

Curriculum Guide *For* *Music*

* (Revised June 2012)

**St. John's Lutheran
Church and School**



Connecting People with Jesus

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Adopted Music Curriculum Materials

- God Made Music, by PraiseHymn, Inc.
Levels K-7

The Purpose of Music in St. John's Lutheran School Curriculum

At St. John's Lutheran School we value the study of music as an important tool in implementing our vision and philosophy statements. We believe that music (both instrumental and vocal) are an essential part of a well-rounded education. Every culture has a spoken language, and similarly, every culture also has a musical language. A person who understands and appreciates his or her musical language is able to receive in full the intellectual, emotional, and spiritual benefits that come from music. We believe that music and the arts are integral to all subjects across the curriculum. Learning in music can be directly related to learning in all disciplines. Research shows that the study of music develops higher-level thinking skills, enhances learning in other content areas, and prepares students in performance and workplace skills. Music education develops the whole person, gradually building many kinds of literacy while cultivating intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Because music is a basic expression of human experience, every student should have access to a balanced, comprehensive, and sequential program of study in music

At St. John's we see music as a means by which God's saving Word is proclaimed. Martin Luther considered music to be God's greatest gift next to the Word of God and frequently expressed the necessity of a strong music curriculum in the schools of his day. Through music God's Word can be powerfully proclaimed. We believe that our music curriculum helps to provide students with positive, God-pleasing, and spiritually uplifting alternatives.

Overview of Music Curriculum

Kindergarten

1. Understand that melody, harmony and rhythm are the foundation of music.
2. Experience melody, harmony and rhythm through songs, rhymes and movement.
3. Be introduced to basic music theory (notes, rests and their values, staff, treble and bass clef, music alphabet)
4. Appreciate music through listening to Benjamin Britten's *Young Person's Guide to the Orchestra*, *Peter and the Wolf* and *Carnival of the Animals*.
5. Listen and identify (by sight and sound) the instruments that comprise a band or orchestra.
6. Prepare songs for Sunday worship, Christmas Program and Spring Musical.

First Grade

1. Experience music that describes a scene or nature. (Grove's *Grand Canyon Suite*)
2. Learn simple note and rest values and experience them in singing and playing rhythm instruments.
3. Experience melody (notes moving up, down and staying the same) in songs sung.
4. Learn about string, woodwind, brass and percussion instruments. Listen and identify them in music. (*Grand Canyon Suite and Peter and the Wolf*).
5. Learn and experience music theory — sharps and flats, dynamic markings, staccato and legato, time signatures and key signatures, staff, bar lines and repeat dots.

Second Grade

1. Learn and experience music theory
 - *grand staff, bar lines, measures
 - *treble and bass clefs – learn notes in treble clef
 - *learn notes and rests and their values
 - *double bar lines dots, D.C. al Fine
 - *intervals - notes that step, skip and stay the same
 - *time signatures
 - *tempo markings – accelerando, ritardando, a tempo, fermata
 - *dynamic markings – f, p, crescendo, decrescendo

2. Learn about string, percussion, brass and woodwind instruments. Listen and identify instruments in Copland's *Rodeo* and Grieg's *Peer Gynt Suites 1 & 2*

Third Grade

1. Learn and experience music theory
 - *continued review and extension of theory learned in grade 2 *much concentration on learning notes in treble clef *learn conducting patterns in 2/4, 3/4 and 4/4
 - *learn what harmony is in a choral setting
2. Learn basics on flutophone (plastic recorder)
3. Continue to learn about string, percussion, brass and woodwind instruments. Listen and identify instruments in Mussorgsky's *Pictures at an Exhibition* and Tchaikovsky's *1812 Overture*. Also, learn about Peter I. Tchaikovsky.

Fourth Grade

1. Learn and experience music theory
 - *Continued review and extension of theory learned in 3rd grade *Begin learning notes in bass clef
 - *Lots of work on intervals and writing chords
 - *Write their own song based on chord progression
2. Learn to play recorder.
3. Continue to learn string, woodwind, brass and percussion instruments. Listen and identify instruments in Holst's *The Planets* and Mozart's *Symphonies #1 and 2*. Study **Wolfgang** Amadeus Mozart.

Fifth Grade

1. Learn and experience music theory
2. *Continued review and extension of theory learned in 4th grade *Half and whole steps — scales Continued review of instruments. Listen and identify in Dvorak's *New World Symphony*. Introduction of opera — learn about Giuseppe Verdi and his opera *Aida*.

Sixth Grade

1. Learn and experience music theory:
 - *continued review and extension of theory learned in 5th grade
2. Continued review of the instruments. Special emphasis on pipe organ. Listening and identifying instruments in Saint-Saens' *Symphony #3 for the Organ*, Mozart's *Symphony #5*, Handel's *Messiah* and Bartok's

Concerto for Orchestra. Study Beethoven and Handel.

Seventh Grade

Continued review and extension of all theory learned in previous grades. Emphasis on the piano. Listening: Chopin's piano music, and music by Stravinsky and Gershwin.

Eighth Grade

1. Intensive character studies on major composers in Baroque, Classical, Romantic and Contemporary periods. Learn facts about their lives and music. Identify 2 or 3 pieces of music from each composer.
2. Orff Instruments – Playing in an ensemble -needing notation and rhythms.

All Grades: Learn and prepare songs for Sunday morning worship, Christmas program and Spring Musical.

St. Johns Music **Curriculum Standards**

(Adapted from the Colorado Model Content Standards)

1. Expression of Music

The expression of music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

2. Creation of Music

The creation of music is the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

3. Theory of Music

The theory of music is the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

5. Students will view music as a gift of God and a means of sharing God's love.

Music Curriculum Guide

Organization and Format

The standards are presented in a format which follows each standard in a scope and sequence format going through each grade level to the next starting from Kindergarten and working up to eighth-grade. Included in each grade levels standards and curriculum are sections which show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The elements of the revised standards are:

Prepared Graduate Competencies: The Kindergarten through eighth-grade concepts and skills that all students who complete their education at St. John's must master to ensure their success in a secondary, postsecondary, and workforce setting.

Standard: The topical organization of an academic content area.

