



# *Music Curriculum Essentials Document*



*Boulder Valley School District  
Department of Curriculum and Instruction  
May 2009*



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### Elementary Music Curriculum Essentials

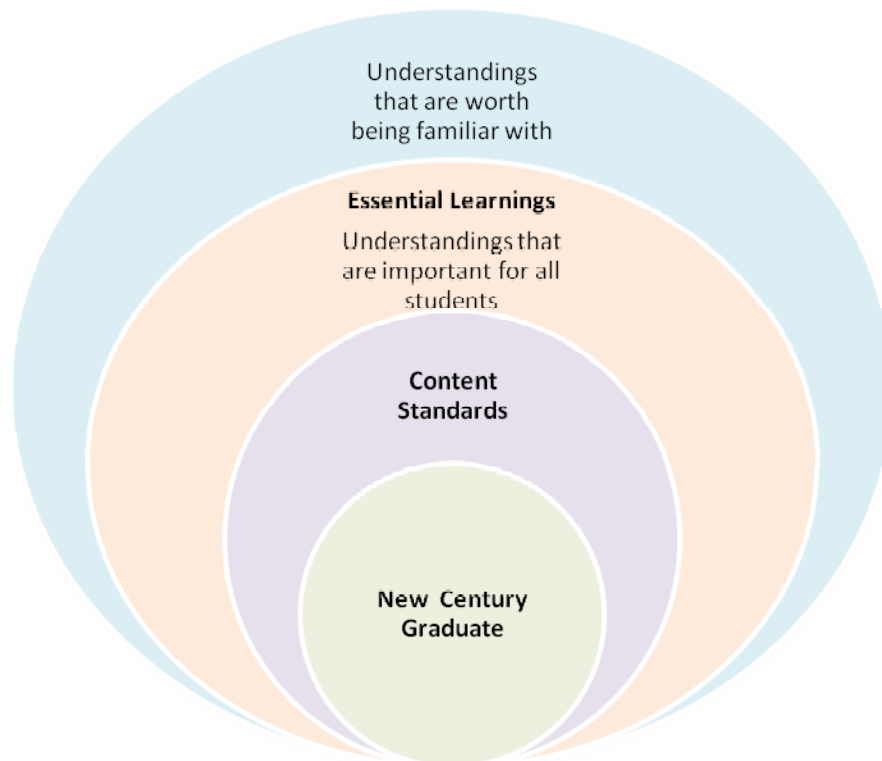
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# *General Introduction*



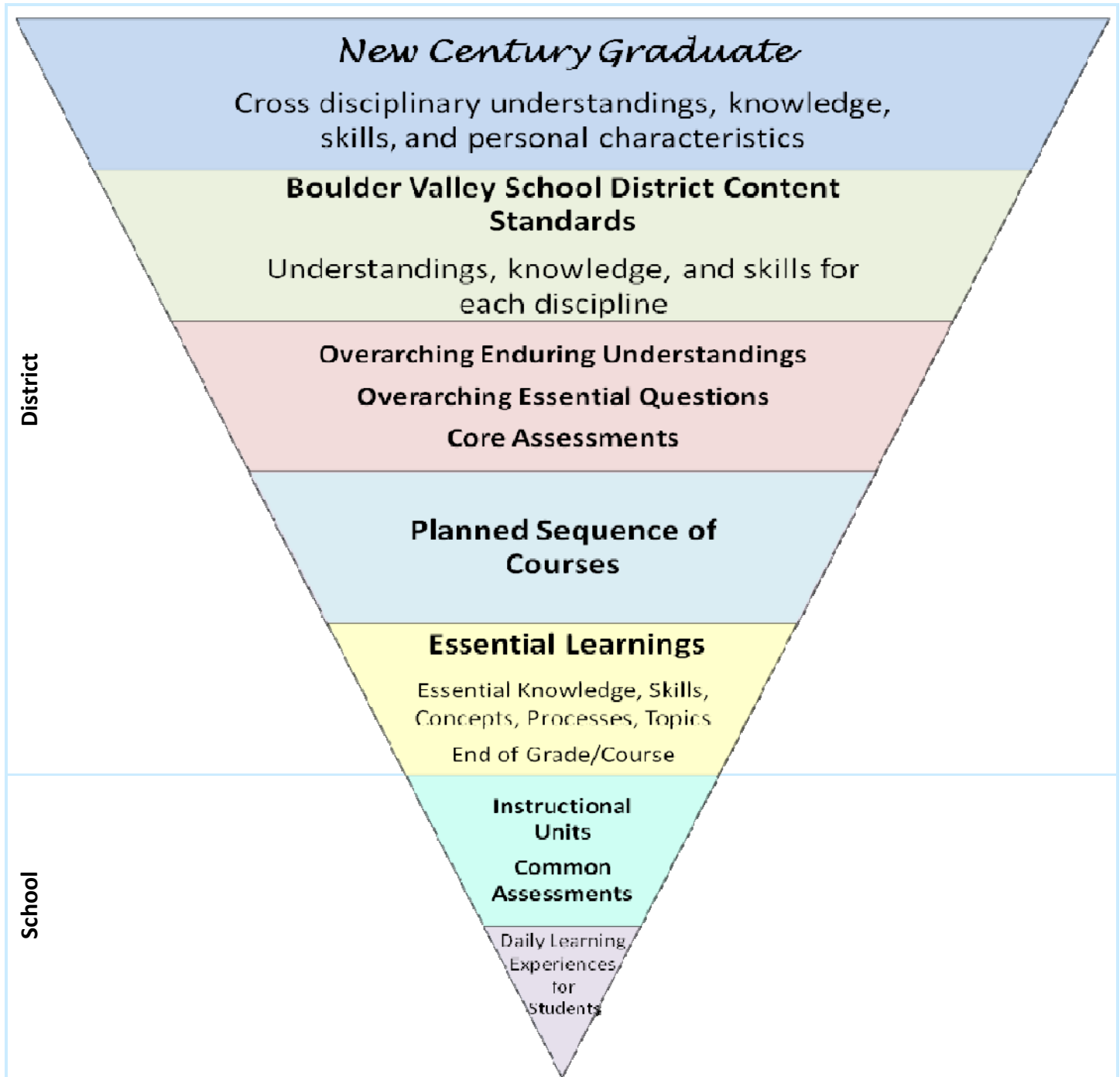
## What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

## Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

## *New Century Graduate* Knowledge and Skills

### **Life Competencies**

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

### **Communication: Speaking and Writing**

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

### **Multicultural/Global Perspective**

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

### **Literacy: Reading**

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

### **Mathematics**

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

### **History**

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

### **Science**

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

### **Arts**

Experiences and appreciates music, visual arts, dance and theater.

## *New Century Graduate* Personal Characteristics



### **Respect for Others (Values Others)**

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

### **Initiative and Courage**

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

### **Citizenship**

Understands his or her role and responsibilities and contributes to the community, nation, and world.

### **Responsibility**

Takes responsibility for own thoughts and actions, accepting the consequences.

### **Ethical Behavior**

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

### **Flexibility and Open Mindedness**

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

### **Self-respect**

Possesses self-respect and confidence, while recognizing one's own limitations.

## What are Enduring Understandings and Essential Questions?

**Enduring Understandings** are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

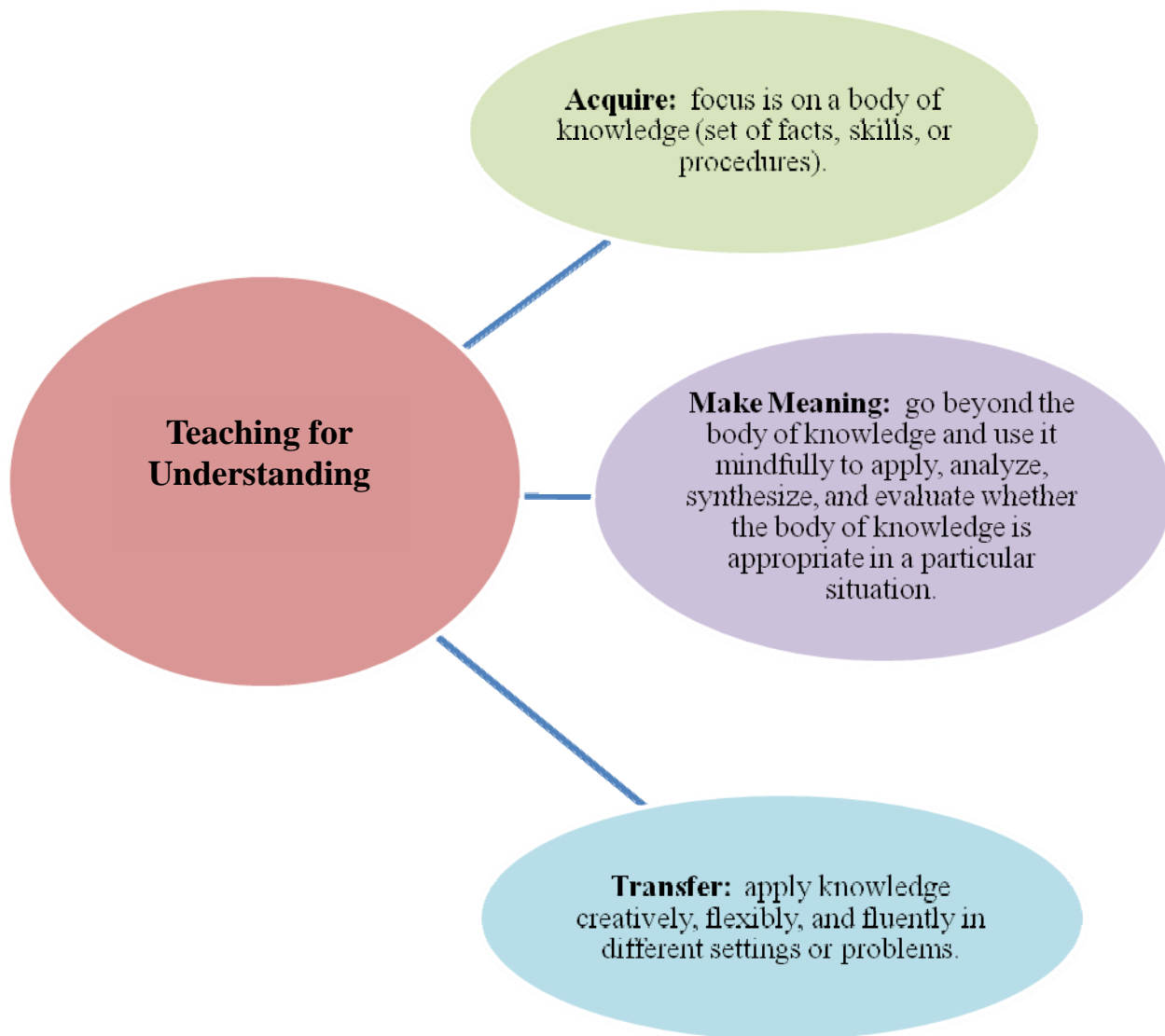
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

