etc.)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Describe personal preferences or reactions to music.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify, discuss, and respond to music created for specific purposes.

Agree: (no comment)

Disagree: Delete this whole section.

Disagree: What happened to demonstrating respect for the contributions of self and others in a musical setting? I was told audience etiquette was removed--that is one of the most important things to teach. Our students will become audience members more often than they become professional performers.

(PG Feedback) Agree:

Evidence Outcome: Describe how ideas or moods are communicated through music written for specific purposes (such as holiday, march, lullaby.).

Agree: (no comment)

Disagree: (no comment)

Evidence Outcome: Describe specific elements of music that impact thoughts or emotions.

Neutral: (no comment)

Disagree: (no comment)

Evidence Outcome: Create developmentally appropriate responses to to music from various genres, periods, and styles (rhythm, melody, form).

Agree: (no comment)

Disagree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Music Second Grade

Standard: 1. Expression of Music

GLE: 1. Perform patterns that demonstrate learned rhythmic, melodic, and harmonic patterns.

Agree: (no comment)

Agree: (no comment)

Disagree: add the word complex to patterns to differentiate from 1st grade patterns. By harmonic do we mean ostinati? or general rhythmic and melodic patterns not chord progressions right?

(PG Feedback) Agree:

Evidence Outcome: Perform melodic, rhythmic, and harmonic patterns using expressive elements.

Agree: (no comment)

Agree: (no comment)

Comment: Do we want to add the qualities of vocal singing, maintain "Do" or "home" pitch, appropriate head voice, matching pitch etc. Do we want to add anything about playing instruments correctly?

Evidence Outcome: Perform rhythmic and melodic ostinati in small groups.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Perform simple songs with correct pitch, rhythm, harmony, tone and expressive elements.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Play tonic chord accompaniment (example: bordoun).

Agree: (no comment)

Neutral: (no comment)

Disagree: Move this to Evidence Outcome # 1

Evidence Outcome: Play and sing simple melodies with correct rhythm, tempo and dynamics

Neutral: It might be beneficial to replace the word "correct" with the word "appropriate", leaving room for expression even here.

Agree: (no comment)

Disagree: Stress the expressive part more sing and play for an expressive intent..it is deeper and stronger than just saying appropriate dynamics. What does "appropriate" refer to?

Expand and Connect:

Agree: (no comment)

Comment: take our simple songs and add chorus/verse songs

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple songs.

Disagree: Number 3. should be removed from Expression for grades k-6. ("Apply teacher and peer critique...etc) The outcomes evidence seem more to be a listening assessment, then a child's Expression. 2 assessment points in Expression is plenty, considering the small amount of time the children are in Music each week.

Agree: (no comment)

Comment: Why were the specific pitches and note values removed? Those things are not needed as a list or curriculum, but without them, nothing will be standardized.

(PG Feedback) Agree:

Evidence Outcome: Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

Agree: (no comment)

Agree: Great standard but the outcomes could be combined into one.

Evidence Outcome: Apply self reflection process to refine musical performance.

Agree: (no comment)

Neutral: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise and arrange phrases using rhythm and/or pitch.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Compose an instrumental and vocal pattern using known rhythms and pitches.

Agree: (no comment)

Agree: Great but combine it with: Improvise instrumentally and/or vocally question-answer patterns using known rhythms and pitches.

Evidence Outcome: Improvise instrumentally and/or vocally question-answer patterns using known rhythms and pitches.

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Arrange a song by adding an ostinato using known pitches and rhythms. (Ex. let students design a minor ostinato to accompany a minor song they are singing in class--you give them the pitches and they choose how to use them.)

Agree: (no comment)

Neutral: (no comment)

Comment: This is verbatim from First Grade

Comment: Is adding an ostinato the only way to arrange a song?

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Identify and demonstrate basic melodic, rhythm, and harmonic patterns.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Melody: Identify and demonstrate step/skip/repeat, within the pentatonic scale

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Rhythm: Identify and demonstrate half note/rest, whole note/rest

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Harmony: Identify and demonstrate introductory harmony (i.e. I chord)

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify and demonstrate extreme changes in tempos, dynamics, and articulations

Agree: (no comment)

Agree: (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Tempo: Identify and demonstrate presto/largo

Agree: (no comment)

Agree: (no comment)

Disagree: not rigorous enough should be multiple levels and terms Needs to be a notation component here. Identify and notate iconically or with traditional music notation.... Demonstrate falls under the Expression Standard

Evidence Outcome: Dynamics: Identify and demonstrate forte/piano

Agree: (no comment)

Agree: (no comment)

Disagree: not rigorous enough should be multiple levels and terms

Evidence Outcome: Articulation: Identify and demonstrate smooth/connected, short/separated

Disagree: I feel like this standard is best met in grade levels where wind instruments are played (recorder, woodwinds, etc.). It is hard to demonstrate and explain vocally or on Orff instruments that I would typically use in this grade, although I might just need some more ideas or examples on how to best meet this concept in 2nd grade.

Agree: (no comment)

Agree: Add in actual music words, legato/staccato

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Identify and demonstrate intermediate form, meter, and timbre elements.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Form: Aurally identify ABA, verse/refrain, coda

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Meter: Identify and perform duple and triple meter (2/4, 3/4) and strong vs. weak beat

Agree: (no comment)

Disagree: (no comment)

Evidence Outcome: Timbre: Aurally identify instruments and families

Agree: (no comment)

Neutral: All instruments in the families? That seems like a lot for 2nd grade.