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Music

The prepared graduate competencies are the Kindergarten through eighth-grade concepts and skills that all students who complete their education at St. John's must master to ensure their success in a secondary, postsecondary, and workforce setting

Prepared graduates in music:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind
- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples
- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in making and defending musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

21st Century Skills and Readiness Competencies in Music

Music in St. John's description of 21st century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's music students need a repertoire of knowledge and skills that is more diverse, complex, and integrated than any previous generation. Music is inherently demonstrated in each of Colorado 21st century skills, as follows:

Critical Thinking and Reasoning – When students demonstrate musical knowing, they are able to integrate varying perspectives when expressing themselves in a variety of ways, creating new musical works and analyzing musical works. Producing a quality musical performance requires a synthesis of creative, expressive, and technical skill; self-adjustment; listening; and adjustment of tone, pitch, and volume to create a balanced and effective sound. Music constantly challenges students to use multiple processes and diverse perspectives when performing, analyzing, or making informed decisions.

Information Literacy – Musical knowledge acquisition requires students to analyze scores, performances, genre, and style. Source discernment is vital in these endeavors because it allows students to interpret musical messages differently including points of view. When students research music using inquiry through critical listening, describing, and evaluating, they become educated consumers and aficionados.

Collaboration – Music education requires students to collaborate within a variety of instrumental and vocal ensembles. The synergy and discipline that musical ensembles foster create leadership skills and self-awareness. When students communicate the language of music to a variety of audiences through response to conductor's cues and interpretation, they demonstrate collective problem-solving skills that are readily transferred in all aspects of life.

Self-Direction – Students that participate in music develop self-discipline, persistence, and resilience. The ownership of their compositions and performances provides mastery of skills and a passionate work ethic to continually strive for excellence. Through improvisation and adaptability, students demonstrate initiative to use their interpersonal skills to influence others, identify and define authentic problems, and produce innovative and imaginative new compositions.

Invention – The diversity in musical style, form, and genre would not exist without the underlying promise of innovation and the possibilities of creating something new. Students integrate ideas to create original works through personal or group expression. They construct knowledge and challenge choices when arranging, orchestrating, improvising, and using technology to develop musical compositions.

Music Curriculum Framework

Standard 1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

Prepared Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Standard: 1. Expression of Music

Grade Level: Kindergarten

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music my movement, singing and playing rhythm instruments.- Participate in activities that explore keeping a steady beat.- Perform loud/soft, fast/slow through singing and playing rhythm instruments.- Play singing games - Participating in actions and story songs.- Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form.- Use voices expressively when speaking, chanting, and singing.- Demonstrate fundamental performance skills such as correct posture and behavior.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. What is the difference between speaking and singing?2. How does performing songs help you learn?3. How does different music change the way you feel?4. How does music help to express the music you hear?5. Is silence a part of music?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Using music together with dance, theatre, and the visual arts aids in early reading skills such as storytelling and sequencing skills.2. Music software and audio and/or video devices can be used to demonstrate speaking and singing voices, simple songs, and patterns.3. Electronic keyboards can be used to echo and perform simple melodic and rhythmic patterns.4. Using developmentally appropriate movements to express music demonstrates ability to follow musical elements.5. Using movement to respond to music aids in long-term memory development.6. Gross motor skills are refined when responding to music through movement.7. Audio devices can be used to demonstrate varying types of music and the use of rests within simple songs.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Musicality is the ability to perform and respond to music in meaningful ways.2. Expressing music through movement and dance is an important part of all cultures.

Standard: 1. Expression of Music

Grade Level: First Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music demonstrating proper techniques in tempo, rhythm and pitch.- Sing a wide variety of songs including singing games, patriotic, seasonal, folk, and worship songs.- Perform loud/soft, fast/slow, high/low through singing and playing rhythm instruments.- Maintain steady beat.- Respond to cues of a conductor for stopping and starting.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important to keep a steady beat?2. How is singing similar to speaking?3. What is the role of the conductor?4. How do the beats in music relate to counting in math?5. Why is it important to follow music symbols when performing?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills.2. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills.3. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings Simple songs can be used to teach content such as counting, spelling, literature sequencing, and scientific topics.4. Tracking music on a page aids in developing skills needed in beginning reading.5. Audio devices and music software can be used to demonstrate simple four-beat patterns.6. Simple songs can be used to teach content such as counting, spelling, literature sequencing, and scientific topics.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. When performers respond to patterns and symbols of music, they are communicating a composer’s message just as a reader is communicating an author’s message.2. Musicality is the ability to perform and respond to music in meaningful ways.

Standard: 1. Expression of Music

Grade Level: Second Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music demonstrating proper techniques in tempo, rhythm and pitch.- Sing a wide variety of songs including singing games, patriotic, seasonal, folk, and worship songs.- Demonstrate tempo changes through body percussion, movement and instrument playing.- Perform loud/soft and medium (f, p, mf, mp) through body percussion, instrument playing and singing.- Follow conductor's cues demonstrating dynamic changes, tempo changes, and fermata.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. What is a good singing voice?2. How does music make you feel different?3. Why do performing groups have conductors?4. Are rests as important as notes in music?5. How do accompaniments change a song?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs can be used to deliver content knowledge in musical ways.2. Singing songs focused on phonemic awareness and using cross body movements aids in reading and writing skill.3. Music software and audio devices can be used to demonstrate dynamic changes, tempo changes, and fermatas.4. Learning to sing along productively with others demonstrates teamwork.5. Mathematic patterns can be identified in music.6. There are cultural and historical styles and genres of music that can be identified by their similarities and differences in the simple patterns used in the music.7. Music software and audio devices can be used to demonstrate pentatonic scales and tonic chord accompaniments in simple keys.8. When performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Music communicates a message.2. Musicality is the ability to perform and respond to music in meaningful ways.