**Essential Questions** provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

## Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



## What Does it Mean to Understand?

### Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

### Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

### Explanation

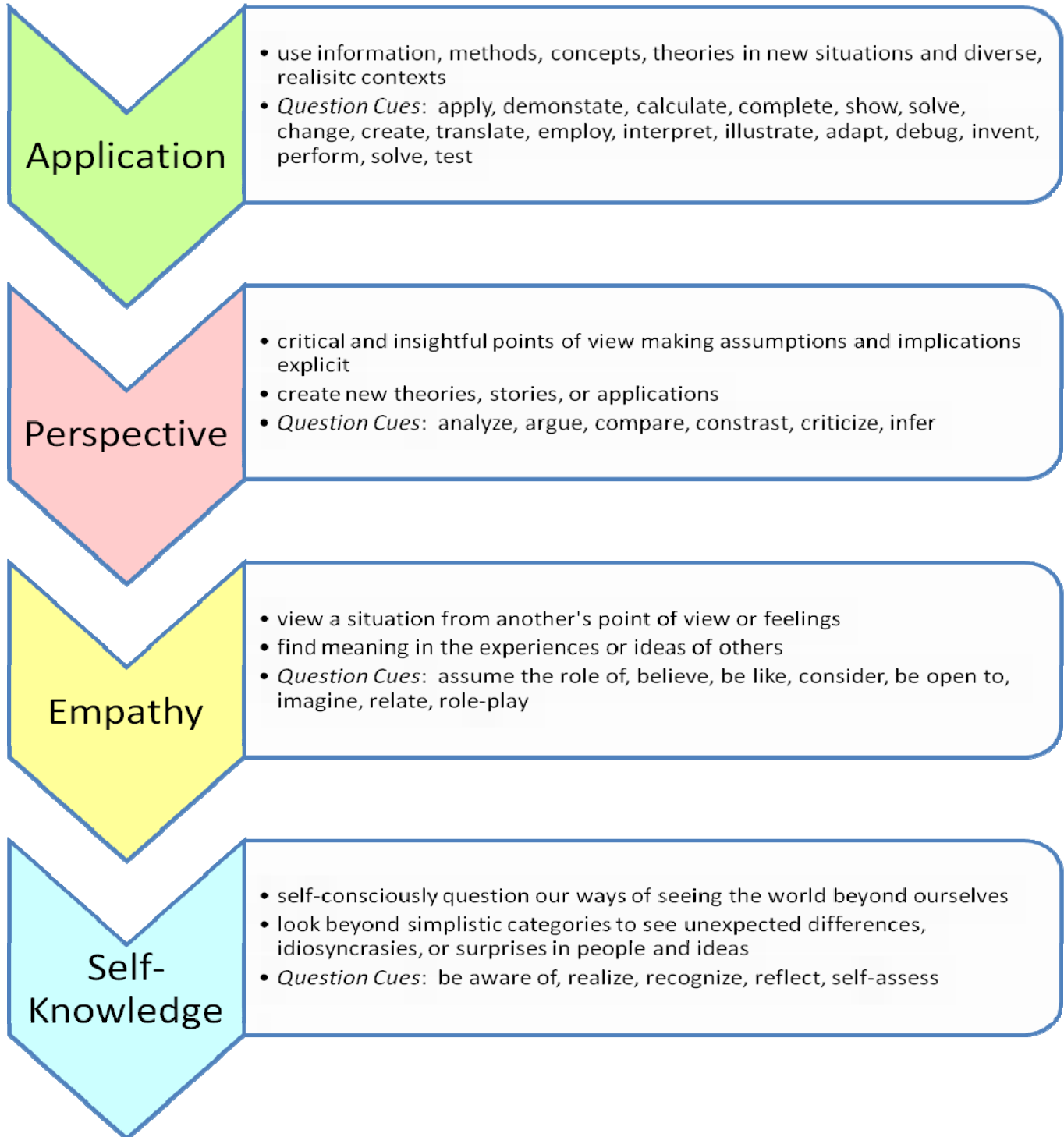
- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

### Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

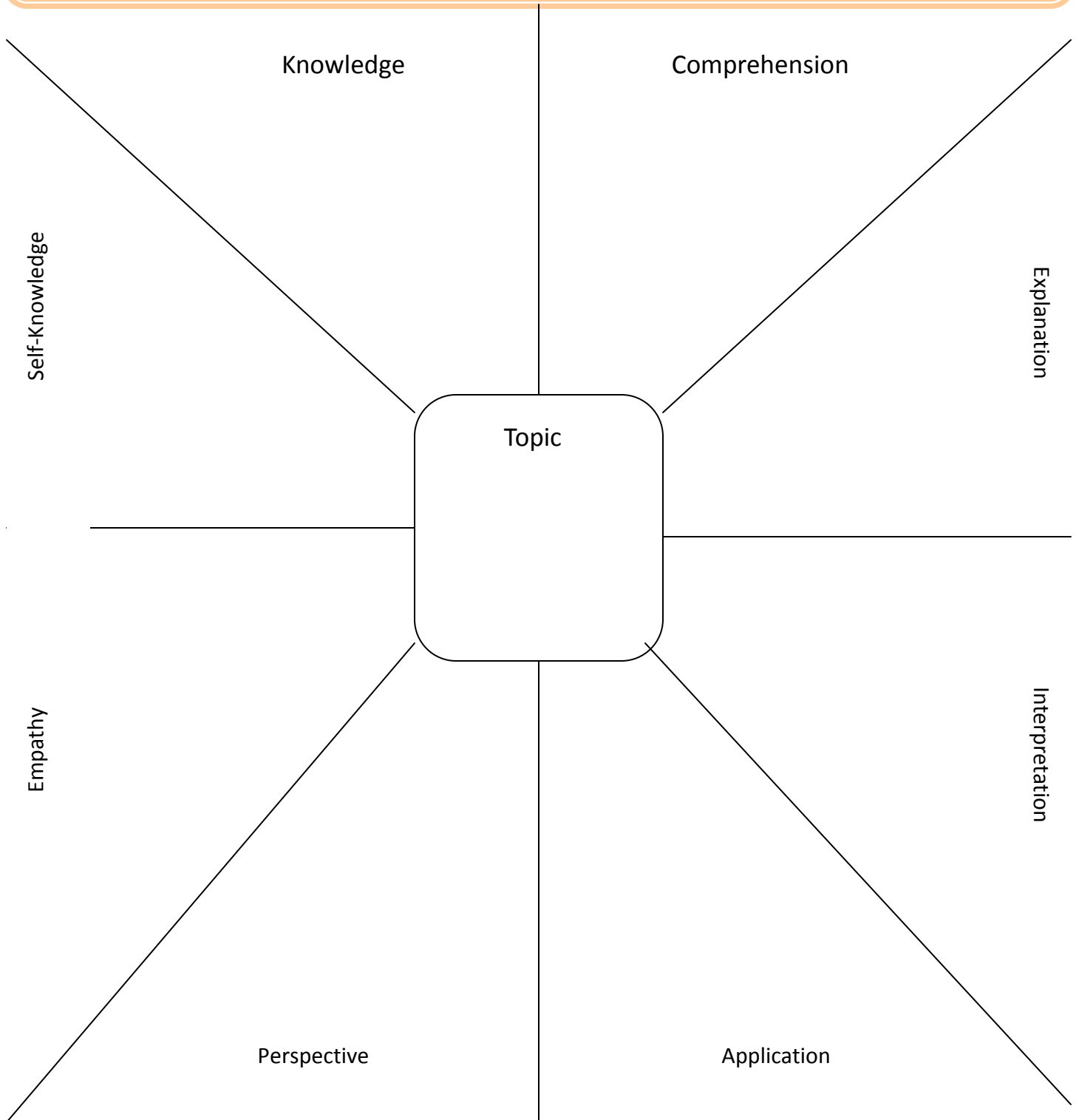
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## What Does it Mean to Understand? (continued)



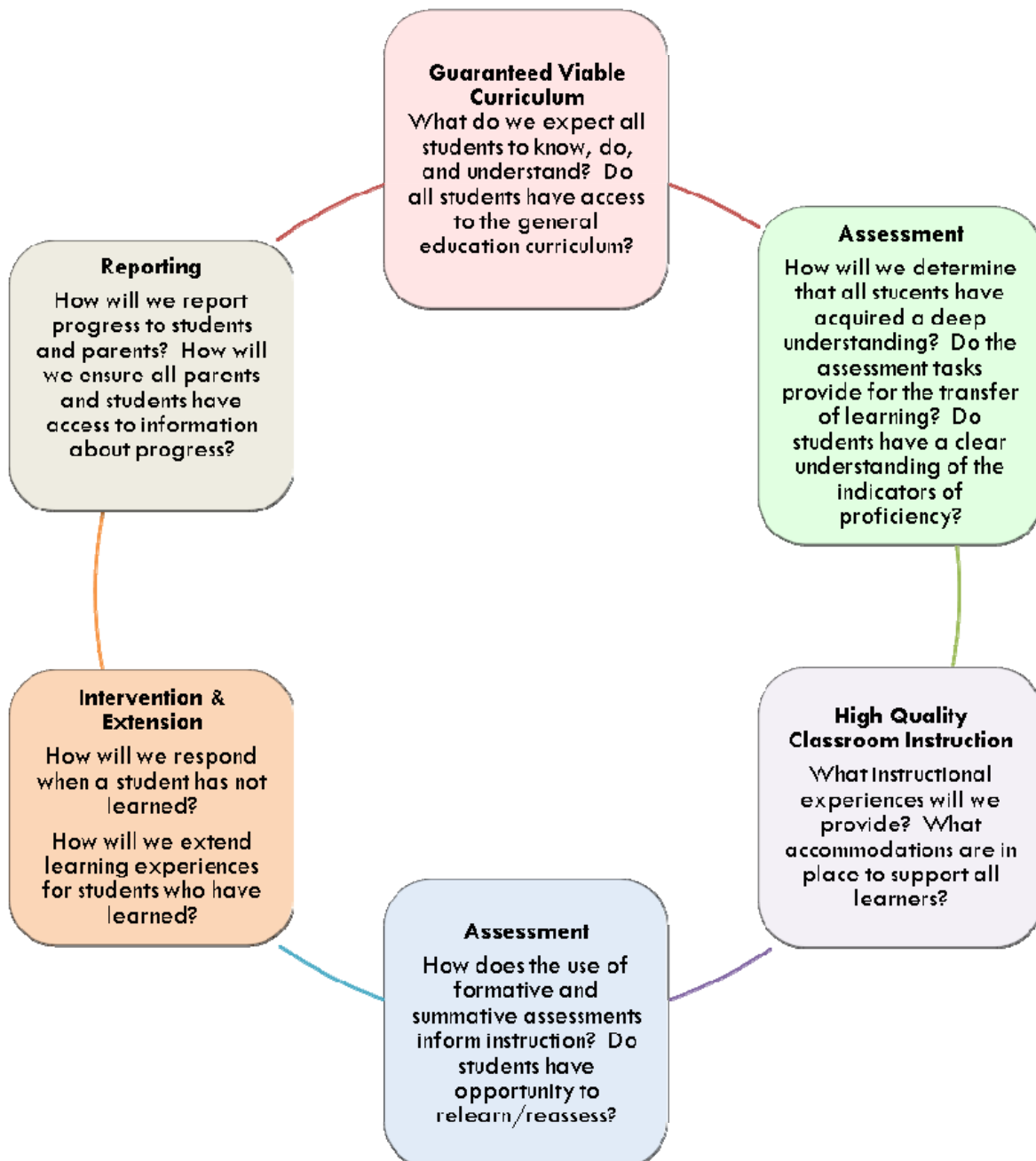
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### Levels of Understanding Essential Questions



## Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



## Characteristics of a Boulder Valley School District Standards-based Classroom

### Curriculum

*All Students Have Access to the General Education Curriculum*

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

### Instruction

*Quality Instruction Demands Student-Teacher Collaboration in the Learning Process*

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

## Characteristics of a Boulder Valley School District Standards-based Classroom

### Assessment

*Assessments are Tightly Aligned to the Standards*

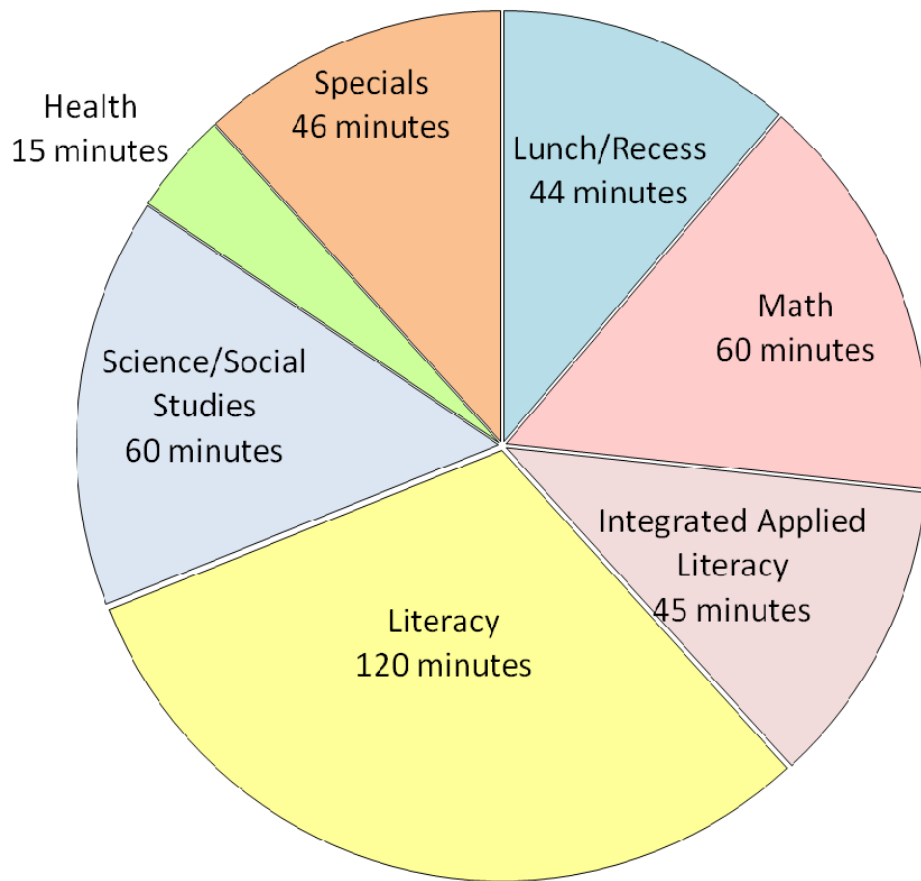
- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