Disagree: designate what families for instrument "instrument families of the orchestra"

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Aesthetic Valuation of Music**GLE: 1. Discuss individual preferences for music using specific music terminology.**

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Communicate understanding of music's expressive qualities that influence personal preference.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Communicate similarities between musical pieces.

Agree: (no comment)

Agree: (no comment)

Disagree: add similarities and "differences" because then it fits DOK compare and contrast

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Describe music from various cultures in their own words.

Agree: (no comment)

Disagree: Please don't remove audience behavior. Most of our students will become audience members. Few will be active performing musicians.

(PG Feedback) Agree:

Evidence Outcome: Describe varying kinds of voices and instruments and their uses in various settings.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Explain their own cultural and social interests in music.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Identify and correlate specific songs/music to specific settings (holiday, religious, celebratory).

Agree: (no comment)

Disagree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Music Third Grade

Standard: 1. Expression of Music

GLE: 1. Perform phrases that demonstrate learned rhythmic, melodic, and chordal accompaniment components.

Agree: (no comment)

Disagree: This section is not needed.

(PG Feedback) Agree:

Evidence Outcome: Perform learned melodic, rhythmic, and harmonic phrases using expressive elements

Agree: (no comment)

Disagree: This section is not needed.

Evidence Outcome: Perform multiple rhythmic and melodic ostinati in small groups

Agree: (no comment)

Disagree: This section is not needed.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Perform notated songs with correct pitch, rhythm, harmony, tone and expressive elements.

Agree: (no comment)**Agree:** (no comment)**(PG Feedback) Agree:**

Evidence Outcome: Use correct vocal and instrumental techniques when singing and playing instruments.

Agree: (no comment)**Agree:** (no comment)

Evidence Outcome: Perform two-part songs (example: rounds, partner songs) using speech, body percussion, singing, movement, or instruments

Agree: (no comment)**Agree:** (no comment)**Disagree:** two-part rounds should be 2nd grade this is not rigorous enough for 3rd grade**Agree:** (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple notated songs.

Disagree: Number 3. should be removed from Expression for grades k-6. ("Apply teacher and peer critique...etc) The outcomes evidence seem more to be a listening assessment, then a child's Expression. 2 assessment points in Expression is plenty, considering the small amount of time the children are in Music each week.

Agree: (no comment)**(PG Feedback) Agree:**

Evidence Outcome: Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

Agree: (no comment)**Neutral:** Combine these two outcomes.

Evidence Outcome: Apply self reflection process to refine musical performance.

Agree: (no comment)**Neutral:** Combine these two outcomes.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise and arrange in known musical forms using rhythm and/or pitch.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Compose a phrase alone or with others in a known musical form. (ex. AB/ABA where A or B are a short phrase or idea.)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Improvise phrases within a musical selection.

Agree: (no comment)

Disagree: (no comment)

Evidence Outcome: Arrange an accompaniment (ex. add a I-chord xylophone or recorder ostinato to a known tune, --students can design the rhythm/style.)

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Comment: Can we truly say one melody sounds better than another melody? Isn't this up to personal preference? What would be the exemplar answer for this question?

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Identify and demonstrate notated melodic, rhythmic, and harmonic patterns within the treble staff.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Melody: Identify and demonstrate line and space notes, within the pentatonic or major scale.

Agree: (no comment)

Disagree: Line vs space note is too simple for 3rd graders a much better Kinder question.

Disagree: Need to mention notation Students will notate in traditional, iconic notation or with the use of notation software.

Agree: (no comment)

Evidence Outcome: Rhythm: Identify and demonstrate 4 sixteenths, dotted half note.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Harmony: Identify and respond to or perform harmonic changes(i.e. I and V chord).

Agree: (no comment)

Disagree: "Respond to" is too vague.

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify and demonstrate gradual tempos, dynamics, and articulations.

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Tempo: Identify and demonstrate accelerando/retardando.

Comment: ritardando

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Dynamics: Identify and demonstrate crescendo/decrescendo

Agree: (no comment)

Agree: (no comment)

Comment: I miss pp/ff

Evidence Outcome: Articulation: Identify and demonstrate legato, staccato

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Identify and demonstrate advanced form, meter, and timbre elements.

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Form: Aurally identify Rondo.

Agree: (no comment)

Disagree: Why the focus on Rondo vs any other form? I don't think specifying a specific form is necessary.

Agree: (no comment)

Evidence Outcome: Meter: Identify and perform various time signatures including 2/4, 3/4, 4/4

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Timbre: Aurally identify 2+ parts

Agree: (no comment)

Disagree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Select and use specific criteria in making judgments about the quality of a musical performance.

Agree: (no comment)

Neutral: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Communicate how expressive qualities (such as dynamics, modality, tempo and meter) are used to reflect expressive intent.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Communicate similarities and differences in music.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Discuss reasons that different kinds of music are important to people.

Agree: (no comment)

Disagree: Don't need this one when you have: 2. Identify differences and commonalities in music from various cultures.

Disagree: I'd rather see the old language around demonstrating respect for different types of music. This one seems to be repeated in GLE 2 EOC

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify differences and commonalities in music from various cultures.

