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ABSTRACT

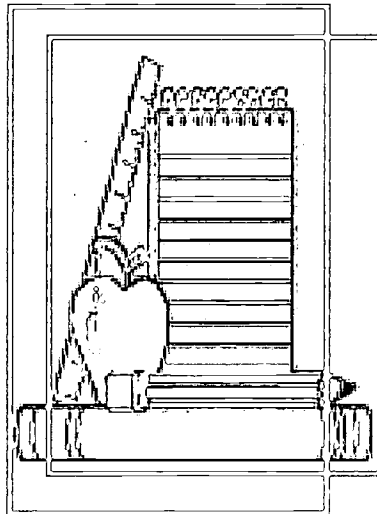
The state of Colorado has set forth five content standards for music education in its public schools: (1) students sing or play on instruments a varied repertoire of music, alone or with others; (2) students will read and notate music; (3) students will create music; (4) students will listen to, analyze, evaluate, and describe music; and (5) students will relate music to various historical and cultural traditions. Suggested grade level expectations are listed for each standard in each grade, K-8, and are listed collectively for grades 9-12. The booklet provides a 3-item general bibliography; a 17-item bibliography for general music K-12; a 14-item bibliography for vocal music K-12; and a 14-item bibliography for instrumental music. (BT)

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Colorado Model Content Standards For Music

Suggested Grade Level Expectations

May 2000



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Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.

Standard 2: Students will read and notate music.

Standard 3: Students will create music.

Standard 4: Students will listen to, analyze, evaluate, and describe music.

Standard 5: Students will relate music to various historical and cultural traditions.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what musical learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1=Standard 1, S2=Standard 2, etc.

Kindergarten students will:

- sing unaccompanied, accompanied, and in unison (S1)
- maintain a steady beat (S1)
- respond through movement to high and low sounds (S1, S4)
- respond through movement to fast and slow tempo (S1, S4)
- respond through movement to loud and soft dynamics (S1, S4)
- sing, play, and move to music from different traditions and cultures (S1, S4, S5)
- use symbols or icons to illustrate beat and sound/silence (S2)
- select appropriate sounds to accompany ideas, stories, and songs (S3)
- respond verbally using same or different when given two pitches, an interval of a third or larger (S4)
- identify musical examples as vocal sounds, instrumental sounds, and/or environmental sounds (S4)
- demonstrate an awareness of environmental sounds by verbalizing the sounds heard in the world around them (S4)

- demonstrate appropriate audience behavior (S5)

First grade students will:

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1)
- watch the conductor (S1)
- read and perform rhythmic patterns using quarter notes, paired eighth notes, and quarter rests (S1, S2)
- create rhythm patterns for introductions and ostinato accompaniments to familiar songs (S1, S3)
- identify, through movement, simple two-part form (S1, S4)
- respond to duple meter through movement and by using iconic symbols (S1, S2, S4)
- sing, play, and move to music from different traditions and cultures (S1, S4, S5)
- improvise simple melodic and rhythmic patterns using vocal sounds, body percussion, movement, and instrument sounds (S3)
- categorize selected classroom instruments by how sound is produced (S4)
- listen to a repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5)
- listen to books and stories about composers, music, and sound (S4, S5)
- know that a composer is someone who writes music (S5)
- demonstrate appropriate audience behavior (S5)

Second grade students will:

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1)
- demonstrate the repetition inherent in canon form by performing a two-part round using speech, movement, body percussion, and singing (S1)
- watch the conductor (S1)
- read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half rests (S1, S2)

- respond to duple and triple meter through movement and by using iconic symbols (S1, S2, S4)
- echo rhythm and melodic patterns (S1, S4)
- sing, play, and move to music from different traditions and cultures (S1, S4, S5)
- improvise in question-answer form on rhythmic and melodic classroom instruments (S3)
- create a B section of a composition when given the A section, using vocal sounds, body percussion, movement, and instrument sounds (S3)
- identify a variety of classroom instruments (S4)
- respond verbally to musical contrasts (S4)
- demonstrate appropriate audience behavior (S5)

Third grade students will:

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1)
- sing and play a melodic ostinato (S1)
- play two-chord songs on chording instruments as accompaniments to classroom singing (S1)
- watch the conductor (S1)
- read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests (S1, S2)
- demonstrate the ability to follow and perform a notated rhythmic pattern (S1, S2)
- demonstrate through movement the return of the A section in rondo form (S1, S4)
- sing, play, and move to music from different traditions and cultures (S1, S4, S5)
- create a short composition that shows contrasts in tempo, dynamics or timbre (S3)
- sort instruments into families, using pictures of instruments from varied cultures (S4, S5)
- listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
- demonstrate appropriate audience behavior (S5)

Fourth grade students will:

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1)
- sing their part in two-part rounds (S1)
- watch a conductor (S1)
- respond to conductor's cues for expressive elements (S1)
- read, notate, and perform rhythmic patterns using quarter notes, quarter rests, eighth notes, eighth rests, half notes, half rests, whole notes, whole rests, and dotted half notes (S1, S2)
- notate and perform a two-measure pattern when given a dictated rhythmic pattern in duple and triple meter (S1, S2)
- create, notate, and perform an original eight-measure composition for a melodic instrument (S1, S2, S3)
- demonstrate the use of introduction, interlude, and coda (S1, S4)
- name the notes of a musical example using letters, syllables, and/or numbers (S2)
- demonstrate how meter effects beat by inserting bar lines into a notated musical example (S2)
- match the sound of instruments, played alone or with simple accompaniments, with the picture of the instrument and the name and family of the instrument (S4)
- distinguish the principal theme in theme and variation form and compare the variations as a contrast to the theme (S4)
- recognize and name the different vocal classifications when given a recorded or live example of two-part or four-part vocal music (S4)
- be familiar with ethnic instruments that are representative of various culture (S5)
- demonstrate appropriate audience behavior (S5)