### Learning Environment

*A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members*

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

## Elementary Instructional Minutes





# *Design Templates*



## Unit Design Template

<b>Desired Results</b>	
<b>BVSD Standard(s)/Essential Learnings</b>	
<b>Unit Enduring Understandings</b>	<b>Unit Essential Questions</b>
<b>Students will know.....</b>	<b>Students will be able to.....</b>
<b>Assessment Evidence</b>	
<b>Performance/Transfer Tasks</b>	<b>Other Evidence</b>
<b>Rubric</b>	<b>Student Self-Assessment and Reflection</b>

## Unit Design Template (continued)

### Learning Plans

**Learning Activities**

**Materials**

**Accommodations**

**Technology Integration**

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

## Curriculum Map

	August	September	October	November	December
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

	January	February	March	April	May
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

## Curriculum Map

### Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

## Curriculum Map

Unit:

Timing:

<b>Essential Questions</b>					
<b>Standards/Essential Learnings</b>					
Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

# Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
<b>Enduring Understandings</b>	<b>Assessment</b>
	<b>Knowledge and Skills</b>
<b>Essential Questions</b>	<b>Learning Activities</b>
	<b>Accommodations</b>
	<b>Materials</b>

## Curriculum Glossary of Terms

<b>Anchor</b>	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
<b>Assessment</b>	Assessment refers to the act of determining a value or degree.
<b>Authentic assessment</b>	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
<b>Backward Design</b>	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
<b>Benchmark</b>	Clearly demarcated progress points that serve as concrete indicators for a standard.
<b>Big Idea</b>	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
<b>Concept</b>	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
<b>Content Standard</b>	A content standard answers the question, “What a student should know, do or understand?”
<b>Curriculum</b>	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
<b>Curriculum Implementation</b>	Curriculum implementation is putting the curriculum into place.
<b>Curriculum Mapping</b>	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
<b>Enduring Understanding</b>	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

## Curriculum Glossary of Terms (continued)

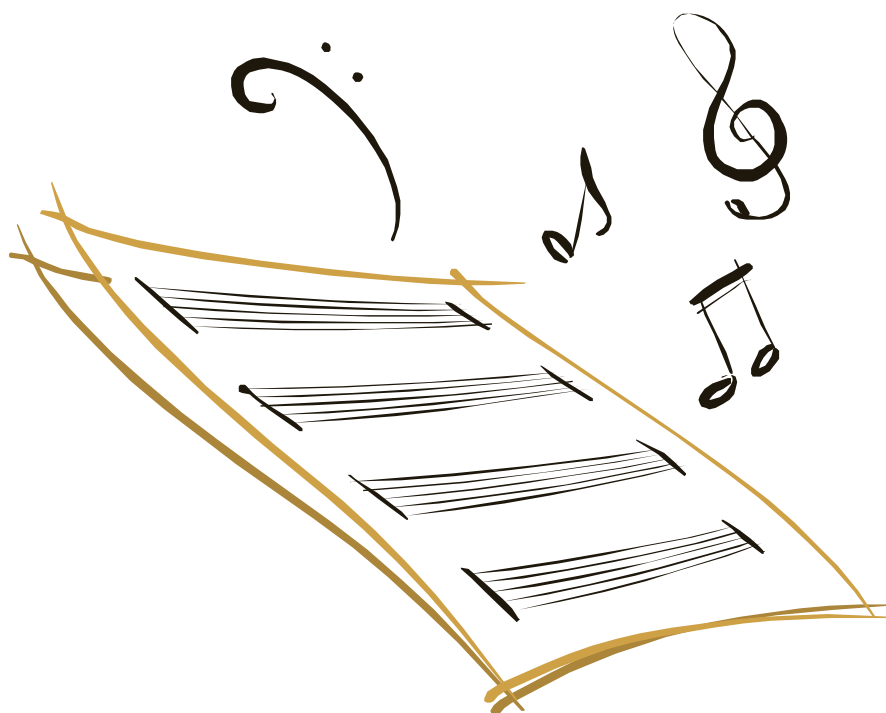
<b>Essential Learnings</b>	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
<b>Essential Question</b>	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
<b>Essential Topics, Skills, Processes, Concepts</b>	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
<b>Formative assessment</b>	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
<b>Guaranteed Viable Curriculum</b>	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
<b>Learning Activities</b>	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
<b>Performance Task</b>	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
<b>Prerequisite knowledge and skill</b>	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

## Curriculum Glossary of Terms (continued)

<b>Processes</b>	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
<b>Product</b>	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
<b>Rubric</b>	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
<b>Scope and Sequence</b>	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
<b>Strategies</b>	Strategies are procedures, methods, or techniques to accomplish an essential learning.
<b>Summative assessment</b>	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.



# *Music Introduction*





## Boulder Valley School District Music Background

### Introduction

The Boulder Valley Elementary Music Curriculum provides the foundation for quality music instruction for elementary students and represents the core program for which all elementary schools are accountable. The curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in music at each grade level
- To align with the current Colorado Content Standards for Music
- To reduce the breadth of music content at each grade level so that concepts can be explored in greater depth.

The general music program serves the entire student population, kindergarten through the fifth grade. Kindergarten students receive a minimum of 40-45 minutes a week of instruction; students in grades 1-5 receive a minimum of ninety minutes a week of music instruction, taught by teachers who are specifically trained and certified as music educators. The general music curriculum provides a substantive framework to guide teacher instruction. The curriculum also communicates to parents and the community what skills and concepts are emphasized at each grade level.

The Boulder Valley Instrumental Music program serves fifth grade students at each elementary school. Students receive a minimum of eighty minutes a week of music instruction from certified music teachers. Fifth graders are grouped for the study of orchestral or band instruments at this level and have the opportunity for large ensemble experiences and performances.

### Philosophy

Music is an essential component of a child's education. In elementary music, students focus on singing, playing instruments, improvising, composing, reading and notating music, as well as analyzing, evaluating and integrating music with other academic disciplines. This skill-based approach spirals learning through each grade level and continues through more advanced musical studies.

Music is key to the acquisition of language and the refinement of gross and fine motor skills at the elementary level. Learning about and participating in music teaches critical thinking, problem solving, teamwork, discipline, creativity and self-esteem – skills that transfer to all academics and other aspects of daily life through adulthood. Music is integral to every human culture and opens doors to understanding others through a universal language.

### History

In 1994 the U.S. Congress approved the Goals 2000: Educate America Act. This legislation established the arts, with specific standards for music, as a core subject area in which students should be able to demonstrate competence.

The state of Colorado adopted Model Content Standards for Music in 1997, and the Boulder Valley Board of Education adopted the BVSD Academic Content Standards for Music, developed by the Music Task Force, in 1999. The Boulder Valley Elementary Music Curriculum is based upon and aligned with these standards which are included with this document.

## Boulder Valley School District Music Content Standards

### Music Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

### Music Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

### Music Standard 3

*Students will create, improvise, and/or compose music.*

### Music Standard 5

*Students will listen to, analyze and describe music.*

### Music Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

### Music Standard 4

*Students will read and notate music.*

### Music Standard 6

*Students will evaluate music and music performances.*

### Music Standard 8

*Students will understand music in relation to history and culture.*



## Music Enduring Understandings and Essential Questions

### Overarching Enduring Understandings

- Music-making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Reading and notating music are essential to music literacy.
- Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.
- Music is an important element of the historical and cultural record of humankind.

### Overarching Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

## K-5 Music Essential Learnings

### Kindergarten

- ♪ Creates vocal sounds in a variety of ways
- ♪ Performs a steady beat
- ♪ Creates songs using a variety of sound sources
- ♪ Recognizes basic symbols in music
- ♪ Responds to music through active listening and movement
- ♪ Identifies a variety of elements that make music sound different
- ♪ Articulates the connections made with music and other subjects
- ♪ Recognizes that music comes from different places in the world

### First Grade

- ♪ Sings songs and simple melodic patterns on pitch with expressive elements
- ♪ Performs beat and rhythm
- ♪ Creates music in the form of rhythmic or melodic patterns
- ♪ Reads and writes rhythms and melodies using basic music symbols
- ♪ Responds to music through active listening and movement
- ♪ Recognizes how different elements create excitement and variety in musical compositions
- ♪ Articulates the connections made between music and other subjects
- ♪ Recognizes that music comes from different places in the world and serves different purposes

## K-5 Music Essential Learnings

### Second Grade

- ♪ Blends in a vocal ensemble
- ♪ Accompanies a variety of songs with classroom instruments
- ♪ Composes and improvises using voice or instruments
- ♪ Reads and writes rhythms and melodies on a staff using basic music symbols
- ♪ Listens to and describes the music and instruments they hear
- ♪ Interprets how different elements create excitement and variety in musical compositions
- ♪ Interprets the relationship between music in relations to history and culture
- ♪ Describes how music comes from different places in the world and serves a variety of purposes

### Third Grade

- ♪ Sings a variety of rounds and unison songs while interpreting a conductor's cues
- ♪ Plays a variety of melodies on an instrument with appropriate technique
- ♪ Creates a structured phrase in music
- ♪ Uses basic music symbols in reading and writing rhythms and melodies on the treble staff
- ♪ Actively listens to and describes music and instruments
- ♪ Describes how a music group achieves precision and expressiveness
- ♪ Interprets the relationships between music and other subjects
- ♪ Analyzes how music comes from different places in the world and serves a variety of purposes

## K-5 Music Essential Learnings

### Fourth Grade

- ♪ Demonstrates how a partner song creates harmony
- ♪ Plays an instrument in an ensemble setting following conductor's cues
- ♪ Creates a musical piece with structure
- ♪ Uses basic music symbols in reading and writing rhythms and melodies on the treble staff
- ♪ Aurally and visually identifies instrument families and folk instruments
- ♪ Understands how musical elements interact in a piece
- ♪ Interprets the relationship between music and other subjects
- ♪ Understands music in a historical context

### Fifth Grade

- ♪ Demonstrates how songs can be sung in multi-part harmony
- ♪ Demonstrates how instruments can be play in multi-part harmony
- ♪ Creates a music piece following a structured form
- ♪ Uses basic music symbols in reading and writing music on the grand staff
- ♪ Listens to and analyzes multiple part music
- ♪ Identifies specific elements which contribute to the quality and effectiveness of music
- ♪ Interprets the relationship between music and other subjects
- ♪ Understands music in a historical context

## K-5 Music Essential Learnings

### Fifth Grade Instrumental Music

- ♪ Sings passages from fifth grade band repertoire
- ♪ Performs a varied repertoire of music on pitched and non-pitched instruments with some expressive elements
- ♪ Produces sounds with proper technique
- ♪ Creates melodies and rhythmic patterns
- ♪ Reads and writes simple melodies in the appropriate clef
- ♪ Analyzes musical events using appropriate music vocabulary
- ♪ Identifies what elements contribute to the effectiveness and quality of a musical performance or composition
- ♪ Articulates the connection between music and other subjects