Standard: 1. Expression of Music

Grade Level: Third Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music demonstrating proper techniques in tempo, rhythm and pitch.- Sing a wide variety of songs including patriotic, seasonal, folk, and worship.- Demonstrate tempo changes through singing and instrument playing- Perform dynamic changes in song – introduce accents.- Explore singing/playing legato and staccato.- Begin flutophones.- Recognize and follow conductor’s beat patterns and gestures.- Sing simple notated melodies.- Perform using correct posture, breathing, and diction.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important for ensembles to work as a team?2. Why is it important to understand conducting patterns?3. How does identifying patterns help with memorization?4. How are beat and rhythm different?5. Why is repetition and/or pattern important in music?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Recognizing that patterns occur in music as in other parts of life builds the ability to find connections in the world.2. Identifying patterns in music from various cultures, historical periods, genres, and styles enables listeners to find similarities and differences in each.3. Music software companies develop programs and electronic keyboards that allow a solo, novice performer to create more complex rhythmic and harmonic musical phrases and compositions.4. Following a conductor’s beat leads to a synthesis of visual and auditory stimuli.5. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.6. Music software can be used to assist in memorization.7. Performance skill can be isolated and adjusted using audio and/or video devices to record, compare, and/or evaluate the result of different techniques.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Basic music reading skills are necessary to become a literate musician.2. Musicality is the ability to perform and respond to music in meaningful ways.

Standard: 1. Expression of Music

Grade Level: Fourth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music demonstrating proper techniques in tempo, rhythm and pitch.- Sing a wide variety of songs including patriotic, seasonal, folk, and worship.- Demonstrate tempo changes through singing instrument playing.- Demonstrate ability to play/read notes B A G on recorder.- Watch conductor and follow meter patterns and tempo and dynamic changes.- Demonstrate appropriate stage presence and performance skills.- Play and sing simple notated melodies with attention to pitch, rhythm, and expressive qualities- Perform using correct posture, breathing, and diction.- Band offered to interested students.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. What knowledge is needed to read and perform music?2. How is music like a language that helps people communicate?3. How do changes in rhythm change a message in music?4. How do accompaniments affect music?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Patterns in rhythm changes can be related to fractions in mathematics.2. Music from various cultures, historical periods, genres, and styles vary in their use of melodic and rhythmic patterns.3. Mass media uses melodic and rhythmic patterns to make music memorable to serve purposes such as selling a product (jingles); create easy auditory recall (theme songs for commercials, news casts, sitcoms, and film); and deliver a message (musical montage of patriotism).4. Music software, electronic keyboards, and audio devices can be used to play accompaniments, ostinati, and a variety of rhythmic and melodic patterns.5. Math songs, works songs, celebration songs, holiday songs, and patriotic songs can be used to teach a wide variety of content knowledge for easy recall of facts, sequence, and process.6. Music software and audio devices can be used to isolate particular measures in songs to highlight unique qualities in pitch, rhythm, and expressive qualities.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Musical compositions often demonstrate the main idea of a message through the melody.2. Musicianship is built upon pattern recognition

Standard: 1. Expression of Music

Grade Level: Fifth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music demonstrating proper techniques in tempo, rhythm and pitch.- Sing a wide variety of songs, including patriotic, seasonal, folk, and worship.- Watch the conductor and follow meter patterns, phrasing, tempo, and dynamic changes.- Perform using correct posture, breathing, and diction.- Play and sing simple melodic notation in treble clef.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. What knowledge is needed to read and perform music?2. How is music like a language?3. What does harmony add to music?4. How does syncopation affect the feel of music?5. How does music stimulate visual ideas, feelings, and perception?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Most music contains a theme just as a story contains a main idea.2. Music software, audio devices, and keyboards can be used to learn and perform melodies.3. Knowledge of how melody is used, depending on culture, style, and genre, gives insight and predictability to the inherent musical structure of various music literatures.4. Performance of rhythmic patterns in music can be related to patterns found in mathematics.5. Performance of basic chord structures shows how basic harmony follows a distinct, repeatable pattern.6. Electronic keyboards allow students to understand chord structure kinesthetically, aurally, and visually.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Melody is the core of a musical message.2. Basic music reading skills are necessary to become a literate musician.

Standard: 1. Expression of Music

Grade Level: Sixth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Explore music demonstrating proper techniques in tempo, rhythm and pitch. - Sing a wide variety of songs, including patriotic, seasonal, folk, and worship. - Watch conductor and follow meter patterns, tempo and dynamic changes in choral or band setting. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to play or sing scales? 2. How is music built upon patterns found in major and minor scales? 3. How did prolific composers in history adjust the use of scale structure to develop new genres and styles of music? 4. How does sight-reading aid in expressive performances? 5. What would be the most prominent difference to the listener if music did not possess consistent tone quality, intonation, balance, blend, and phrasing? 6. Why is it important to play or sing with expression? 7. Why is it important to observe the conductor, sing/play, and listen at the same time? 8. How would music be different if there were no changes in expression? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Music is built upon patterns found in the major and minor scales and can be compared to the base 10 system in mathematics. 2. Modalities of music are foundational to creating an emotional quality in music used in mass media and society. 3. Identifying modalities improves listening skills. 4. The use of sight-reading skills builds a foundation for musical literacy just as decoding a story for the first time builds fluent readers. 5. Sight reading new music assesses a musician’s ability to apply foundational knowledge about musical symbols and tempo indications. 6. Use of varying tone in music transfers to use of voice in speech and theatre presentations. 7. Music software can be used to adjust tone quality, phrasing, and tempo to compare and contrast various styles. 8. Singing or playing with expressive elements is like adding voice to a literary work. 9. Singing or playing in unison emphasizes key components in the musical message like exclamation points, commas, and other literary components do for text. 10. Using music and its importance in expression of stories, cultural characteristics, and significant life milestones emphasize the commonalities and celebrate the differences between people. 11. Current technologies provide many options for experiencing, practicing, and performing in two-part harmony. (Electronic keyboards play with partner, use rhythm feature to play in meters, use audio or video devices to record practices and use self-evaluation.) <p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Musicians rely upon the flexible thinking needed to identify the many patterns music uses within the major and minor modes. 2. Musicians use sight-reading fluency as indicators of musical leadership. 3. Ensembles reflect a musical community.