Fifth grade students will:

- sing three-part rounds, partner songs, and descants (S1)

- demonstrate an awareness of the phrase by singing and playing each as a complete thought (S1)
- play chords or chord roots to accompany a three-chord song as accompaniment to classroom singing (S1)
- respond to conductor's cues for tempo changes (S1)
- read, notate, and perform rhythmic and melodic patterns adding the four-sixteenth note pattern to the notes already learned (S1, S2)
- identify time signatures in music performed (S1, S2)
- identify and perform a notated melody using treble clef notes (S1, S2)
- identify and respond to directional words and symbols for form and dynamics (S1, S4)
- create an original sound composition and, using visuals, illustrate it (S2, S3)
- determine if music is organized using major, minor, chromatic, or pentatonic scales (S4)
- describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4)
- compare the music and culture of two different historical periods (S4, S5)
- identify the ways different instruments are combined to create various performance ensembles (S4, S5)
- demonstrate appropriate audience behavior (S5)

Sixth grade students will:

- sing and play an individual part against a contrasting part (S1)
- read, notate, and perform rhythmic patterns, adding sixteenth-eighth note combinations and sixteenth rests to the notes already learned (S1, S2)
- organize tones on bells or a keyboard instrument in major, minor, chromatic, and pentatonic scale patterns (S1, S3)
- identify and respond to all directional words and symbols, including tempo (S1, S4)
- discuss the role of the conductor (S1, S4)
- create an original composition within a given framework (S3)

- differentiate between a steady beat and a syncopated beat (S4)
- develop criteria for evaluating the quality of performances (S4)
- compare and contrast the use of percussion instruments in varied ethnic cultures (S4, S5)
- analyze and contrast the use of form in music from varied world cultures (S4, S5)
- demonstrate appropriate audience behavior (S5)

Seventh grade students will:

- sing in two-part harmony (S1)
- sing or play the home tone (tonic) and locate it on the staff of a musical example in any major key (S1, S2)
- read, notate, and perform all previously learned rhythmic patterns in a variety of meters (S1, S2, S3)
- create and play or sing a two-measure ending to a musical composition and explain why the notes and rhythms were selected (S1, S2, S3, S4)
- read notes in the appropriate clef for the instrument being played (S2)
- recognize that instruments and voices can be combined to create different textures and timbres (S4)
- identify the style and form of a piece performed or heard in class, and describe it using musical terms (S4)
- listen to a musical selection and study one element in depth (S4, S5)
- identify how a composer used syncopation to create rhythmic excitement in a musical piece (S4, S5)
- list expectations for audience behavior at a concert (S5)

Eighth grade students will:

- sing or play, in two or more parts, with musical accuracy (S1)
- identify appropriate key signatures in the music performed (S1, S2)
- read, notate, and perform rhythmic and melodic patterns adding dotted rhythms, mixed meter, chromatics, and other key signatures to those already learned (S1, S2)

- organize, notate, and perform a rhythmic composition which accurately conforms to the natural stress of a prose selection (S1, S2, S3)
- sing or play syncopation in folk, classical or jazz music (S1, S2, S4)
- read notes in the appropriate clef for the instrument being played (S2)
- listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4)
- listen to a musical selection and explain how the composer used specific musical elements (S4, S5)
- discuss the music from a live performance, film or video performance as it relates to today's youth culture (S4, S5)
- discuss audience behavior and listening criteria for a live performance (S5)

Ninth through Twelfth grade students will:

- play and/or sing an expanded repertoire that includes appropriate technical accuracy, sensitivity to balance and blend, and responsiveness to the gestures of a conductor (S1)
- perform augmented or diminished triads, starting on any given pitch (S1, S2)
- understand and demonstrate proper use of appropriate musical symbols and terminology (S1, S2)
- choose an area of music for independent exploration that can include:
 1. a writing project on a composer, musician, musical style, or historical period (S4, S5)
 2. a composed and recorded composition with printed score (S2, S3)
 3. selecting and performing solo or ensemble music (S1)
- write and perform four or more measures for voice or instrument in a given form or style (S1, S2, S3, S4, S5)
- describe and perform patterns of intervallic structure in major, minor, chromatic, and blues scales (S1, S4)
- perform, describe the function of, and determine how to select the most effective tempo (S1, S4)

- listen to tones of the same pitch, duration, and intensity produced by individual voices within the performance group, then analyze and discuss the similarities and differences (S1, S4)
- develop appropriate rehearsal and performance skills and behaviors (S1, S5)
- demonstrate ability to read and write more complex rhythmic and melodic notation in varied meters, using traditional and/or current music technology skills (S2)
- study, contrast, and compare compositional techniques involving timbre, texture, and dynamics, resulting in particular expressive purposes (S2, S4, S5)
- demonstrate vocal and/or instrumental improvisation by combining rhythm, melody, and/or ostinato bass (S3)
- improvise a vocal or instrumental solo over a given pattern of harmonic progressions (S3)
- improvise rhythmic, melodic, and/or harmonic variations which are stylistically appropriate (S3, S4, S5)
- compare two or more interpretations of the same piece of music and discuss the similarities and/or differences (S4)
- identify examples of music composed in a variety of forms and styles (S4, S5)
- use appropriate musical vocabulary which identifies the elements reflected by an historical period of music (S4, S5)
- participate in cultural activities in an appropriate manner (S5)

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