## Music Scope & Sequence K-5

Standard	K	1	2	3	4	5
<b>Sing</b>	Pitch  Production	Pitch  Patterns	Pitches  Blending Elements	Rounds Words Expressive Elements	Partner Songs	Songs in Multi-Part Harmony
<b>Perform on Instruments</b>	Steady Beat	Beat and Rhythm  Technique	Song Accompaniment	Melody	Conductor's Cues	Instruments in Multi-Part Harmony
<b>Create, Improve, Compose</b>	Melodic Answer and Question	Pattern Improvisation	Simple Rhythmic or Melodic Patterns	Musical Phrase	Composer's Structure	Theme and Variations  Rondo Form
<b>Read and Notate Music</b>	Beat and Rhythm Quarter Notes and Rests	Quarter Notes Quarter Rests	Quarter Notes Quarter Rests Half Notes Half Rests Paired Eighth Notes	Basic Music Symbols	Music Symbols on Treble Staff	Music Symbols on Grand Staff
<b>Listen To, Analyze, Describe Music</b>	Elements of Music Music Sounds	Listening and Movement Characteristics of Music	Types of Instruments  Form	Active Listening and Description	Instrument Families Folk Instruments	Ensemble Performances Solo Performances
<b>Evaluate Music</b>	Listening for Elements  Music Vocabulary	Elements Effects in Performance or Composition	Additional Elements Effects in Performance or Composition	Precision  Expressiveness	Interaction of Musical Elements	Music Quality and Effectiveness
<b>Music and Other Disciplines</b>	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)
<b>History and Culture</b>	Diverse Times and Cultures  Musical Traditions	Japanese Music Traditions Mexican Music and Traditions Holiday Traditions	Indian Music and Traditions  Chinese Music and Traditions  Alaskan Music and Traditions	Historical Music of Colorado  Native American Music	Historical Music of Colonial America Revolutionary War Patriotic Songs	American Music Post-Revolutionary to Turn of the Century Immigrant Contributions

## Music Scope & Sequence Instrumental 5-8

Standard	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<b>Sing</b>	Passages from Fifth Grade Band/Orchestra Repertoire	Passages from Sixth Grade Band/Orchestra Repertoire	Passages from Seventh Grade Band/Orchestra Repertoire	Passages from Eighth Grade Band/Orchestra Repertoire
<b>Perform on Instruments</b>	Expressive Elements Proper Technique	Ensemble Performance	Small Ensemble Performance	Solo Performance
<b>Create, Improve, Compose</b>	Melodies Rhythmic Patterns	Music Compositions in Phrases	Appropriate Response to Melodic or Rhythmic Call	Stylistic Response to Melodic or Rhythmic Call
<b>Read and Notate Music</b>	Melodies in Appropriate Clef  3/4, 2/4, 4/4 Meters  Whole, Dotted Half, Half, Quarter, Eighth Notes and Rests	Melodies in Appropriate Clef  6/8, 3/8, Common Time, and Cut Meters  Sixteenth Notes and Dotted Rhythms	Complex Melodies  Syncopated Patterns  Sight Reading  Advanced Terminology  Harmonic and Rhythmic Elements	Technical Level Equal to Playing Skills  9/8 and 12/8 Meters  Mastery of Reading and Writing Music Terminology
<b>Listen To, Analyze, Describe Music</b>	Musical Events  Melody, Rhythm, Two and Four Measure Phrases  Intervals of 3rd, 4th and 5th	Musical Events  Melody, Form and Devices	Musical Events  Four, Eight and Twelve Measure Phrases  Twelve-Bar Blues Form  Intervals of 2nd—7th, Unison and Octave  Diatonic Tonal Center	Musical Events  Triads and Chords  Tonic and Dominant Tendencies  Tension and Release
<b>Evaluate Music</b>	Stylistic Elements  Quality and Effectiveness	Stylistic Elements  Quality and Effectiveness	Stylistic Elements  Quality and Effectiveness	Stylistic Elements  Quality and Effectiveness
<b>Music and Other Disciplines</b>	Rhythm and Meter Concepts Related to Math  Elements and Principles Related to Visual Art	Rhythm and Meter Concepts in Related to Math  Elements and Principles Related to Visual Art  Written Descriptions  Literary Interpretation	Rhythm and Meter Concepts Related to Math  Elements and Principles Related to Visual Art  Written Practice Records	Rhythm and Meter Concepts Related to Math  Music History Related to Other Historical Events/Timelines
<b>History and Culture</b>	American Music Post-Revolutionary to Turn of the Century  Immigrant Contributions	Music from the Western Hemisphere (Emphasis on Aztec, Inca and Mayan Cultures)	Regional Styles  Music from the Eastern Hemisphere (Emphasis on Middle East, Greece and Rome)	Regional Styles  Six Main Periods of Music History  Music from Colorado and Early America Up to 1900

## Music Scope & Sequence

### High School Instrumental 9-12

Standard	Level 1	Level 2	Level 3	Chamber Orchestra	Orchestra Winds
<b>Sing</b>	Contrasting Parts  Style, Intonation, Phrasing, Articulation	Contrasting Parts  Three or Four Parts	Sections of Instrumental Music One on a Part  Four Part Music	Melodies Without Accompaniment  More Than One Part	Melodies Without Accompaniment  More Than One Part
<b>Perform on Instruments</b>	Technique  Expressive Qualities  Ensemble Skills  Level 3 Music	Technique  Expressive Qualities  Ensemble Skills  Level 4 Music	Technique  Expressive Qualities  Ensemble Skills  Level 5 Music	Technique  Expressive Qualities  Small Ensembles  Level 4-5 Music	Technique  Expressive Qualities  One or Two Students on a Part  Level 4-5 Music
<b>Create, Improve, Compose</b>	Improvises Harmonizing Parts	Harmony with Melodic Lines	Melody Variations	Improvises /Composes Harmonizing Parts	Improvises /Composes Harmonizing Parts
<b>Read and Notate Music</b>	Reads Score With Up to Four Staves  Sight Reading Level 3  Repertoire Terms and Symbols	Four Part Score  Sight Reading Level 3 1/2  Repertoire Terms and Symbols  Rhythmic Patterns in a Variety of Meters	Full Score  Sight Reading Level 4  Repertoire Terms and Symbols  Notational Symbols in 20th Century Music  Scale Patterns	Complex Musical Ideas  Sight Reading Level 3  Repertoire Terms and Symbols	Complex Musical Ideas  Sight Reading Level 3  Repertoire Terms and Symbols
<b>Listen To, Analyze, Describe Music</b>	Technical Vocabulary  Compositional Devices /Techniques	Musical Forms of Rondo, Concerto, Fugue, Sonata	Musical Description  Use of Musical Materials	Comparison/Contrast Between Works of Music and Performances  Distinctive Elements of Music	Comparison/Contrast Between Works of Music and Performances  Distinctive Elements of Music
<b>Evaluate Music</b>	Musical Intent	Musical Intent	Aesthetic Qualities	Orchestra Literature and Performance	Orchestra Literature and Performance
<b>Music and Other Disciplines</b>	Music Related to Math  Music History Related to Historical Events/ Timelines  Physical Properties of Instruments	Music Related to Math  Music History Related to Historical Events/Timelines  Literary Interpretation	Music Related to Math  Music History Related to Historical Events/Timelines  Literary Interpretation	Music Related to Math  Music History Related to Historical Events/Timelines  Literary Interpretation	Music Related to Math  Music History Related to Historical Events/Timelines  Literary Interpretation
<b>History and Culture</b>	Six Main Periods of Music History	Genre, Style, Historical, Cultural Classifications  American Music Genres	Stylistic Features  Aesthetic Tradition  Historical/Cultural Context	Uses of Elements of Music and Expressive Devices	Uses of Elements of Music and Expressive Devices

## Music Glossary of Terms

<b>Accompaniment</b>	A part performed with the main part for richer effect
<b>Arpeggio, Arpeggiated Form</b>	The production of tones in a chord in succession rather than simultaneously
<b>Articulation</b>	In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected
<b>Beat</b>	The unit of rhythm; rhythmic pulse felt in most music
<b>Classroom Instruments</b>	Instruments typically used in the general music classroom, including recorder-type instruments, chorded zithers (e.g., Autoharps or ChromAharps), mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.
<b>Compose</b>	To create a piece of music
<b>Cultures</b>	A style of social and artistic expression unique to a particular community of people.
<b>Dynamic levels, dynamics</b>	Degrees of loudness.
<b>Elements of Music</b>	Pitch, rhythm, harmony, dynamics, timbre, texture, form.
<b>Ensemble</b>	A group of musicians who perform together with roughly equal contributions from all members
<b>Expression</b>	With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.
<b>Form</b>	The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.
<b>Genre</b>	A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).
<b>Harmony/Harmonic</b>	The simultaneous combination of notes in a chord.
<b>Historical and cultural traditions</b>	Styles of social and artistic expression unique to a particular community of people that have been inherited or established and serve as a vehicle to promote cultural continuity.
<b>Improvise or Create</b>	To compose, recite, play, or sing extemporaneously.
<b>Instrument</b>	In the broadest sense, a device used to produce music. More specifically used here to indicate the typical band instruments (flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba and percussion instruments), or orchestral instruments (violin, viola, violoncello and bass) and keyboard instruments traditionally found in instrumental music classrooms.

## Music Glossary of Terms (continued)

<b>Level of Difficulty</b>	<p>For purposes of these standards, music is classified into six levels of difficulty:</p> <ul style="list-style-type: none"> <li>• Level 1--Very easy. Easy keys, meters, and rhythms; limited ranges.</li> <li>• Level 2--Easy. May include changes of tempo, key, and meter; modest ranges.</li> <li>• Level 3--Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretive requirements.</li> <li>• Level 4--Moderately difficult. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.</li> <li>• Level 5--Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements.</li> <li>• Level 6--Very difficult. Suitable for musically mature students of exceptional competence. (Adapted with permission from NYSSMA Manual, Edition XXIII, published by the New York State School Music Association, 1991.)</li> </ul>
<b>Melody/Melodic</b>	A rhythmically organized sequence of single tones so related to one another as to make up a particular musical phrase or idea.
<b>Meter</b>	The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of the work.
<b>Meter signature</b>	Numbers placed at the beginning of a musical composition which indicate the division of rhythmic pulses.
<b>MIDI (Musical Instrument Digital Interface)</b>	Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.
<b>Movement</b>	To move rhythmically, usually to music, using prescribed or improvised steps and gestures. Movement can be dance (i.e., folk, ballroom, ethnic or improvised) or it can be a kinesthetic gesture indicating pitch, phrasing, form, dynamics, or other musical elements.
<b>Musical Idea</b>	Phrase, theme, motive
<b>Musical Diversity</b>	Music literature drawn from a variety of historical periods, world cultures, musical styles and forms.
<b>Notation</b>	A system of figures or symbols used to represent numbers, qualities, or other facts or values as in musical notation.
<b>Ostinato</b>	A short musical phrase or melody that is repeated over and over, usually at the same pitch.

## Music Glossary of Terms (continued)

<b>Phrase/Phrasing</b>	A segment of a composition, usually consisting of four or eight measures.
<b>Pitch</b>	To set a musical instrument or voice to a particular key
<b>Repertoire</b>	A comprehensive list of compositions, songs, pieces, or parts of pieces that a person is prepared to perform or recite.
<b>Rhythm</b>	A pattern of beats in a piece or a particular kind of music
<b>Rondo</b>	A piece of music in which the principal theme is repeated between at least two sections that contrast with it
<b>Solfege</b>	A technique for the teaching of sight-singing in which each note of the score is sung to a special syllable: do, re, mi, fa, sol, la, and ti.
<b>Style</b>	The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).
<b>Technical Accuracy, Technical Skills</b>	The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.
<b>Tempo</b>	The relative speed at which a composition is played.
<b>Timbre</b>	The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.



# Kindergarten Music Curriculum Essentials





## Boulder Valley School District Music Content Standards and Kindergarten Essential Learnings

**Standard 1:** *Students will sing alone and/or with others a varied repertoire of music.*

**To meet this standard, a Kindergarten student:**

- √ Creates vocal sounds in a variety of ways.

**Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a Kindergarten student:**

- √ Performs a steady beat.

**Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, a Kindergarten student:**

- √ Creates songs using a variety of sound sources.