Standard: 1. Expression of Music

Grade Level: Seventh Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Explore music demonstrating proper techniques in tempo, rhythm and pitch.- Sing a wide variety of songs, including patriotic, seasonal, folk, and worship.- Watch conductor and follow meter patterns, tempo and dynamic changes in choral or band setting.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important to know and read the expressive elements of music?2. What makes the conductor's cues important?3. Why is teamwork important when performing harmonic performance?4. How can an accompanist enhance a musical performance?5. Why is it important to correlate modalities with different cultures?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Scales in minor modes have a different mathematical pattern.2. Culturally significant music is most easily recognized through the most prominent modality used (Eastern versus Western music).3. Playing and singing in minor modalities increase effectiveness to communicate diverse musical messages.4. Music technology can be used to transpose music to different modalities.5. The use of sight-reading skills creates a literate and independent musician.6. The voice of language correlates with the voice of music (phrasing, balance, meter).7. Music software and audio or video devices can be used to assist in the practice of learning how to sight-read.8. Performing in a variety of ensembles develops an ability to communicate.9. Expressive qualities of music capture unique cultural characteristics and provide awareness geography and culture.10. Current technologies can be used to support, enhance, and evaluate musical practice and performance.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Musicians use performance fluency as an indicator of musical leadership.2. Individual and ensemble practice leads to accuracy and precision of musical performance.3. Musicians rely on flexible thinking to enhance their craft.

Standard: 1. Expression of Music

Grade Level: Eighth Grade	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Watch conductor and follow meter patterns, tempo and dynamic changes in choral or band setting. - Ensemble playing with Orff Instruments. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to correlate modalities with different cultures? 2. How do modalities shape musical expression? 3. Why is the ability to sight-read important? 4. How does sight reading at a performance level impact career and higher level performing opportunities 5. Why is it important to hear balance between other parts in an ensemble? 6. Could ensembles perform without conductors? 7. How does voicing of music change the characteristic of the musical performance?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Comparing and contrasting modal characteristics of historical, American, and cultural music examples lead to an understanding of similarities and differences among cultures. 2. Identifying major/minor modalities improves components of listening skills. 3. Music software can be used to change the modalities of a composition to compare and contrast the differences. 4. Observing musical symbols correlates to comprehending literary symbols such as punctuation. 5. Mass media uses varying tone qualities to set a specific mood for their message. 6. Sight reading and appropriate application of the music elements in performance provide opportunities for ensemble leadership. 7. Music software allows direct assessment of reading and accuracy ability. 8. Mass media uses varying performances to deliver specific moods to impact consumer choices. 9. Music performances frequently convey messages and stories about important historical events. 10. Expression is needed to perform effectively in various societal musical endeavors such as festivals, competitions, and performances.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Modalities are used to demonstrate musical diversity. 2. Musicians use performance fluency as an indicator of musical leadership. 3. Ensembles reflect a musical community.

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Prepared Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Standard: 2. Creation of Music

Grade Level: Third Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Perform pitched instrument accompaniment with flutophones.- Demonstrate ability to play/read B A G on flutophones.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How is question and answer form used in various styles of music?2. How is improvisation used in other disciplines?3. How is creating a new musical phrase similar to or different from creating a new solution in science?4. Why is it important to use specific criteria when notating?5. How is specific-criteria in notation similar to specific criteria in writing?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Comparing elements of rhythm and pitch in existing treble clef phrases leads to a fundamental understanding of basic structure in music.2. Recognizing basic notation structure in music can be transferred to one's ability to write a structured sentence in literature, which provides the understanding that music is a language.3. Using software and other tools of technology to improvise short musical segments within existing tunes provides opportunities to experience success in creating basic musical phrases.4. Using developmentally appropriate movements to improvise with music helps illustrate the expressive elements in music5. Creating new music or improvising within music requires risk taking and critical-thinking abilities.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Creating music is a form of self-expression.2. Musicians rely on knowing and understanding various notations and terms to write and create music.

Standard: 2. Creation of Music

Grade Level: Fourth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Perform pitched instrument accompaniment with recorders.- Demonstrate ability to play/read B A G on recorders.- Create own melody with broken primary chords.- Create 4- to 8-measures using known rhythms and pitches on a treble clef staff.- Follow prescribed criteria when notating.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How does improvising music create a unique sound?2. Is it easier to improvise with an instrument or with a voice? Give a rationale for the belief.3. Why is improvisation important?4. How is writing music related to writing stories?5. Why is knowing prescribed criteria important when writing music?6. Do different cultures notate music differently?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Application of select criteria builds the ability to judge the quality of improvisation.2. Software and other tools of technology aid in improvising music.3. Understanding the basic structural elements used to write short musical phrases provides a foundation to understanding the structural elements of more complex musical compositions.4. Musical notation can be compared with notation of other disciplines (such as theatre stage directions, mathematical notation, vocal diction notation (IPA), dance notation)5. Discussing the common criteria used to notate music in at least one historical era (classical, baroque, etc.) provides insight into key differences in varying styles and genres of music.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Musicians rely on knowing and understanding various notations and terms to write and create music.2. Creating music is a form of self-expression.

Standard: 2. Creation of Music

Grade Level: Fifth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Experience writing lyrics to match an existing melody written on 5-line staff.- Experience counterpoint through singing.- Add primary chords to an existing song and notate on bass clef staff.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important to learn how to notate melodies or rhythms that are played?2. Are there rules in composing?3. Do compositions have patterns?4. What jobs require composing skill?7.
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Software and other tools of technology are used to create music.2. Understanding how other disciplines create something new builds the ability to transfer musical skills into other activities.3. Identifying the similarities and differences between composers in two different historical eras provides an understanding of how prominent composition styles in music history evolved.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Musicians rely on knowing and understanding various notations and terms to write and create music.

Standard: 2. Creation of Music

Grade Level: Sixth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Experience writing an original melody with broken triads.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How does a working knowledge of notation assist in composing original musical ideas?2. How could the process of composition be described or explained?3. How are patterns used in creating original musical works?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Technology provides a more expanded resource by which performers may create and perform original compositions and preserve musical ideas.2. Experiences in composing music provide insights into the career of a musician.3. Simultaneously seeing, hearing, and using notation provides a more complete musical experience through critical thinking and synthesis.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Musical composition and notation of melodies, rhythms, and harmonies demonstrate one's understanding of the elements of music.

Standard: 2. Creation of Music

Grade Level: SEVENTH & EIGHTH GRADE

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

Expectations for this standard are integrated into the other standards at Seventh & Eighth Grade.