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Describe vocal and instrumental timbres and their uses in various cultures.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Communicate similarities and differences in music used for holidays, celebrations, and day to day life from various cultures.

Agree: (no comment)

Disagree: Too specific of a standard, does not lead to further good inquiry for the students.

Evidence Outcome: Discuss reasons that different kinds of music are important to different people and cultures.

Agree: (no comment)

Disagree: Too similar to other outcomes in this section.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Music Fourth Grade

Standard: 1. Expression of Music

GLE: 1. Perform sections of songs that demonstrate learned rhythmic, melodic, and introductory chordal accompaniment components.

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Perform three-part vocal and/or instrumental rounds.

Disagree: I still think this is too high of a standard for 4th grade. There are high school choirs that struggle with three-part music and elementary schools that only see kids a quarter of the year are still going to have a tough time just getting their kids to sing in unison on pitch by age 9.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.

Comment: I would like the expressive elements to be defined specifically. Which expressive elements are we teaching to fourth graders? I understand that some of this may be embedded in other areas - but this could be more user-friendly. Can there be a link or drop down box that allows educators to directly access these?

Comment: The standard states to use expressive elements but it does not state what those elements are that should be used. Is there a way to be able to easily access the elements that are desired.

Comment: It would be helpful to clarify what the "expressive elements" are specifically. They may be indicated in another section, but a drop down stating which elements would be beneficial.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Play and sing songs in major keys

Neutral: I think 4th grade includes minor?

Agree: (no comment)

Disagree: Combine this with: Perform learned melodic (in a major key), rhythmic, and harmonic patterns using expressive elements.

Disagree: add minor songs

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Perform complex notated songs with correct pitch, rhythm, tone, harmony and expressive elements.

Agree: (no comment)

Agree: (no comment)

Neutral: "Complex" is too vague.

Disagree: Going from simple songs in the old standards to complex songs here seems extreme. Also, I miss following conductor cues in the standards. We need person-to-person connections like that.

(PG Feedback) Comment: Again, I would like the techniques and expressive elements taught, to be defined and the document formatted to be user friendly with a link or drop down box to give those definitions.

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Perform learned melodic, rhythmic, and harmonic patterns with attention to tempo, dynamics, and articulation.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Sing and/or play music following tempo, dynamic and articulation indications.

Agree: Like that it is open ended

Agree: (no comment)

Disagree: This is redundant to the "a" outcome.

Expand and Connect:

Disagree: Math songs? Not sure this should be included as a genre?

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance of notated songs

Disagree: Number 3. should be removed from Expression for grades k-6. ("Apply teacher and peer critique...etc) The outcomes evidence seem more to be a listening assessment, then a child's Expression. 2 assessment points in Expression is plenty, considering the small amount of time the children are in Music each week.

Agree: Like this!

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

Agree: (no comment)

Agree: (no comment)

Comment: Combine these two outcomes.

Evidence Outcome: Apply self reflection process to refine musical performance.

Agree: (no comment)

Agree: (no comment)

Comment: Combine these two outcomes.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise and arrange melody using rhythm and pitch.

Agree: (no comment)

Neutral: Difference between compose and arrange? Especially for the parents' view point.

(PG Feedback) Agree:

Evidence Outcome: Compose a section of melody using known rhythms and pitches.

Comment: Is there a place where the pitches are specified for the grade level?

Comment: Where are the known rhythms and pitches located in this document? Can there be a link or pop up box that shows what they are?

Comment: Are the expected "known pitches" the same as what has been indicated in the Appendix? If so, would it be possible to have the Appendix easily accessed through a link, pop-up and/or drop down?

Agree: (no comment)

Agree: (no comment)

Disagree: 4th grade can compose a whole melody, especially is 5th grade expectation is a whole melody WITH accompaniment

Evidence Outcome: Improvise a section of melody using known rhythms and pitches.

Comment: same as comment for a.

Comment: Is there a place where the pitches are specified for the grade level?

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Arrange a known melody by adding style, ostinato, classroom instruments or harmony. (ex. Students in a small group can arrange a song giving it a rap or rock-n-roll feel using cymbals and drums.)

Agree: (no comment)

Disagree: Not a good outcome.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Identify and demonstrate extended notated melodic, rhythmic, and harmonic patterns within the treble staff.

Comment: Treble staff or should it be clef? Do the notes need to be on the staff then? No ledger lines?

Comment: extended notation - please clarify within the treble staff (clef) AND/OR bass clef

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Melody: Identify and perform in major/minor tonalities

Disagree: Expression standard 1 GLE 2 says only major keys need to be performed

Agree: (no comment)

Agree: (no comment)

Disagree: not rigorous enough.... needs to move beyond identify... Needs to mention notation to match the learning objective students notate ..with iconic, traditional notation and/or use of notation software.

Agree: (no comment)

Evidence Outcome: Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets

Disagree: The wording is confusing. Is this referring to dotted quarter notes and dotted eighth notes, or the dotted quarter + eighth that was present in the old standards? It would make more sense to stick to just "dotted quarter note", especially with the explicit 6/8 meter now included.

Agree: (no comment)

Disagree: I was told by Karol Gates that this previous standard was actually NOT 8th note triplets but rather beamed 8th notes. I think the intent is vastly changed here. Triplets were explicitly listed in the 7th grade theory standards in the old standards. I have scaffolding concerns with placing them in fourth grade.