**Standard 4:** *Students will read and notate music.*

**To meet this standard, a Kindergarten student:**

- √ Recognizes basic symbols in music.

**Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a Kindergarten student:**

- √ Responds to music through active listening and movement.

**Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a Kindergarten student:**

- √ Identifies a variety of elements that make music sound different.

**Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a Kindergarten student:**

- √ Articulates the connections made with music and other subjects.

**Standard 8:** *Students will understand music in relation to history and culture.*

**To meet this standard, a Kindergarten student:**

- √ Recognizes that music comes from different places in the world.

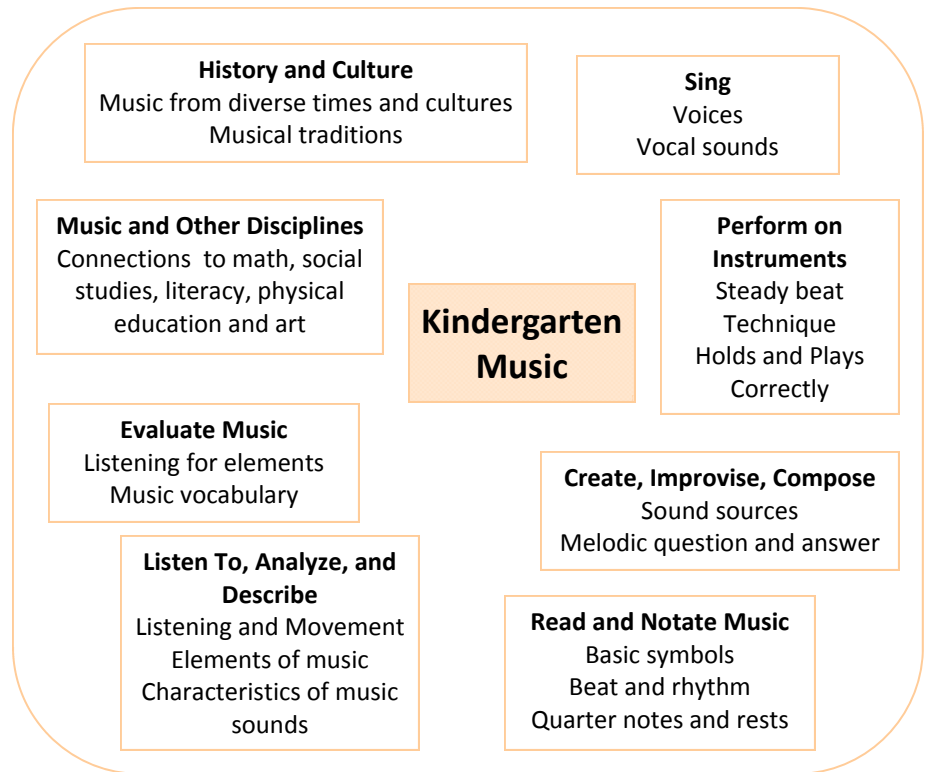
## BVSD Kindergarten Music Overview

### Course Description

Kindergarten students are introduced to many formal elements of music through the discovery and exploration of music. Students learn to use their voices and classroom instruments for music making. They begin to label music elements such as beat, simple rhythms, and musical qualities such as high/low, loud/soft, and fast/slow. Performing and actively listening to music from diverse times, cultures and traditions are also included at this grade level.

### Effective Components of a Kindergarten Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



### Assessment

- √ Pre-assessments
- √ Checks for understanding
- √ Observations/anecdotal records
- √ Student questions/comments
- √ Personal reflections (oral or transcribed)
- √ Performance tasks (planning, in-progress, final)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and peer assessments

### Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

### Technology Integration & Information Literacy

- ① Formulates simple questions about music
- ① Identifies book, print, and pieces of music
- ① Creates music with a variety of media, including available technology
- ① Shares music with others
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

How do people sing?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM1</b>	<b>Creates vocal sounds in a variety of ways</b>
		a Produces different vocal sounds
		b Sings and demonstrates verbally or physically, differences in pitch and production through a varied repertoire of songs
		c Identifies different types of voices in a song

**Key Academic Vocabulary:** speaking, singing, whispering, shouting, pitch, high(er), low(er), men’s voices, women’s voices, children’s voices

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### Enduring Understanding

Playing music is a fundamental and universal form of expression using a variety of instruments.

#### Essential Question

How is an instrument played?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM2</b>	<b>Performs a steady beat</b>
		a Identifies beat in a song
		b Uses proper technique to play beat on instruments
		c Plays a steady beat on an instrument or through movement with a varied repertoire of songs

**Key Academic Vocabulary:** steady, beat, vibrate, classroom instrument names

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Improvisation and composition enable musicians to express original musical ideas.

#### Essential Question

How is music created?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM3</b>	<b>Creates songs using a variety of sound sources</b>
		a Improvises an answer to a melodic question using voice or instrument

**Key Academic Vocabulary:** create, improvise, question/answer

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Learning to read and notate music helps musicians comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

#### Essential Question

How is music written and read?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM4</b>	<b>Recognizes basic symbols in music</b>
		a Differentiates between pulse (beat) and rhythm
		b Identifies, performs and writes simple rhythmic patterns with quarter notes and quarter rests (non-traditional notation, i.e.: ta and ta rest)

**Key Academic Vocabulary:** beat, rhythm, quarter note, quarter rest, measure

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Educated music listeners describe and analyze music as an expressive art form.

#### Essential Question

What is heard in music?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM5</b>	<b>Responds to music through active listening and movement</b>
	a	Responds to elements of music through movement
	b	Listens to and verbally describes characteristics of music sounds (i.e., instrumental, vocal, environmental)

**Key Academic Vocabulary:** same/different, listening, beat/no beat, style, voices, environment, instrument names

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

Why do responses to music differ?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM6</b>	<b>Identifies a variety of elements that make music sound different</b>
		a Listens to music for various elements
		b Uses music vocabulary to evaluate a performance

**Key Academic Vocabulary:** fast(er)/slow(er), high(er)/low(er), instruments (wood, metal, string, wind), singing, loud(er)/quiet(er)

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

The arts are connected to all other academic disciplines.

#### Essential Question

What is the same in music and other subjects?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM7</b>	<b>Articulates the connections made with music and other subjects</b>
		<ul style="list-style-type: none"> <li>a Uses math, literacy, physical education, social studies and art concepts and terms during music activities</li> </ul>

**Key Academic Vocabulary:** counting, rhyming words, rhythm, space, movement, same/different

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Artistic expression is tied to its time and culture.

#### Essential Question

What does music tell us about people?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KM8</b>	<b>Recognizes that music comes from different places in the world</b>
		a Performs and actively listens to music from diverse times and cultures
		b Performs and describes unique characteristics of various musical traditions

**Key Academic Vocabulary:** folk song, nursery song

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

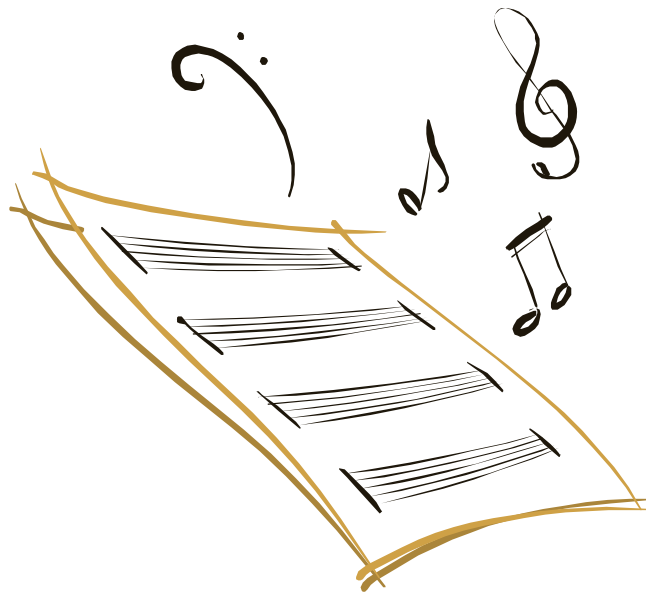
	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

Topic	Suggested Timeframe
Pitch and Production	Embedded throughout the year
Steady Beat	Embedded throughout the year
Melodic Question and Answer	Embedded throughout the year
Beat and Rhythm	Embedded throughout the year
Quarter Notes and Rests	Embedded throughout the year
Elements of Music	Embedded throughout the year
Music Sounds	Embedded throughout the year
Listening for Elements	Embedded throughout the year
Music Vocabulary	Embedded throughout the year
Connection to Other Disciplines	As appropriate for each subject area
Music from Diverse Times and Cultures	Embedded throughout the year
Musical Traditions	Embedded throughout the year



# First Grade Music Curriculum Essentials





## Boulder Valley School District Music Content Standards and First Grade Essential Learnings

**Music Standard 1:** *Students will sing alone and/or with others a varied repertoire of music.*

**To meet this standard, a First Grade student:**

- √ Singing songs and simple melodic patterns on pitch with expressive elements

**Music Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a First Grade student:**

- √ Performs beat and rhythm

**Music Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, First Grade student:**

- √ Creates music in the form of rhythmic or melodic patterns.

**Music Standard 4:** *Students will read and notate music.*

**To meet this standard, a First Grade student:**

- √ Reads and writes rhythms and melodies using basic music symbols.

**Music Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a First Grade student:**

- √ Responds to music through active listening and movement.

**Music Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a First Grade student:**

- √ Recognizes how different elements create excitement and variety in musical compositions.

**Music Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a First Grade student:**

- √ Articulates the connections made between music and other subjects.

**Music Standard 8:** *Students will understand music in relation to history and culture.*

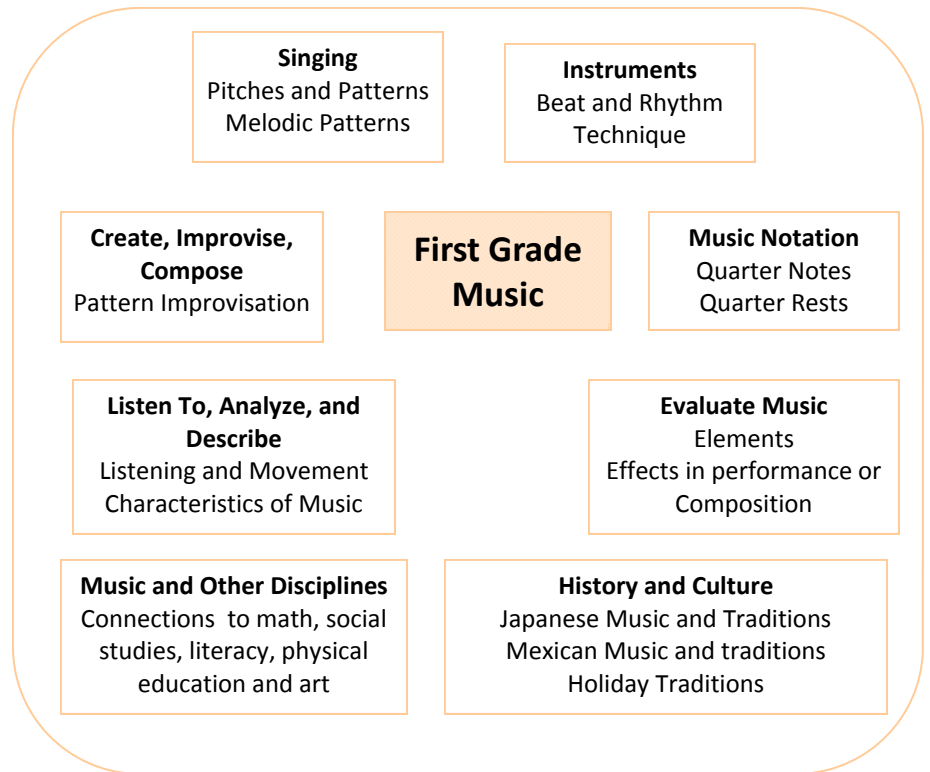
**To meet this standard, a First Grade student:**

- √ Recognizes that music comes from different places in the world and serves different purposes.