Inquiry Questions:

Relevance and Application:

Nature of Mathematics:

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Standard: 3. Theory of Music

Grade Level: Kindergarten

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Demonstrate fast/slow, high/low and loud/soft through body movement, speaking and singing- Introduction of quarter/half/whole and eighth notes and their rests.- Sing, move and play with upward and downward direction of melody.- Describe vocal and instrumental sounds.- Move to demo steady beat.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why do voices and instruments sound different?2. What are differences and similarities between two sounds?3. In what ways will a person’s hearing help when listening to a song?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Various musical styles (American folk music, marches, lullabies) can be used to provide examples of same and different phrases.2. The ability to hear same and different phrases is a foundational skill to developing aural discrimination in musical works.3. Using music from various cultures, historical periods, genres, and styles to hear male/female voices and varying vocal and instrumental sound provides a global context for the ways music is used.4. Using examples such as cartoons, computer games, community, and home events to identify male/female voices and varying instrumental sounds provides a connection to the real ways music is used in the community.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Unique tone qualities are found in varying styles and genres of music.2. Most musical compositions have a specific structure.

Standard: 3. Theory of Music

Grade Level: First Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Introduce notes – quarter/half/whole/eighth/dotted notes and rests.- Recognize high/low and up and down patterns.- Use a five line music staff, distinguishing between line notes and space notes.- Introduce fermata, repeat dots, sharps and flats, key signatures and time signatures.- Apply music reading skills to making music.- Use and demonstrate vocabulary for louder/softer and faster/slower.- Identify pitched and un-pitched instruments.- Demonstrate piano/forte, crescendo/decrescendo, and smooth/connected using movement, voice, and instruments.- Identify instrumental families of an orchestra.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. What makes music interesting to listen to?2. Why are there changes in tempo and dynamics in music?3. Why do voices and instruments sound different?4. Why do others have different music preferences?5. How is music used in community events and celebrations?6. How will knowing notes and rests help me in performing music? How will echoing melodic patterns help me understand a song?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science).2. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms.3. Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter rests.4. Explaining the difference between making music louder or softer with a volume controller versus how music is performed provides the understanding that dynamics changes involve changes in intensity and character, not just a change in decibels.5. Using video and audio clips to identify the louder and softer parts of music illustrates the large variety of ways these elements are used in music.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Music notation is a visual representation of organized sound and silence.2. Patterns occur in music and in the world.3. Unique tone qualities are found in varying styles and genres of music.4. The application of expressive elements enhances musical performance.

Standard: 3. Theory of Music

Grade Level: Second Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Identify grand staff, bar lines, measures, repeat signs. - Identify notes "on the line" and "in the space" - Track music from left to right - Introduce eighth notes and triplets - Introduce music alphabet and location on grand staff. - Identify step, skip and stay the same patterns. - Introduce time signatures 2/4, 3/4 and 4/4. - Use vocabulary for piano/forte 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to keep a steady beat? 2. How will identifying notes and rests help me in performing music? 3. How will echoing different pitches help in understanding a song? 4. Why do instruments sound different? 5. Why do others have different music preferences? 6. How is music used in community events and celebrations? 7. How does music make you feel different?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Music from various cultures use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a message. 2. Music from various historical periods, genres, and styles use examples of piano/forte, crescendo/decrescendo, and smooth/connected. 3. Music from various mass media use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a desired message. (Relaxation is identified with a soft, smooth musical line; excitement is identified with a loud, accented musical line.) 4. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science). 5. Musical themes/patterns/textures can be compared to the use of these elements in stories, songs, and other art forms. 6. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Music notation is a visual representation of organized sound and silence. 2. Patterns occur in music and in the world. 3. The application of expressive elements enhances musical performance.

Standard: 3. Theory of Music

Grade Level: Third Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Perform the following symbols and/or directions as they appear in music: D.C. al Fine, repeat signs, first & second endings, p, f, 2/4 $\frac{3}{4}$ and 4/4 meters, accel., rit., and a tempo. - Know function of top and bottom # in time signature. - Track, read and perform music from a five line staff – i.e. flutophones. - Introduce key signatures and identify in music. - Introduce intervals in form of steps, skips and leaps. - Intro sharp, flat and natural. - Identify letter names of line and spaces in treble clef. - Identify families of instruments visually and aurally. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why does each voice and instrument sound different? 2. Why do others have different music preferences? 3. How is music used in community events and celebrations? 4. How do different styles of music affect audience response? 5. How does identifying melodic and rhythmic patterns improve performance skills? 6. What does harmony add to music?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science). 2. Music from various cultures is identified through its unique and specific melodic, rhythmic, and harmonic patterns 3. Mass media chooses examples of music from various genres and styles to achieve desired melodic, rhythmic, and harmonic patterns. 4. There are definite mathematical components of 16th notes and dotted half notes that represent a fundamental understanding of fractions. 5. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors. 6. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener. 7. Similarities and differences can be identified between the use of color in visual arts and music.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Unique tone qualities are found in varying styles and genres of music. 2. Music notation is a visual representation of organized sound and silence. 3. Patterns occur in music and in the world.

Standard: 3. Theory of Music

Grade Level: Fourth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Perform the following symbols and/or directions as they appear in music: fermata, slur, tie, staccato, mp and mf (as well as review of all previous learned symbols).- Introduce intervals of 2nd, 3rd, 4th, and 8th.- Track, read and perform music from a five line staff – i.e. recorder.- Review key signatures and identify in music.- Review letter names of lines and spaces in treble clef. Introduce letter names of lines and spaces in bass clef.- Read and perform syncopation.- Visually identify and apply D.C. al Fine, D.S. al Coda.- Aurally distinguish between major and minor tonalities.- Identify instruments of a band and orchestra.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why does each voice and instrument have its own timbre?2. How have historical events influenced musical styles?3. How has the impact of technology and mass media affected band and orchestral music?4. How do different styles of music affect audience response?5. What part of a song is usually the most catchy or most important?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Music from various cultures, historical periods, genres, and styles have specific and identifiable themes and variations.2. Mass media uses identifiable themes and variations when determining theme songs for commercials, television shows, etc.3. Theme and variation are used throughout the arts and among many disciplines and vocations (such as visual art, dance, literature, interior design).4. Choices made in instrumentation reflect the composer’s emotions, ideas, imagination, and cultural context.5. Video and audio clips assist in isolating instruments in a band or orchestra to identify the instrument’s unique sound.6. Marketing companies make choices on music to use in marketing campaigns based on instrumentations that would appeal to their target audience. (Orchestral instrumentation sends a message of high quality, jazz instrumentation sends a sultry or moody message, and popular music appeals to a youthful audience.)
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Music notation is a visual representation of organized sound and silence occurring in discernable patterns.2. Unique tone qualities are found in varying styles and genres of music.