Evidence Outcome: Harmony: Identify, perform, or respond to harmonic patterns

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify and demonstrate subtle differences in tempos, dynamics, and articulations

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Tempo: Identify and demonstrate fermata

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Dynamics: Identify and demonstrate mezzo forte, mezzo piano, pianissimo/fortissimo

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Articulation: Identify and demonstrate accent, fermata

Agree: (no comment)

Disagree: Fermata was already assessed in the "a" part.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Identify and demonstrate complex form, meter, and timbre elements.

Evidence Outcome: Form: Aurally identify a variety of forms including recurring themes, interludes, canons and theme/variations

Agree: (no comment)

Comment: Maybe change to "forms and formal elements" since it lists recurring themes and interludes, which seem more like formal elements than actual forms.

Evidence Outcome: Meter: Identify and perform music in 6/8

Disagree: 6/8 time in fourth grade is a bit early end of fifth beginning of sixth is a better time for this.

Disagree: 6/8 time in fourth seems really early. I have taught this at the end of 5th/early 6th and it seems appropriate developmentally.

Disagree: It would be more appropriate to teach 6/8 in 5th grade or even 6th grade.

Agree: (no comment)

Evidence Outcome: Timbre: Aurally identify 3+ parts and various world instruments

Disagree: This is a very broad outcome to try and assess on in a busy year and curriculum.

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Discriminate between musical and nonmusical factors in creating criteria for evaluating music.

Agree: (no comment)

Disagree: This is a confusing standard to explain to parents.

(PG Feedback) Comment: Has this criteria been created for us? It seems like we could use some guidance here.

(PG Feedback) Comment: What criteria are we using to evaluate music? Has it been created or do we create it?

(PG Feedback) Comment: Has the criteria been established or is it left to the discretion of the educator?

(PG Feedback) Agree:

Evidence Outcome: Discriminate between both musical (rhythm, melody, tempo) and nonmusical (text, feelings) elements that influence musical performance and preference.

Agree: Thanks for the examples!

Agree: (no comment)

Disagree: Too broad.

Evidence Outcome: Communicate similarities and differences in music from various historical periods with music of today.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Discuss reasons that music has been important to people throughout all historical periods.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

GLE: 2. Articulate contributions of various cultures to music from American historical periods.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: No more Colorado music and musicians? It was a great curricular connection to social studies and Colorado History in 4th grade. Arts integration was easily accessible there...

Evidence Outcome: Describe vocal and instrumental timbres and their uses throughout American music history

Agree: (no comment)

Neutral: Combine these outcomes together, otherwise they are to redundant.

Evidence Outcome: Communicate similarities and differences throughout the history of American music.

Agree: (no comment)

Neutral: Combine these outcomes together, otherwise they are to redundant.

Evidence Outcome: Discuss the influence of various cultures in the development of American music. (Caribbean, Western European, Native American, African, etc.)

Agree: (no comment)

Neutral: Combine these outcomes together, otherwise they are to redundant.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Music Fifth Grade

Standard: 1. Expression of Music

GLE: 1. Perform songs that demonstrate learned rhythmic, melodic, chordal accompaniment components.

Comment: It would be nice to have a link to what rhythmic, melodic, and chordal accompaniment components need to be taught in this grade level, (I know that it is located in the theory section, but it's hard to move back and forth within the document.) along with what kids should have already learned/mastered.

Agree: (no comment)

Comment: Perform songs that demonstrate learned rhythmic, melodic, chordal accompaniment.

(PG Feedback) Agree:

Evidence Outcome: Perform songs that incorporate more than one layer. (partner songs, rounds, descants, etc.)

Agree: This is more like the statement I'd like to see in 4th grade instead of 3-parts.

Agree: (no comment)

Agree: (no comment)

Comment: This seems like a step back from the three-part rounds in 4th grade. Maybe 3 or more layers??

Evidence Outcome: Perform learned melodic, rhythmic, and harmonic patterns using expressive elements.

Agree: (no comment)

Comment: "Expressive" elements is too vague.

Evidence Outcome: Play and sing songs in major and minor keys.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Perform extended notated songs with correct pitch, rhythm, tone, harmony and expressive elements

Comment: This sounds like a repeat of GLE 1. Except for the word "notated"

Comment: What does extended notated song mean? Does it mean a longer piece is there a minimum measure count?

Comment: Please format this document to make it more user-friendly - Links for which rhythms, tone, harmony, ect... need to be taught here and what has already been taught? Extended notation - Can this be defined for me? Not exactly sure what that means....

Comment: "Extended notated songs" - what is meant by this term? "Expressive Elements", again, a drop down specifying what expressive elements are being taught would be helpful.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: This standard is too similar to the "1. Apply knowledge and skills through a variety of means to demonstrate musical concepts" standard. Combine the two and eliminate the repetitive evidence outcomes.

Evidence Outcome: Perform multi-layered rhythmic and melodic pieces (example: rounds, partner songs, descants).

Comment: This sounds like a repeat of GLE 1.a... Does there need to be two GLE's saying essentially the same thing here?

Agree: (no comment)

Disagree: This is way too similar to "Perform songs that incorporate more than one layer. (partner songs, rounds, descants, etc.)"

Comment: Seems repetitive related to 1a

Evidence Outcome: Sing and/or play following the director's indications for expressive elements.