## BVSD First Grade Music Overview

### Course Description

First grade students build on skills and concepts learned in kindergarten with additional layers of complexity and accuracy. Students focus on matching pitch and the difference between beat and rhythm. Music reading and writing also becomes more important. The role of music in various cultures and traditions is explored with an emphasis on Japan, Mexico and holidays.



### Effective Components of a First Grade Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy

### Assessment

- √ Pre-assessments
- √ Checks for understanding
- √ Observations/anecdotal records
- √ Student questions/comments
- √ Personal reflections (oral or transcribed)
- √ Performance tasks (planning, in-progress, final)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and peer assessments

### Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

### Technology Integration & Information Literacy

- ① Formulates questions about music
- ① Identifies book, music, instruments and other information sources
- ① Creates music with a variety of media, including available technology
- ① Shares musical performances with others
- ① Communicates ideas in a respectful manner
- ① Recognizes that ideas and information are influenced by cultures
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

How do musicians listen to music and sing what they hear?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M1</b>	<b>Sings songs and simple melodic patterns on pitch with expressive elements</b>
		a Identifies different pitches
		b Produces sounds expressively

**Key Academic Vocabulary:** pitch, high(er)/low(er), loud(er)/quiet(er), fast(er)/slow(er)

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### Enduring Understanding

Playing is a fundamental and universal form of expression using a variety of instruments.

#### Essential Question

How are different instruments played?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M2</b>	<b>Performs beat and rhythm</b>
	a	Distinguishes beat from rhythm in a song
	b	Plays beat and rhythm on a variety of instruments using appropriate technique

**Key Academic Vocabulary:** beat v. rhythm, additional classroom instrument names

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Improvisation and composition enable musicians to express musical ideas.

#### Essential Question

How is a song or rhythm created?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M3</b>	<b>Creates music in the form of rhythmic or melodic patterns</b>
		a Improvises a simple rhythmic or melodic pattern using voice or instruments

**Key Academic Vocabulary:** melody, rhythm, improvise

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Learning to read and notate music helps the comprehension and expression of the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

#### Essential Question

How is music written and read?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M4</b>	<b>Reads and writes rhythms and melodies using basic music symbols</b>
		a Reads and writes quarter note, quarter rest, and paired eighth note rhythms
		b Reads and writes simple three pitch (i.e. s m l or d r m) melodic patterns

**Key Academic Vocabulary:** beat, rhythm, quarter note, quarter rest, paired eighth notes, staff, solfege, note heads, stems, beams

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Educated music listeners learn to describe and analyze music as an expressive art form.

#### Essential Question

What is heard in music?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M5</b>	<b>Responds to music through active listening and movement</b>
	a	Listens and moves to the music and instruments that are heard
	b	Verbally describes characteristics of music including styles, cultures and live performances
	c	Verbally describes characteristics of instruments

**Key Academic Vocabulary:** tempo, dynamics, style, classroom instrument names, sight, sound, performances

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

What makes different pieces of music interesting?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M6</b>	<b>Recognizes how different elements create excitement and variety in musical compositions</b>
	a	Identifies elements that add interest to various compositions
	b	Uses music vocabulary to describe the different effects in a performance of composition

**Key Academic Vocabulary:** musical idea, loud/quiet, tempo, instruments, voices

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

The arts are connected to all other academic disciplines.

#### Essential Question

What is the same in music as other subjects?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M7</b>	<b>Articulates the connections made between music and other subjects</b>
		<p>a Uses math, literacy, social studies, physical education and art concepts and terms during music activities</p>

**Key Academic Vocabulary:** pattern, line, shape, space, movement skills, word syllables, rhyming words

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Artistic expression is tied to its time and culture.

#### Essential Question

What does music tell us about people and cultures?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1M8</b>	<b>Recognizes that music comes from different places in the world and serves different purposes</b>
		<p>Performs and listens to musical pieces from diverse times, cultures and traditions</p> <p>a (Japan, Mexico and holidays)</p>

**Key Academic Vocabulary:** Japanese songs, Mexican songs, holiday songs

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

<b>Topic</b>	<b>Suggested Timeframe</b>
Pitches and Patterns	Embedded throughout the year
Melodic Patterns	Embedded throughout the year
Beat and Rhythm	Embedded throughout the year
Instrument Technique	Embedded throughout the year
Pattern Improvisation	Embedded throughout the year
Quarter Notes and Rests	Embedded throughout the year
Listening and Movement	Embedded throughout the year
Characteristics of Music	Embedded throughout the year
Elements of Music	Embedded throughout the year
Effects in Performance or Composition	Embedded throughout the year
Connection to Other Disciplines	As appropriate for each subject area
Japanese Music and Traditions	Two—four weeks
Mexican Music and Traditions	Two—four weeks
Holiday Traditions	As appropriate for each holiday



# Second Grade Music Curriculum Essentials





## Boulder Valley School District Music Content Standards and Second Grade Essential Learnings

**Music Standard 1:** *Students will sing alone and/or with others a varied repertoire of music.*

**To meet this standard, a Second Grade student:**

- √ Blends in a vocal ensemble.

**Music Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a Second Grade student:**

- √ Accompanies a variety of songs with classroom instruments.

**Music Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, a Second Grade student:**

- √ Composes and improvises using voice or instruments.

**Music Standard 4:** *Students will read and notate music.*

**To meet this standard, a Second Grade student:**

- √ Reads and writes rhythms and melodies on a staff using basic music symbols.

**Music Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a Second Grade student:**

- √ Listens to and describes the music and instruments they hear.

**Music Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a Second Grade student:**

- √ Interprets how different elements create excitement and variety in musical compositions.

**Music Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a Second Grade student:**

- √ Interprets the relationship between music in relation to history and culture.

**Music Standard 8:** *Students will understand music in relation to history and culture.*

**To meet this standard, a Second Grade student:**

- √ Describes how music comes from different places in the world and serves a variety of purposes.

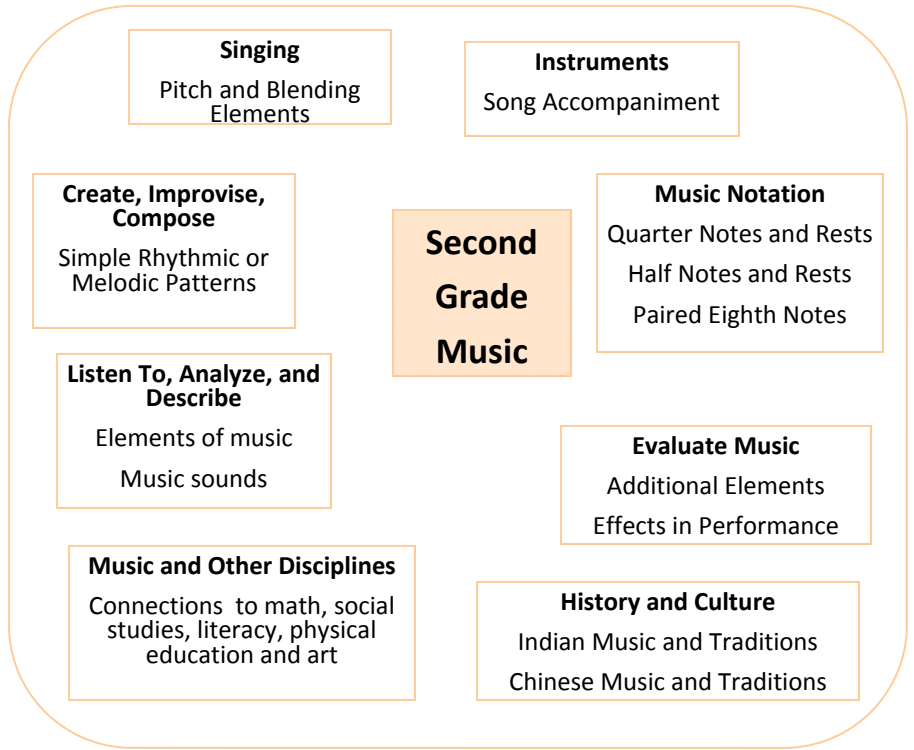
## BVSD Second Grade Music Overview

### Course Description

In second grade, musical skills continue to spiral from previous years with the addition of more difficulty and elaboration. This year the focus turns to the students' role as part of a group with an emphasis on blending and working together. Musical analysis of the elements of form, rhythm or expressive elements becomes more intricate and reliant on specific music vocabulary. Second graders will learn about the music of India, China and holiday traditions.

### Effective Components of a Second Grade Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



### Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/anecdotal records
- ✓ Student questions/comments
- ✓ Personal reflections (oral or transcribed)
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Self and peer assessments

### Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

### Technology Integration & Information Literacy

- ① Identifies various information sources (people, materials, equipment)
- ① Creates music with a variety of media, including available technology
- ① Revises musical performance based on feedback from others
- ① Explains information in one's own words
- ① Shows respect for diverse ideas, backgrounds and learning styles
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

How is a round sung?  
How is singing improved?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M1</b>	<b>Blends in a vocal ensemble</b>
	a	Matches a wider range of pitches in songs
	b	Blends with others while singing and incorporates expressive elements

**Key Academic Vocabulary:** pitch, dynamics, tempo, blend, registers: upper/lower, range, solo, ensemble

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### Enduring Understanding

Playing is a fundamental and universal form of expression using a variety of instruments.

#### Essential Question

How is an instrument played with a song?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M2</b>	<b>Accompanies a variety of songs with classroom instruments</b>
	a	Identifies how an instrumental part accompanies a song
	b	Recognizes how a melodic instrument is different from a rhythmic instrument
	c	Plays melodic and rhythmic instruments with appropriate technique

**Key Academic Vocabulary:** accompaniment, melody, melodic instrument, rhythmic instrument, additional classroom instrument names

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Improvisation and composition enable the individual expression of musical ideas.

#### Essential Question

How is music composed and improvised?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M3</b>	<b>Composes and improvises using voice or instruments</b>
	a	Describes the difference between composing and improvising
	b	Creates simple rhythmic or melodic patterns

**Key Academic Vocabulary:** compose, improvise

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Learning to read and notate music helps with the comprehension and expression of the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

#### Essential Question

How is music read and written on the staff?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M4</b>	<b>Reads and writes rhythms and melodies on a staff using basic music symbols</b>
	a	Reads and writes quarter note and rest, half note and rest, paired eighth notes, when writing rhythms in 2/4 and 4/4 time
	b	Identifies, performs, and writes simple rhythmic and melodic patterns with quarter notes and rests, half notes and rests, paired eighth notes using melodic placement on the staff

**Key Academic Vocabulary:** quarter note and rest, paired eighth notes, half note and rest, bar lines, double bar line, repeat sign, measures, 2/4 time, 4/4 time, time signature, staff, lines, spaces, solfege, treble cleff

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Educated music listeners learn to describe and analyze music as an expressive art form.

#### Essential Question

How is music heard and described?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M5</b>	<b>Listens to and describes the music and instruments they hear</b>
	a	Listens to and verbally describes characteristics of music including types of instruments
	b	Listens to and verbally describes characteristics of music including form

**Key Academic Vocabulary:** tempo, dynamics, pitch, form AB, form ABA, phrasing: short/long and repeat/contrast, instrument names, performances, rondo form

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

What makes a performance successful?  
How does an individual contribute to a successful performance?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M6</b>	<b>Interprets how different elements create excitement and variety in musical compositions</b>
	a	Identifies more elements that add interest to various compositions
	b	Uses additional music vocabulary to describe the different effects in a performance or composition

**Key Academic Vocabulary:** musical idea (i.e. phrase, theme, motive), dynamics, tempo, instruments (high, low), solo, ensemble

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

The arts are connected to all other academic disciplines.

#### Essential Question

What is the same in music as other subjects?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M7</b>	<b>Interprets the relationship between music and other subjects</b>
		<p>Uses math, literacy, physical education, social studies and art concepts and terms during music activities</p> <p>a</p>

**Key Academic Vocabulary:** science of sound (e.g. smaller = higher), pattern, dance (sequence), word syllables, color, texture, expression, composition

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Artistic expression is tied to its time and culture.

#### Essential Question

What does music tell us about people and cultures?