Standard: 3. Theory of Music

Grade Level: Fifth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Continued performance of symbols and/or directions as they appear in music – singing or instrument playing – tempo, dynamics, and expression.- Review 2nd, 3rd, and 4th intervals – introduce 5th, 6th, 7th and 8ths.- Continued review of letter names in treble & bass clef.- Identify and demonstrate the use of accidentals (sharp, flat, and natural signs).- Identify the position of whole and half steps in a major scale.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?2. What does harmony add to music?3. How does syncopation affect the feel of music?4. How are ratios and intervals related?5. Do tempo and mood have a close connection?6. How does mass media rely on tempo or dynamics to send a message?7. Should composers give precise expressive elements within their compositions or leave expression decisions up to the performer? Give a rationale.
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Recognizing the patterns that occur in music provides discernment skills that can be applied to other disciplines.2. Music from various cultures, historical periods, genres, and styles can be used to aurally and visually identify I, IV, V chords in C, F, and G keys.3. Music software can aid in identification of the components of a major scale and use of accidentals.4. Knowing how an instrument gets out of tune can be explained using scientific principles.5. Identification of similarities and differences in expressive elements of music from various cultures, historical eras, genres, and styles gives insight to discerning the fundamental characteristics of each.6. The ability to interpret tempo markings in music can be compared to the use of adverbs in literature.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Expressive elements enhance musical performance.2. The flow of music in time relies on meter and tempo.3. Music notation is a visual representation of organized sound and silence occurring in discernable patterns.

Standard: 3. Theory of Music

Grade Level: Sixth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Continued performance of symbols and/or directions as they appear in music – singing or instrument playing.- Review all intervals.- Continued review of letter names in treble & bass clef.- Introduction of accidentals.- Introduce C time sign, cut time and 6/8.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important to know musical symbols and terms?2. How do musical symbols help one analyze a performance or develop as a musician?3. Why is it important to know how musical symbols and terms are used?8.
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Making informed choices in music reflects personal involvement in the process, which strengthens self-direction and personal decision making.2. The skills needed in identification of musical symbols parallel the skills used in identification of literary symbols, historical symbols, and symbols/logos used in society.3. The ability to read various articulation symbols allows students to understand a musical idea.4. Music elements are found in other arts and disciplines (such as dynamics and tempo in dance; dynamics and tempo in debate, speech, or a theatrical performance).
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Combinations of musical elements create unique forms.2. Major and minor scales serve as building blocks of music and are used in a variety of ways and settings.

Standard: 3. Theory of Music

Grade Level: Seventh Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Continued review of all notes/symbols/concepts over past years.- Introduce sixteenth notes and rests.- Identify notes in bass & treble clef.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How do musical elements form the structure of a music composition?2. Why is it important to analyze compositions based on the use of musical elements?3. Why is it important to have leveled compositions?4. How can knowing the notes above and below the staff increase musicianship skills?5. How can the use of musical elements affect formal structure?6. What determines the levels of difficulty in a composition?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Understanding the use of notes and clefs allows one to read increasingly difficult levels of music.2. Notation software assists one in understanding music notation.3. Understanding of the relevance of music notation in historical contexts provides background and appreciation for current and future notation practices.4. Form in music has a correlation to form in other disciplines (such as dance, visual arts and design, literature).5. The ability to read various articulation symbols allows one to understand a musical idea.6. Musical elements can be compared with other disciplines in written, oral presentations, and multimedia projects.7. Different musical elements can be easily experimented with when using notation and sequencing software.8. An understanding of differences in criteria in composition levels provides guidance in choosing appropriate literature.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Notation is the language of music.2. Combinations of musical elements create unique forms.

Standard: 3. Theory of Music

Grade Level: Eighth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">- Continued review of all notes/symbols/concepts over past years.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important to be able to differentiate between various styles of music and its use of meter?2. How can a composer's use of meter distinguish his/her works from other composers?3. How can the use of varied meter alter the function of the music?4. How do musical elements form the structure of a music composition?5. Why is it important to analyze compositions based on the use of musical elements?6. Why is it important to have leveled compositions?7. How is music evolutionary?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Understanding the use of notes and clefs allows one to read increasingly difficult levels of music.2. Notation software assists in isolating segments of music that highlight components of more advanced compositions.3. Form in music has a correlation to form in other disciplines (visual art, mathematics, and dance).4. Understanding of the relevance of music notation in historical contexts provides background and appreciation for current notation practices.5. The ability to read various articulation symbols allows students to understand a musical idea.6. Music elements are found in other arts and disciplines (such as dynamics and tempo in dance; dynamics and tempo in debate, speech, or a theatrical performance).7. Digital software can be used to understand how music elements affect wave forms.
	<p>Nature of Music:</p> <ol style="list-style-type: none">1. Rhythm communicates an idea, emotion, or mood.2. Unique combinations of musical elements create form, complexity, effect, etc.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Standard: 4. Aesthetic Valuation of Music

Grade Level: Kindergarten	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to quality music in various styles, genres and cultures. Quiet listening as well as movement encouraged. - Respond to and describe music in variety of ways. - Begin to identify musical elements of up/down, fast/slow, high/low and loud/soft. - Begin to identify various instruments in variety of musical pieces. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How does music that is composed for various purposes contribute to a specific experience? 2. What causes various instruments and voices to sound different from each other? 3. How does movement to music differ from one culture to another? 4. What makes differences in musical style? 5. Why do people choose certain movements for certain styles of music and not for others? 6. What are some aspects of music that can change the feelings that are communicated and how do they work to make music? 7. How do the basic elements of music communicate thoughts or emotions?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Providing diverse examples and experiences of the use of music in society builds a beginning understanding of the role music plays in individual experiences, family events, and community events. 2. Providing a developmentally appropriate opportunity for young learners to respond to music builds a foundational understanding that music promotes a reaction through feeling or preference of sounds.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Music is an art form and exists to express thoughts and emotions as well as communicate how people perceive the world. 2. Music has many uses and functions in people's lives. 3. People describe music in their own words, and the descriptions of others may be different, but equally valid.