Comment: Can this be added to GLE 1 as a d. option?

Comment: What are expressive elements? Does this mean that the students follow a conductor that is conducting a pattern? Is the conductor showing dynamics, cues, styles?

Comment: Link to expressive elements please!

Agree: (no comment)

Disagree: This is redundant to performing expressively and with emotion.

Agree: Yay!! I want to see following the director throughout elementary school standards!

Expand and Connect:

Agree: (no comment)

Neutral: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Comment: How do different rhythm patterns affect the feel of music? Does this mean ostinatos in music? I don't think "rhythm" is the correct word here.

GLE: 3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance.

Disagree: Number 3. should be removed from Expression for grades k-6. ("Apply teacher and peer critique...etc) The outcomes evidence seem more to be a listening assessment, then a child's Expression. 2 assessment points in Expression is plenty, considering the small amount of time the children are in Music each week.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Apply self reflection process to refine musical performance

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise, and arrange melody with rhythmic accompaniment.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Compose a melody with accompaniment.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Improvise a melody using rhythmic and melodic phrases over an accompaniment (Ex. 12 Bar Blues, changing chord ostinati or other accompaniment, vocal ostinati, etc.)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Evidence Outcome: Arrange an accompaniment to go with a melody.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Comment: Combines these into one thought.

Evidence Outcome: Melody: Identify and demonstrate awareness of whole/half steps

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Rhythm: Identify and demonstrate syncopation that includes 16th, 8th and dotted quarter notes.

Disagree: I'm confused by these rhythm statements. Do you mean SYNCOPA (eighth-quarter-eighth) when you say syncopation? Is it possible to teach syncopation without having to teach 5th graders the difficult 16th note patterns (I have never gotten this far in my Title 1 schools where I only see kids 25% of the year)? Need more suggestions and options here. Dotted quarter is typically taught along with single eighth, which you had in 4th grade.

Comment: Could you possibly include rhythmic examples of what you are wanting especially the 16th.

Comment: Can you give some examples here? I am thinking that sixteenth note syncopation is too difficult for 5th grade.

Comment: I feel that 16th notes is too advanced for 4th grade, particularly Instrumental.

Neutral: I am a little confused. What rhythms exactly might be encompassed by this? I like that the rhythms are more generalized, but am especially confused by the dotted quarter notes bit. Maybe notation would help!

Neutral: (no comment)

Disagree: Unclear--it used to be 8th and two sixteenths, plus syncopation. Now it seems like instead of ti tika and tika ti, it is saying 16th 8th 16th with syncopation--this would be a pretty advanced skill.

Evidence Outcome: Harmony: Identify, perform, or respond to harmonic patterns

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify and demonstrate new and learned tempos, dynamics, and articulations.

Comment: Can there be a pop up box that identifies which tempos ect... have been previously learned and which we should teach here.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Tempo: Identify and demonstrate written tempo symbols

Disagree: examples?

Agree: (no comment)

Agree: (no comment)

Disagree: Need to add a notation component to match the Prepared Graduate Competency students notation with iconic and/or traditional notation, and notation software

Evidence Outcome: Dynamics: Identify and demonstrate the written symbols for dynamic changes

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Articulation: Identify and demonstrate learned written articulations

Comment: Can we have a pop up with which articulations we should teach - and what has been previously learned/taught.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Identify and apply complex form, meter, and timbre elements.

Comment: User-friendly pop up box with lists of what students have previously learned for form, meter, ect.... and what specific elements should be taught here

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Form: Identify DS al Coda, DC al fine, 1st/2nd endings

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Meter: Identify the purpose of the top and bottom number in a time signature

Disagree: This should be way earlier. Whenever meter is introduced.

Disagree: Meter is introduced much earlier than this and this conversation should be happening before this point.

Disagree: Should be included much earlier when meter is introduced.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Timbre: Identify rhythmic vs. melodic sections in instrumental pieces

Disagree: I'm confused by this statement. Do you mean different sections of music like vocal vs. instrumental? songs with verses and instrumental solos? examples would be helpful

Neutral: (no comment)

Disagree: I don't think this one is necessary.

Evidence Outcome: Risk Taking

Disagree: Examples?

Comment: Can you give some examples of this?

Disagree: Not sure how risk taking applies to this PGC. I can see where it can be included as an expansion.

Neutral: Confused by this part. It looks like a typo. If it isn't, it definitely needs more elaboration.

Disagree: This is so vague and not necessary.

Disagree: This doesn't go here move to the right side

Disagree: Grammar Students can: Risk taking Maybe it would be better to say Students can: "Take a risk while participating in music class." but it doesn't seem to belong in theory of music.

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Create and use specific criteria in making judgments about the quality of a musical performance.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Evaluate how a variety of musical elements influence musical performance and preference.

Comment: The evidence outcomes for 5th are not overly hard especially when compared to 4th grade - could we switch this?

Comment: These would be better suited for 4th grade - possibly switch 4th and 5th?

Disagree: These seem easier than the fourth grade evidence outcomes.

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Discuss the difference between preference versus quality of musical works.

Disagree: These seem easier than the fourth grade evidence outcomes.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify differences and commonalities in music from different historical periods. and different cultures.

Comment: take the . out after the word period.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe vocal and instrumental timbres and their uses in various historical periods and cultures.