### Essential Learning

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2M8</b>	<b>Describes how music comes from different places in the world and serves a variety of purposes</b>
	a	Performs and listens to music of diverse times, cultures and traditions (India, China, and Alaska)
	b	Discusses the purposes of different types of music

**Key Academic Vocabulary:** Indian music, Chinese music, holiday songs

## Teaching for Understanding

Essential Learning:

Assessment:

## Teaching for Understanding

## Suggested Timelines

Topic	Suggested Timeframe
Pitches	Embedded throughout the year
Blending Elements	Embedded throughout the year
Song Accompaniment	Embedded throughout the year
Simple Rhythmic or Melodic Patterns	Embedded throughout the year
Quarter Notes and Rests	Embedded throughout the year
Half Notes and Rests	Embedded throughout the year
Paired Eighth Notes	Embedded throughout the year
Types of Instruments	Embedded throughout the year
Form	Embedded throughout the year
Additional Elements	Embedded throughout the year
Effects in Performance or Composition	Embedded throughout the year
Connection to Other Disciplines	Embedded throughout the year
Indian Music and Traditions	Embedded throughout the year
Chinese Music and Traditions	Embedded throughout the year
Alaskan Music and Traditions	Embedded throughout the year



# Third Grade Music Curriculum Essentials





## Boulder Valley School District Music Content Standards and Third Grade Essential Learnings

**Music Standard 1:** *Students will sing alone and/or with others a varied repertoire of music*

**To meet this standard, a Third Grade student:**

- √ Sings a variety of rounds and unison songs while interpreting conductor's cues

**Music Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a Third Grade student:**

- √ Plays a variety of melodies on an instrument with appropriate technique.

**Music Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, a Third Grade student:**

- √ Creates a structured phrase in music.

**Music Standard 4:** *Students will read and notate music.*

**To meet this standard, a Third Grade student:**

- √ Uses basic music symbols in reading and writing rhythms and melodies on the treble staff.

**Music Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a Third Grade student:**

- √ Actively listens to and describes music and instruments.

**Music Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a Third Grade student:**

- √ Describes how a music group achieves precision and expressiveness.

**Music Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a Third Grade student:**

- √ Interprets the relationship between music and other subjects.

**Music Standard 8:** *Students will understand music in relation to history and culture.*

**To meet this standard, a Third Grade student:**

- √ Analyzes how music comes from different places in the world and serves a variety of purposes.

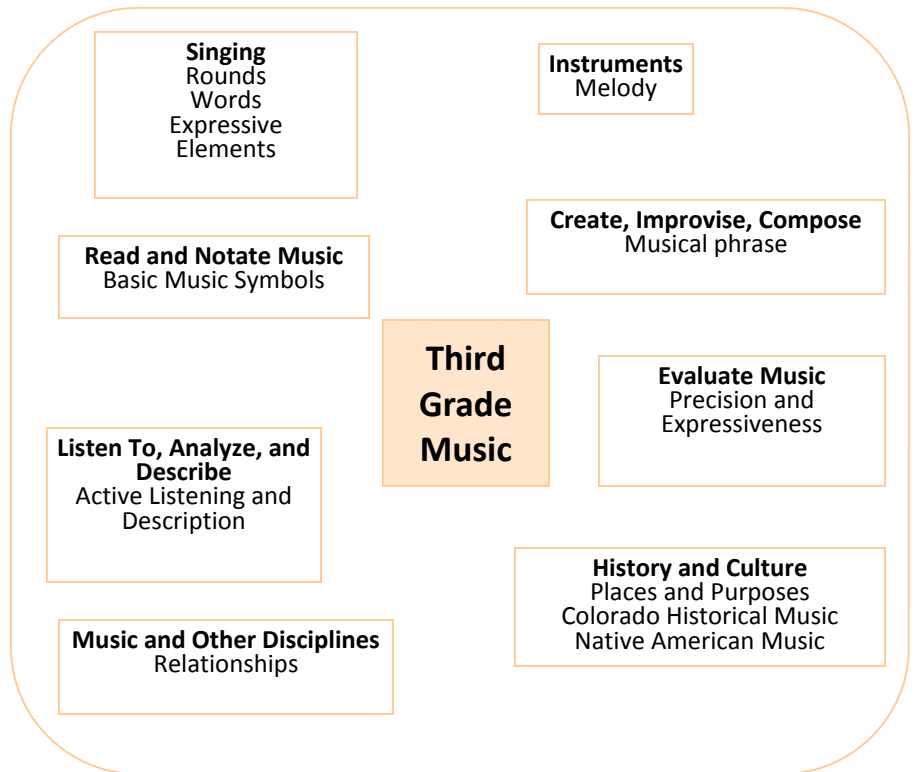
## BVSD Third Grade Music Overview

### Course Description

The third grade music course introduces students to elements of harmony, traditional music notation, and instrument families. The relationship between music and math take center stage as fractions and ratios are introduced in the study of time signatures and increasingly complex rhythms. Songs from and related to Colorado history and Native American culture will be the focus of our studies this year.

### Effective Components of a Third Grade Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



### Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/anecdotal records
- ✓ Student questions/comments
- ✓ Personal reflections (oral or transcribed)
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Self and peer assessments

### Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

### Technology Integration & Information Literacy

- ① Formulates questions based on information needs
- ① Uses visual and aural clues to interpret information
- ① Demonstrates age-appropriate online searching techniques
- ① Creates music with a variety of media, including available technology
- ① Revises musical performance based on feedback from others
- ① Accesses age-appropriate information resources including music
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

How is a round sung?  
How is singing improved?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M1</b>	<b>Sings a variety of rounds and unison songs while interpreting conductor’s cues</b>
	a	Describes how a round creates harmony
	b	Sings rounds on pitch
	c	Articulates words to songs with proper diction
	d	Understands how a conductor conveys expressive elements to an ensemble

**Key Academic Vocabulary:** harmony, round, diction : vowels/consonants, voice quality : resonance, conductor, pitch, cue, articulation

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### Enduring Understanding

Playing is a fundamental and universal form of expression using a variety of instruments.

#### Essential Question

How is a melody played on an instrument?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M2</b>	<b>Plays a variety of melodies on an instrument with appropriate technique</b>
		a Plays a melody on an instrument
		b Demonstrates proper instrument technique
		c Identifies melodic classroom instruments

**Key Academic Vocabulary:** harmony, rounds, diction : vowels/consonants, voice quality : resonance, conductor

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Music Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Improvisation and composition enable the individual expression of musical ideas.

#### Essential Question

How is a song composed?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M3</b>	<b>Creates a structured phrase in music</b>
	a	Composes a simple song using voice or instruments
	b	Improvises an entire phrase ending on tonic

**Key Academic Vocabulary:** compose, improvise, phrase, tonic/home tone/do

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Learning to read and notate music helps with the comprehension and expression of the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

#### Essential Question

How is music read and written on the staff?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M4</b>	<b>Uses basic music symbols in reading and writing rhythms and melodies on the treble staff</b>
	a	Reads and writes rhythms and melodies in 2/4, 3/4 and 4/4 meter using traditional notation symbols
	b	Writes a four measure melody using traditional music notation
	c	Reads and writes rhythms including whole notes, rests and dotted half notes

**Key Academic Vocabulary:** half note and rest, whole note and rest, dotted half note, bar lines, double bar lines, repeat sign, meter 2/4, meter 3/4, meter 4/4, solfege/letter, names, treble clef

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Educated music listeners learn to describe and analyze music as an expressive art form.

#### Essential Question

How is music heard and described?  
How can instruments be identified by their sound?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M5</b>	<b>Actively listens to and describes music and instruments</b>
		<p>a Identifies and verbally describes characteristics of music including types of instruments, and families of instruments</p>

**Key Academic Vocabulary:** tempo, dynamics, pitch, form (verse, refrain), phrasing, instrument families (string, brass, woodwind, percussion), performances

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

What makes a performance successful?  
How does an individual contribute to a successful performance?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M6</b>	<b>Describes how a music group achieves precision and expressiveness</b>
	a	Identifies various expressive elements
	b	Evaluates the effectiveness of expressive elements in one's own and others' performances
	c	Uses appropriate music vocabulary to describe the effectiveness of a performance or composition

**Key Academic Vocabulary:** diction, voice quality, harmony, conductor, dynamics, tempo

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

The arts are connected to all other academic disciplines.

#### Essential Question

What is the same in music as other subjects?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M7</b>	<b>Interprets the relationship between music and other subjects</b>
		<p>a Uses math, literacy, physical education, social studies and art concepts and terms during music activities</p>

**Key Academic Vocabulary:** form, dance (sequence), fractions, ratios (e.g. two halves = whole)

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Artistic expression is tied to its time and culture.

#### Essential Question

What does music tell us about people and cultures?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3M8</b>	<b>Analyzes how music comes from different places in the world and serves a variety of purposes</b>	
		a	Listens to and describes music of diverse times, cultures and traditions (Native American and Colorado)
		b	Performs songs from different cultures and traditions (Native American and Colorado)
		c	Uses appropriate music vocabulary to analyze music form diverse times, cultures and traditions

**Key Academic Vocabulary:** Native American, music, Colorado songs

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

<b>Topic</b>	<b>Suggested Timeframe</b>
Rounds	Embedded throughout the year
Words	Embedded throughout the year
Expressive Elements	Embedded throughout the year
Melody	Embedded throughout the year
Musical Phrase	Embedded throughout the year
Basic Music Symbols	Embedded throughout the year
Active Listening and Description	Embedded throughout the year
Precision and Expressiveness	Embedded throughout the year
Connections to Other Disciplines	As appropriate for each subject area
Places and Purposes	Embedded throughout the year
Colorado Historical Music	Two—four weeks
Native American Music	Two—four weeks



# Fourth Grade Music Curriculum Essentials





## Boulder Valley School District Music Content Standards and Fourth Grade Essential Learnings

**Music Standard 1:** *Students will sing alone and/or with others a varied repertoire of music.*

**To meet this standard, a Fourth Grade student:**

- √ Demonstrates how a partner song creates harmony.

**Music Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a Fourth Grade student:**

- √ Plays an instrument in an ensemble setting following conductor's cues.

**Music Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, a Fourth Grade student:**

- √ Creates a musical piece with structure.

**Music Standard 4:** *Students will read and notate music.*

**To meet this standard, a Fourth Grade student:**

- √ Uses basic music symbols in reading and writing rhythms and melodies on the treble staff.

**Music Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a Fourth Grade student:**

- √ Aurally and visually identifies instrument families and folk instruments.

**Music Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a Fourth Grade student:**

- √ Understands how musical elements interact in a piece.

**Music Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a Fourth Grade student:**

- √ Interprets the relationship between music and other subjects.

**Music Standard 8:** *Students will understand music in relation to history and culture.*

**To meet this standard, a Fourth Grade student:**

- √ Understands music in a historical context.

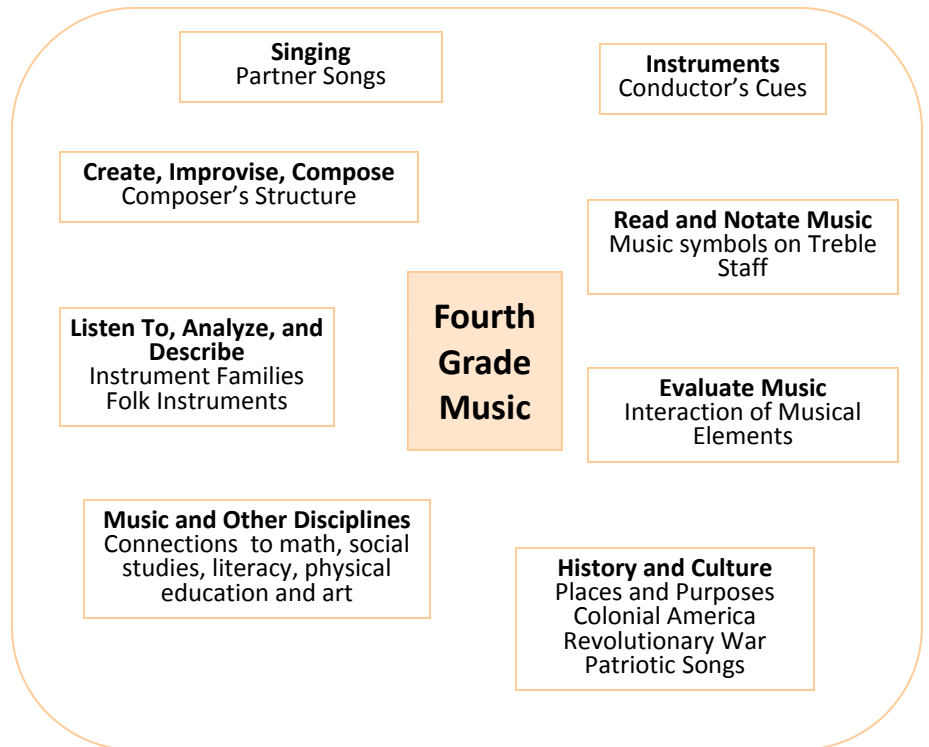
## BVSD Fourth Grade Music Overview

### Course Description

The fourth grade curriculum focuses on a student's role and responsibility in an ensemble setting. Students will practice singing and playing harmony with partner songs and instrumental ostinatos to accompany singing. Interpreting conductors' cues and understanding treble clef also aid in effective ensemble participation. Students' evaluation and analysis of music becomes more complex and focuses on form and specific instrument names and sounds. Historic and cultural studies will include music from Colonial America, Revolutionary War and patriotic songs.