Standard: 4. Aesthetic Valuation of Music

Grade Level: First Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen and distinguish a scene portrayed in music. - Identify music in nature. - Listen to a variety of musical styles and genres. - Explore aspects of sound in instruments and vocally – i.e. high/low. - Explore sound groupings: string, woodwinds, brass & percussion. - Demonstrate appropriate audience behavior. - Composer studies: Franz Josef Haydn and Nicolai Rimsky-Korsakov. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How does music that is composed for various purposes contribute to a specific experience? 2. What causes various instruments and voices to sound different from each other? 3. How does movement to music differ from one culture to another? 4. When is it appropriate or not appropriate to talk during a musical performance? 5. Why is it important to listen respectfully to live performances? 6. How does an individual contribute to effective music-making? 7. Why are the contributions of others important to music-making in group settings?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Discussing situations when music is the focus of attention and contrasting with those when music is a secondary element help to identify the various ways music is used. 2. Discussing nonmusical settings (such as athletic events, speeches, dance performances, theatre) where audiences behave similarly or differently than musical settings provides understanding about the varying purposes of audiences in society. 3. Observing and imitating movement to a variety of musical styles including cultural and historical excerpts provide an understanding of the variety of ways people can express themselves through music and movement. 4. Using pictures and books to recognize various instruments used in different types of music develops an initial ability to identify the various shapes and sizes of instruments. 5. Using a common music vocabulary to describe instruments, voices, and musical styles helps people understand one another.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Music has many uses and functions in people’s lives. 2. Different kinds of music are appropriate for different functions and events. 3. The role of the audience in a musical performance includes listening to and appreciating music, being respectful of others, and encouraging the performers, when appropriate. 4. People have individual musical preferences because in many ways, music affects individuals differently.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Second Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Respond to and describe music in a variety of ways. - Explore sound groupings: string, woodwinds, brass & percussion. - Explore how musical elements communicate ideas or moods. - Composer studies: Felix Mendelssohn & Johann Strauss II. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How often do people listen to and move to music for enjoyment? 2. How does a favorite song make a person feel? 3. Why is it important to experience a variety of music from different cultures? 4. How do individuals experience music in different ways? 5. How can movement reflect the expressive qualities of music? 6. How does music affect emotions and feelings in general? 7. How are passive and active listening different?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Appropriate audience behavior relies on an individual’s self-direction ability, the ability to discern the role of an audience (e.g. some performances encourage audience participation, some performances require active listening), and the willingness to submit individual desires to the need for consideration of the experience of others. 2. Audiences have varying purposes throughout society. (Athletic events encourage audience noise. Political audiences express their agreement or disagreement in various ways. Formal presentations expect restraint and applause.) 3. A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences. 4. Articulating uses of music in a local community, family, or culture can be done through researching societal trends and influences. 5. The importance of music goes beyond entertainment and is used to express such things as strong emotions and celebrations, and to document important events in history.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Music provides societal and cultural connections that are unique to individuals. 2. Music may be experienced passively or actively as a listener.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Third Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Respond to and describe music in a variety of ways. - Explore sound groupings: string, woodwinds, brass & percussion. - Composer studies: Tchaikovsky & Mussorgsky. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What do people look for when choosing music for enjoyment? 2. What cultural music would be considered most appealing? 3. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? 4. Why is it important to have a variety and diversity of musical styles available to society? 5. How can appropriate music vocabulary help in discussing musical evaluation with others?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The information literacy skills required to access and evaluate various musical performances include research, source discernment, and verification of authenticity. 2. Assisting others in developing a wider musical vocabulary and library builds deeper conviction and rational for personal preferences. 3. Comparing two audio or video recordings of performances of the same musical work by the same performer builds skill in articulating general perceptions in musical terms. 4. Determining the sources of live music in the community creates informed consumers and gives insight into the musical preferences of a local culture. 5. Articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within the community. 6. Understanding the use of technology in performances by local live groups or video recordings of performances provides insight into the influence of technology on the musical culture in local communities.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Music's place in the lives of individuals is unique because it depends on personal background, preference, and experience. 2. Individual experiences and personality traits play an important role in developing personal preferences for music. 3. Experiences with a variety of musical styles can develop a broader appreciation for music and an expanded range of personal preference.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Fourth Grade	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Respond to and describe music in a variety of ways. - Explore sound groupings: string, woodwinds, brass & percussions. - Explore and identify Major/minor. - Composer studies: Mozart & Foster. - Demonstrate respect for diverse local and regional opinions regarding music preferences. - Identify prominent Colorado styles and musicians. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 6. What do people look for when choosing music for enjoyment? 1. What historical factors contributed to the development of a “western” style of American music? 2. Who are important past and present musicians of Colorado? 3. Where in Colorado are particular styles of music most prevalent? 4. Is any one kind of music better than any another? 5. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? 6. Why is it important to have a variety and diversity of musical styles available to society? 7. How are preferences better communicated when appropriate music terminology is used?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Collaboration in determining musical preferences highlights the similarities and differences among people with individual musical tastes. 2. Ensemble participation develops collaboration and self-direction skills through the demands of discrimination of sound and pitch, following conductor’s cues and listening and adjusting to others. 3. Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly performed, and provides a comparison to other states in the West. 4. The Internet can be used to investigate the active presence of local or regional live music, identifying musicians’ websites, performance venues, and ticket availability, which provides a more direct link to local and regional music trends and influences.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Music represents diverse experiences, thoughts, and emotions, and is unique to each individual with regard to values and opinions. 2. Local and regional music groups of all kinds are meaningful sources of culture. 3. Experiences with a variety of musical styles develop an expanded range of personal preferences. 4. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Fifth Grade	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Explore sound groupings: string, woodwinds, brass & percussion. - Introduced to opera. - Composer studies: Dvorak, Bach, Verdi. - Discuss the difference between preference for and quality of musical works. - Identify and analyze differences in tempo and dynamics in contrasting music selections. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What role does music play in various cultures? 2. How does music affect emotions and feelings in general? 3. How do the elements of music affect the way music is classified into various styles? 4. In what general ways do people evaluate music works and performances? 5. Does an individual preference for a musical work or performance make it good or bad? 6. What is the correlation between liking a work and the importance of a work?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The number of radio stations in an area broadcasting a particular style of music can give insight to the demographic information of the area and its musical preferences. 2. Identifying musical works that are specific to a given culture in comparison to those of another builds a fundamental respect for the differences of others. 3. Developing a series of questions regarding musical preferences allows individuals to discern why they prefer certain styles of music and test their effectiveness. 4. Surveying the listening preferences of consumers provide a basis of musical and nonmusical information, and the use of music terminology in a local community. 5. Comparing musical works that are specific to a given culture provides insight into the evaluation of musical elements and extra-musical aspects used within a culture.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Musical preferences are developed through individual experiences and are also subject to personality traits. 2. A broad musical experience and comprehensive music vocabulary strengthen one's ability to objectively consider and articulate ideas about music. 3. Music is an art that expresses general thoughts and feelings; various musical examples will evoke varying general individual responses. 4. The success of a musical work or performance can be evaluated according to its effectiveness in its formal properties, content, and context.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Sixth Grade	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Explore sound groupings: strings and an emphasis on band instruments. - Composer studies: Saint-Saens, Handel, Bartok, Sousa. - Relate and discuss how various aesthetic qualities communicate images, feelings, or emotions in specific musical works. - Discuss potential influence of music on emotions and behavior. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What are ways music is used in the rituals of society? 2. In what situations is enjoyment a secondary purpose? 3. Can music convey a positive or negative message? 4. Can music be a positive or negative influence on human behavior? 5. What criteria are important in evaluating a performance? 6. How are these criteria applied to the listening experience? 7. How does the quality of a live performance differ from that of a recording?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. An informal survey of personal listening preferences defines listening habits. 2. The impact of movie soundtracks is evident through emotional connections made through the music. 3. The popularity of music is apparent through the investigation of various websites for most popular or most downloaded pieces of music. 4. Commercials and other interests use the effects of music on people to sell products or convey messages. 5. The Internet offers opportunities to investigate instances of behavior affected by music. 6. Advancements in technology have changed the availability and accessibility of music. 7. Current trends in musical styles and the role of technology in each offer opportunities to explore their connections. 8. A personal set of criteria for evaluating the quality of musical performances in the music that someone listens to helps to objectify preferences, a skill that is transferable to other disciplines and life pursuits.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. Articulating choices for personal repertoire from informed musical criteria promotes more informed consumers. 2. Music forms links in people's memories to the situations in which it was originally perceived or associated. 3. Musical performances, whether live or recorded, may be qualitatively evaluated according to established criteria.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Seventh Grade	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Composer studies: Chopin, Stravinsky, Ives, Gershwin. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How does music affect different people in different ways? 2. Why do people make specific personal choices in music? 3. What factors determine the importance of a piece of music, both immediately and over time? 4. In what ways have unique and expanded techniques been applied to the use of various instruments? 5. How are music and literature linked in history? 6. How are personal choices in music enhanced by an informed depth of knowledge?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Live demonstrations by musicians of differing genres offer firsthand examples of special techniques and electronic enhancement potential used respective to their instrument or voice. 2. Live performances by musicians offer firsthand experiences demonstrating the use, techniques, and cultural significance of instruments or voice specific to a local or regional culture. 3. Many sectors in society rely on selection of music for varying purposes to provide diverse experiences (such as opening ceremonies, jingles for products, patriotic events, weddings, funerals). 4. An arrangement or "cover" version of the same work offer comparison opportunities to the contextual differences of an original musical work or original performance of that work. 5. Mass media and the entertainment industry use "covers" of recognizable music to appeal to a larger audience. 6. Copyright laws evolve to match technological advancements in the sharing and/or copying of digital music.
	<p>Nature of Music:</p> <ol style="list-style-type: none"> 1. The ability to critically evaluate performances provides necessary information essential to improving performance skills. 2. Musical perception skills are sharpened through comparison of different versions of the same work. 3. Music has numerous uses, all of which reflect some aspect of the human experience.