Agree: (no comment)

Comment: All these evidence outcomes can be combined into one idea.

Disagree: separate out historical and cultural periods...

Evidence Outcome: Communicate similarities and differences in music from various historical periods.

Agree: (no comment)

Comment: This is too similar to the "a" outcome, combine them.

Evidence Outcome: Communicate ways in which music has been important to people throughout historical periods.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Comment: Don't narrow the discussion to American culture, just say cultures, then you can apply whatever culture you are studying at the time.

Music Sixth Grade/Novice

Standard: 1. Expression of Music

GLE: 1. Perform pieces of music, making interpretive and expressive choices.

Comment: The are choices given in the appendix? Do we make them up ourselves? Can you provide a link to these?

Evidence Outcome: Perform music rhythmically correct at .5-1 level on the difficulty rating scale (see appendix).

Comment: Can you add a link directly to the standards that you have in mind from the appendix?

Comment: I understand that the appendix is listed with previous standards, but not available for viewing for this feedback. Please provide a link.

Comment: Can there be a link to the appendix here so I can move back and forth with ease?

Evidence Outcome: Perform music with correct pitches and intonation at .5-1 level on the difficulty rating scale (see appendix).

Comment: Can you add a link directly to the standards that you have in mind from the appendix?

Comment: I am unsure of what it would mean to play with "correct intonation" at the novice level, and whether or not this should be associated with playing correct pitches.

Evidence Outcome: Perform music with expressive qualities at a .5-1 level on the difficulty rating scale (see appendix).

Comment: Can you add a link directly to the standards that you have in mind from the appendix?

Expand and Connect:

Comment: 1. A community or a culture? 2. Wording?

Comment: Does this refer to a musical "culture" or community? Revise wording for #2.

Comment: Are you referring to a music culture? Also, - Basic editing - the wording in Expand and Connect #2 needs to be changed by taking out the "to".

Colorado Essential Skills:

Agree: I really like that you added CO essential skills. Wish we'd thought of that in Drama & Theatre Arts.

GLE: 2. Perform Music in unison and 2 parts accurately and with technique in order to convey intent.

Agree: Appropriate for grade level/novice performer!

(PG Feedback) Comment: Specify expressive elements.

Evidence Outcome: Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction (vocal) and phrasing.

Agree: Thank you for specifying these.

Comment: Thank you for specifying the elements that you are looking for.

Evidence Outcome: Respond to written or visual cues for tempo, simple dynamics, and time signatures including 2/4, 3/4, and 4/4.

Comment: Thank you for specifying the elements that you are looking for.

Comment: Thank you for specifying the techniques and the theory that should be taught for this grade level.

Inquiry Questions:

Neutral: Could you change playing to performing to include all aspects of musical performance (vocal)?

Neutral: Could you change playing to performing to include all aspects of musical performance (vocal)?

Standard: 2. Creation of Music

GLE: 1. Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent.

Neutral: They are all neutral

(PG Feedback) Neutral:

(PG Feedback) Neutral:

Evidence Outcome: Compose a combination of melodic and rhythmic phrases of basic length (Ex: 2-4 measures) within structured parameters using a variety of notation methods at a .5-1 level on the difficulty rating scale (see appendix).

Comment: Both melodic and rhythmic? It would make more sense if it's an and/or...

Comment: Compose a combination of melodic and/OR rhythmic phrases...

Neutral: (no comment)

Evidence Outcome: Improvise basic (ex: 2-4 measures) melodic or rhythmic phrases over accompaniment at .5-1 level on the difficulty rating scale (see appendix)

Neutral: (no comment)

Evidence Outcome: Arrange an existing piece by changing one musical element at .5-1 level on the difficulty rating scale (see appendix)

Neutral: (no comment)

Expand and Connect:

Neutral: (no comment)

Colorado Essential Skills:

Neutral: (no comment)

Inquiry Questions:

Neutral: (no comment)

Standard: 3. Theory of Music

GLE: 1. Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and dynamics.

Comment: The appendix should be part of this document as a link or pop up box.

Comment: Starting in middle school, I miss the specificity of rhythmic and melodic skills that was in the old standards.

Evidence Outcome: Identify by name or function, and notate musical symbols at a level .5 -1 on the difficulty scale (see appendix)

Comment: Is there a way to include the appendix in a link or pop up for these standards?

Comment: It would be easier to understand this concept if the appendix was available with this review.

Evidence Outcome: Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a .5 level (see appendix).

Comment: Is there a way to include the appendix in a link or pop up for these standards?

Evidence Outcome: Notate melodic and/or rhythmic patterns of two to four measures. Level .5 -1 on difficulty scale (see appendix)

Comment: Is there a way to include the appendix in a link or pop up for these standards?

GLE: 2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

(PG Feedback) Comment: Which elements?

Evidence Outcome: Analyze a musical passage and describe the composer's intent by the structure and elements included in the piece at a level .5-1 level See Appendix)

Disagree: Shouldn't this be in aesthetic valuation? Also put a begin parenthesis before see appendix.

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Evaluate musical performances using prescribed criteria.

(PG Feedback) Comment:

GLE: 2. Articulate and justify personal preferences for music consumed in society.

(PG Feedback) Comment: Reword this.

(PG Feedback) Comment: Should be reworded: Relate musical ideas and works, to deepen understanding, to society, cultural, and historical context.

GLE: 3. Identify and describe uses for music in different world cultures.

Comment: This is very repetitive - not challenging for 6th grade.

GLE: 4. Identify how music has been used in different historical periods.

Comment: They have been doing this for a long time - where is the progression?

Music Seventh Grade/Intermediate

Standard: 3. Theory of Music

GLE: 1. Read, notate, and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

Comment: Starting in middle school, I miss the specificity of rhythmic and melodic skills that was in the old standards.

Music Eighth Grade/Proficient

Standard: 1. Expression of Music

GLE: 2. Perform music in 3 or more parts accurately and with technique in order to convey intent.

Evidence Outcome: Respond to conductor's cues of balance and blend while singing or playing in an ensemble.

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form).

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Read, notate, and identify by name or function complex standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

Comment: Starting in middle school, I miss the specificity of rhythmic and melodic skills that was in the old standards.

Music High School/Advanced

Standard: 1. Expression of Music

GLE: 1. Perform contrasting pieces of music, making advanced interpretive and expressive choices.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Perform music incorporating expressive qualities at a 5-6 level on the difficulty rating scale (see appendix).

Disagree: This is not attainable in many areas of our state, as music is not funded correctly.

Comment: Instead of citing grade levels - use descriptions as not all contents use the same system.

Evidence Outcome: Perform music with correct pitches and intonation at 5-6 level on the difficulty rating scale (see appendix).

Disagree: This is not attainable in many areas of our state, as music is not funded correctly.

Comment: Choral music is not presented in "Grades." May want to provide a summary here instead of citing a grade level.

Evidence Outcome: Perform music with expressive qualities at a 5-6 level on the difficulty rating scale (see appendix).

Disagree: This is not attainable in many areas of our state, as music is not funded correctly.

Comment: Same comment about grade levels - should describe/summarize instead of citing.

GLE: 2. Perform advanced music accurately and expressively, demonstrating self-evaluation and personal interpretation.

Agree: (no comment)

Evidence Outcome: Sing and/or play with correct pitch and note values at a 5-6 level on the difficulty rating scale (see appendix).

Disagree: There is no standard grade level for music compositions. And the state does not fund music education starting at the elementary through High School to reach an advanced/college level state wide.

GLE: 3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance and mentor others.

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Comment: This was removed from creation as indicated on the spreadsheet...maybe here is a good place for it: Notate arranged musical ideas using nontraditional notation, as appropriate Nontraditional notation is important.

GLE: 3. Aurally identify and differentiate musical elements within musical excerpts of various styles.

Evidence Outcome:]Listen to and identify chromatic chords and intervals.

Comment: Remove initial bracket

GLE: 4. Classify music, by genre, style, historical period or culture.

Evidence Outcome: Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification

Agree: (no comment)

Standard: 4. Aesthetic Valuation of Music

GLE: 2. Describe and analyze the impact of music on individual and group/social identity.

Inquiry Questions:

Comment: Please add a question 2: "How has music influenced both individual, and group/social identity, when music has been used as a means to express the realization, or lack of realization, of human rights?"

GLE: 4. Describe and analyze the influence of music on how citizens remember historical or political events.

Comment: Please add a question 2: "How has music been used, in various cultures and various periods of history, to express the realization, or lack of realization, of human rights?"; please add a question 3: "Viewed historically, has the use of music to express the realization of human rights (for example, through patriotic songs) always been a positive force in society?"; please add a question 4: "Does music sometimes alter, either positively or negatively, how citizens remember historical or political events?"

Music High School/Accomplished**Standard: 1. Expression of Music**

GLE: 2. Perform music accurately and expressively, demonstrating self-evaluation and personal interpretation.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Sing and/or play with correct pitch and note values at a 4-5 level on the difficulty rating scale (see appendix).

Disagree: Again, for an accomplished level vs. an advance level, I think the difficulty should be 3 to 4, not 4 to 5.

Evidence Outcome: Respond to conductor's cues of balance and blend while singing or playing in an ensemble.

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form).

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Define valid criteria for informed aesthetic judgments, and apply those criteria to unfamiliar musical works and performances.

Agree: (no comment)

Evidence Outcome: Apply self reflection process to refine musical performance.

Agree: (no comment)

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: Perform contrasting pieces of music, making interpretive and expressive choices.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Perform music incorporating expressive qualities at a 4-5 level on the difficulty rating scale (see appendix).

Disagree: This is not attainable in many areas of our state, as music is not funded correctly.

Disagree: For an accomplished level vs. an advance level, I think the difficulty should be 3 to 4, not 4 to 5.

Evidence Outcome: Perform music with correct pitches and intonation at 4-5 level on the difficulty rating scale (see appendix).

Disagree: This is not attainable in many areas of our state, as music is not funded correctly.

Neutral: (no comment)

Evidence Outcome: Perform music with expressive qualities at a 4-5 level on the difficulty rating scale (see appendix).

Disagree: This is not attainable in many areas of our state, as music is not funded correctly.

Agree: (no comment)

Comment: Isn't this the same as a. Perform music incorporating expressive qualities at a 4-5 level on the difficulty rating scale?

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Creation of Music

GLE: 1. Compose, improvise and arrange compositions using melodic, harmonic and rhythmic elements to convey intent.