Standard: 4. Aesthetic Valuation of Music

Grade Level: Eighth Grade

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Listen to a variety of musical styles and genres. - Composer studies from all musical time periods. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How is music an integral aspect of various cultural activities and traditions? 2. How are personal listening choices strong indicators of cultural and ethnic backgrounds? 3. What happens to popular music over time? 4. How will evaluating performances help someone become a better musician? 5. How does evaluative listening affect ed your listening skills and preferences? 6. Which general criteria might be applied to music from all cultures and genre? 7. What qualifies a specific performance as exemplary? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The Internet is a valuable resource in investigating the functions of music and commonalities in those functions in various cultures. 2. The music of today’s American culture compared to that of past cultural traditions shows how technology may or may not have been a factor. 3. Discussion of popular music with people from a previous generation gives firsthand understanding of what their music meant to them, and reciprocal understanding by articulating similarities and differences of what music means to the current generation. 4. Audio or video recordings of performance or live performances are equally valuable in observing and discussing the use of voices and instruments and their functions within the ensemble in such varied genre as bluegrass, rock, jazz, mariachi, rap, church, and culturally specific music. 5. The ability to choose appropriate literature for an individual or group enhances the rehearsal and performance experience. 6. Using appropriate musical vocabulary to describe a personal listening preference enhances a person’s ability to communicate using a common language. <p>Nature of Music:</p> <ol style="list-style-type: none"> 1. The ability to critically evaluate performances provides necessary information essential to improving performance skills. 2. Music is a reflection of the culture, traditions, and circumstances in which it is produced.

Standard 5: Students will view music as a gift of God and a means of sharing God’s love

** As students in grades K-4 extend their knowledge, they will*

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
<p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs in a choral setting to sing in chapel and worship services.</i></p>	<p><i>-Discuss God’s creation of music in nature.</i></p> <p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs in a choral setting to sing in chapel and worship services.</i></p>	<p><i>-Discuss that God created music.</i></p> <p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs in a choral setting to sing in chapel and worship services.</i></p>	<p><i>-Discuss that God created music and we find music in His creation.</i></p> <p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs in a choral setting to sing in chapel and worship services.</i></p>	<p><i>-Discuss that God created music.</i></p> <p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs in a choral setting to sing in chapel and worship services.</i></p>

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs in a choral setting to sing in chapel and worship services.</i></p>	<p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs for worship services.</i></p>	<p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs for worship services.</i></p>	<p><i>-Discuss that we use God’s gift of music to glorify Him.</i></p> <p><i>-Prepare songs for worship services.</i></p>