Agree: (no comment)

(PG Feedback) Comment: I personally do not improvise and have had some training in it. But as a classical musician, this is not part of our field. I am uncomfortable teaching improvising. I know this is part of the

nat'l standards and has been. But again, depending on your genre of music, you may not utilize improvisation in your own playing.

Evidence Outcome: Compose music incorporating level-appropriate melody, harmony, and form at a 4-5 level on the difficulty rating scale (see appendix).

Comment: Having a real problem with the difficulty scales as there is NO standardized level grading system.

Disagree: Again, for an accomplished level vs. an advance level, I think the difficulty should be 3 to 4, not 4 to 5.

Evidence Outcome: Improvise a solo vocally and/or instrumentally using varied rhythmic and melodic patterns at a 4-5 level on the difficulty rating scale (see appendix)

Comment: This should be level 2 or 3, not 4 or 5. I do not have time to teach improvisation in a performance class.

Evidence Outcome: Create an original arrangement of vocal or instrumental music at a 4-5 level on the difficulty rating scale (see appendix).

Comment: WHERE IS THIS APPENDIX

Disagree: This should be level 2 or 3, not 4 or 5. I do not have time to teach arranging/composition in a performance class.

Expand and Connect:

Comment: Does every music classroom in the state have technology available? Or the resources to acquire that technology?

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Theory of Music

GLE: 1. Read level-appropriate music accurately and expressively.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify by name or function, and notate musical symbols at a (level .5 -1 on the difficulty scale (see appendix).

Disagree: I think this can be level 1 to 2. Level .5 to 1 may be too low an expectation.

Evidence Outcome: Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications at a level 3 (see appendix)

Disagree: This should be level 2 to 3, not just level 3.

Evidence Outcome: Notate a combination of melodic and rhythmic patterns of two to four measures at a Level 3-4 on the difficulty scale (see appendix)

Disagree: This should be level 2 or 3, not 3 or 4. I do not have time to teach arranging/composition in a performance class.

Evidence Outcome: Critical Thinking/Problem Solving

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Analyze structure, use of musical elements, and expressive choices within musical compositions.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Compare composition and notation among different musical works.

Agree: (no comment)

Evidence Outcome: Analyze a musical passage and describe the composer's intent by the structure and elements included in the piece.

Agree: (no comment)

Evidence Outcome: Analyze the structure of musical works.

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

GLE: 3. Aurally identify and differentiate musical elements within musical excerpts.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Listen to and notate melodies with rhythm at a level of 3 on the difficulty scale (see appendix)

Disagree: This should be level 2, not 3.

Evidence Outcome: Listen to and identify common chords and intervals, including 7ths.

Neutral: (no comment)

Colorado Essential Skills:

Agree: (no comment)

GLE: 4. Classify music by genre, style, historical period or culture.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification

Neutral: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Standard: 4. Aesthetic Valuation of Music

GLE: 1. Evaluate and assess the quality of musical performances or compositions, and defend those aesthetic choices using valid criteria.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Define valid criteria for informed aesthetic judgments, and apply those criteria to unfamiliar musical works and performances.

Agree: (no comment)

Evidence Outcome: Explain aesthetic judgements and interpretation of musical works as they connect with musicians' intent and communicative choices.

Agree: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Describe and analyze the influence of music on popular culture.

Neutral: (no comment)

(PG Feedback) Neutral:

Evidence Outcome: Evaluate works and performances based on research as well as personally- and collaboratively- developed criteria, including analysis and interpretation of the structure and context.

Agree: (no comment)

Evidence Outcome: Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response.

Neutral: (no comment)

Expand and Connect:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Comment: Please add a question 2: "How has music been used, in the context of popular culture, to express the realization, or lack of realization, of human rights in the US and the rest of the world?" I am basing this request, and my other requests related to including more explicit references to human rights, and international humanitarian law, in the standards, on the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see https://www.socialstudies.org/positions/human_rights_education_2014). I believe the reasoning behind the NCSS statement applies to music, and all the arts, as well as to social studies.

Agree: (no comment)

GLE: 3. Compare and contrast the use of common musical characteristics across multiple world cultures.

(PG Feedback) Agree:

Evidence Outcome: Using established criteria and feedback, identify the ways in which performances convey the formal design , style, and historical/cultural context of the works

Neutral: (no comment)

Evidence Outcome: Make and defend informed aesthetic (personal) judgments based on the criteria developed.

Neutral: (no comment)

Expand and Connect:

Agree: (no comment)

Online Feedback

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Comment: Please add a question 2: "How has music been used, in the United States and in other parts of the world, to express the realization, or lack of realization, of human rights?"

Agree: (no comment)

GLE: 4. Describe and analyze the influence of music on historical events.

Neutral: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Classify and describe unfamiliar but representative aural examples of music from a given musical/historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock).

Neutral: (no comment)

Evidence Outcome: Compare different historical contexts and how they results in different musical effects.

Neutral: (no comment)

Expand and Connect:

Neutral: (no comment)

Colorado Essential Skills:

Neutral: (no comment)

Inquiry Questions:

Comment: Please add a question 2: "How has music been used, in various cultures and various periods of history, to express the realization, or lack of realization, of human rights?"; please add a question 3: "Viewed historically, has the use of music to express the realization of human rights (for example, through patriotic songs) always been a positive force in society?"

Neutral: (no comment)