### Effective Components of a Fourth Grade Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



### Assessment

- √ Pre-assessments
- √ Checks for understanding
- √ Observations/anecdotal records
- √ Student questions/comments
- √ Personal reflections (oral or transcribed)
- √ Performance tasks (planning, in-progress, final)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and peer assessments

### Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

### Technology Integration & Information Literacy

- ① Uses visual and aural clues to interpret information
- ① Creates music with a variety of media, including available technology
- ① Captures, stores, retrieves, displays, presents and/or shares musical creations using available technology
- ① Considers diverse opinions or point of view about music
- ① Understands the concepts of copyright and plagiarism
- ① Efficiently uses age appropriate searching techniques
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

What is harmony?  
How do singers build confidence?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M1</b>	<b>Demonstrates how a partner song creates harmony</b>
	a	Sings partner songs on pitch
	b	Sings alone with confidence
	c	Sings on pitch independently and with others a variety of songs (i.e. partner songs)

**Key Academic Vocabulary:** harmony, partner song, independence, confidence

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### Enduring Understanding

Playing is a fundamental and universal form of expression using a variety of instruments.

#### Essential Question

How can instruments be played musically in an ensemble?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M2</b>	<b>Plays an instrument in an ensemble setting following conductor’s cues</b>
	a	Understands how musicians interpret conductor’s cues when playing an instrument
	b	Listens to others while playing in an ensemble

**Key Academic Vocabulary:** ensemble, ostinato, duet

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Improvisation and composition enable the individual expression of musical ideas.

#### Essential Question

What makes an effective composer?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M3</b>	<b>Creates a musical piece with structure</b>
	a	Composes an ABA/AB or rondo form piece alone or in a group using voices or an instruments
	b	Improvise musical questions and answers using phrases of equal lengths

**Key Academic Vocabulary:** compose, improvise, form, ABA/AB, rondo

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Learning to read and notate music helps with the comprehension and expression of the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

#### Essential Question

How is music read and written on the staff?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M4</b>	<b>Uses basic music symbols in reading and writing rhythms and melodies on the treble staff</b>
	a	Reads and writes rhythms, melodies, and basic music symbols
	b	Writes a melody using traditional music notation following a form

**Key Academic Vocabulary:** traditional notation, absolute pitches, dynamics *p* & *f*, introduction, *coda*, *D.C.*, *D.S.*, *fine*, 1st ending, 2nd ending, form

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Educated music listeners learn to describe and analyze music as an expressive art form.

#### Essential Question

How can instruments be identified by their sound?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M5</b>	<b>Aurally and visually identifies instrument families and folk instruments</b>
	a	Identifies and verbally describes characteristics of families of instruments
	b	Listens to and describes instruments heard in the music
	c	Uses accurate music vocabulary to describe instruments

**Key Academic Vocabulary:** instrument families (string, brass, woodwind, percussion), folk instruments, performances, timbre/tone color

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

What is heard and observed in music/performance?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M6</b>	<b>Understands how musical elements interact in a piece</b>
	a	Identifies the interplay of elements such as melody, rhythm, style, form and meter in compositions and performances
	b	Uses appropriate music vocabulary to describe the interaction of musical elements in a piece

**Key Academic Vocabulary:** melody, harmony, style, form, meter, rhythm

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

The arts are connected to all other academic disciplines.

#### Essential Question

What is the same in music as other subjects?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M7</b>	<b>Interprets the relationship between music and other subjects</b>
	a	Uses math, literacy, physical education, social studies and art concepts and terms during music activities

**Key Academic Vocabulary:** form, meter, instrument, construction, mood, texture

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Artistic expression is tied to its time and culture.

#### Essential Question

What does music tell us about people and cultures?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4M8</b>	<b>Understands music in a historical context</b>
		a Listens to and describes unique characteristics of music from diverse times, cultures and traditions (Early American)
		b Performs songs from different cultures and traditions (Early American)
		c Uses appropriate music vocabulary to analyze music from diverse times, cultures and traditions

**Key Academic Vocabulary:** Colonial American songs, Revolutionary war-era songs, patriotic songs

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

Topic	Suggested Timeframe
Partner Songs	Embedded throughout the year
Conductor's Cues	Embedded throughout the year
Composer's Structure	Embedded throughout the year
Music Symbols on Treble Staff	Embedded throughout the year
Instrument Families	Embedded throughout the year
Folk Instruments	Embedded throughout the year
Interaction of Musical Elements	Embedded throughout the year
Connections to Other Disciplines	As appropriate for each subject area
Places and Purposes	Embedded throughout the year
Music of the Colonial War	Two—four weeks
Music of the Revolutionary War	Two—four weeks
Patriotic Songs	Two—four weeks



# Fifth Grade Music Curriculum Essentials





## Boulder Valley School District Music Content Standards and Fifth Grade Essential Learnings

**Music Standard 1:** *Students will sing alone and/or with others a varied repertoire of music.*

**To meet this standard, a Fifth Grade student:**

- √ Demonstrates how songs can be sung in multi-part harmony.

**Music Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a Fifth Grade student:**

- √ Demonstrates how instruments can be played in multi-part harmony.

**Music Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, a Fifth Grade student:**

- √ Creates a music piece following a structured form.

**Music Standard 4:** *Students will read and notate music.*

**To meet this standard, a Fifth Grade student:**

- √ Uses basic music symbols in reading and writing music on the grand staff.

**Music Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a Fifth Grade student:**

- √ Listens to and analyzes multiple part music.

**Music Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a Fifth Grade student:**

- √ Identifies specific elements which contribute to the quality and effectiveness of music.

**Music Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a Fifth Grade student:**

- √ Interprets the relationship between music and other subjects.

**Music Standard 8:** *Students will understand music in relation to history and culture.*

**To meet this standard, a Fifth Grade student:**

- √ Understands music in a historical context.

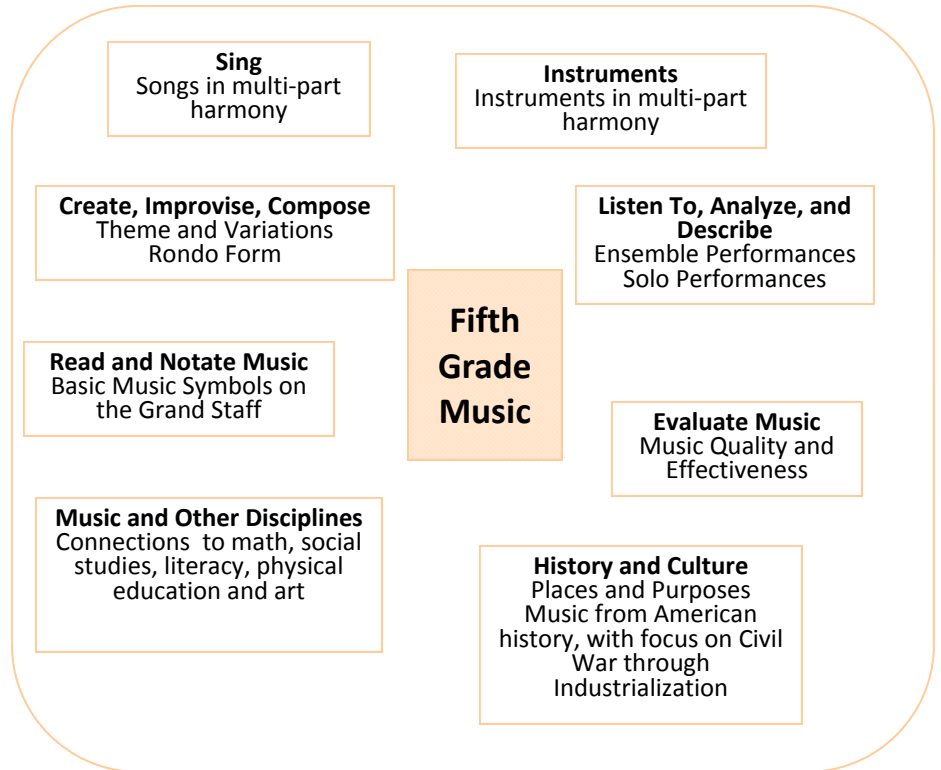
## BVSD Fifth Grade Music Overview

### Course Description

Fifth graders will become more independent and literate musicians this year. They will be able to read and write music in both treble and bass clefs, compose in various musical forms, and sing and play in multiple parts. Musical analysis and evaluation will be based on musical quality, overall effectiveness and knowledge of the cultural and historical setting. The fifth grade repertoire will focus on songs from the American history, especially the Civil War era, to align with the fifth grade social studies curriculum.

### Effective Components of a Fifth Grade Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



### Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/anecdotal records
- ✓ Student questions/comments
- ✓ Personal reflections (oral or transcribed)
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Self and peer assessments

### Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

### Technology Integration & Information Literacy

- ① Compares, contrasts and classifies information to clarify thinking
- ① Efficiently uses age appropriate searching techniques
- ① Creates music with a variety of media, including available technology
- ① Uses video cameras, sound equipment, and music software
- ① Participates in discussion that reflect diverse opinions or points of view
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

How can independent singers produce multi-part harmony?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M1</b>	<b>Demonstrates how songs can be sung in multi-part harmony</b>
	a	Independently sings own part along with other parts, creating harmony
	b	Independently follows a vocal score
	c	Sings a varied repertoire of songs in harmony/parts

**Key Academic Vocabulary:** harmony/parts, soprano, alto, tenor, bass

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## **Essential Learnings**

### **Essential Knowledge, Skills, Topics, Processes, and Concepts**

#### **Standard 2**

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### **Enduring Understanding**

Playing is a fundamental and universal form of expression using a variety of instruments.

#### **Essential Question**

How can independent players perform in multi-part harmony?

### **Essential Learnings**

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M2</b>	<b>Demonstrates how instruments can be played in multi-part harmony</b>
		a Independently plays own part along with other parts on a classroom instrument, creating harmony
		b Independently follows a score
		c Plays a varied repertoire of songs in harmony/parts

**Key Academic Vocabulary:** score, soprano, alto, tenor, brass (as applied to instruments), xylophones, handbells, recorders, hand percussion, keyboards

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Improvisation and composition enable the individual expression of musical ideas.

#### Essential Question

How does a composer craft a piece with structure and musicality?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M3</b>	<b>Creates a music piece following a structured form</b>
	a	Composes a theme and variations or rondo piece alone or in a group using voices or classroom instruments
	b	Improvises using a specified scale and phrase length

**Key Academic Vocabulary:** compose, improvise, form, theme, variations, rondo, scale, musicality, singable

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Learning to read and notate music helps with the comprehension and expression of the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

#### Essential Question

How is music read and written on the grand staff?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M4</b>	<b>Uses basic music symbols in reading and writing music on the grand staff</b>
	a	Reads music on the grand staff
	b	Identifies the functions of sharps and flats
	c	Writes a melody using traditional music notation
	d	Reads and writes 16th note rhythms

**Key Academic Vocabulary:** traditional notation, sixteen notes & rests, letter names (A-G), sharps, flats, naturals, tempo markings

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Educated music listeners learn to describe and analyze music as an expressive art form.

#### Essential Question

How can multiple parts be identified in a performance?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M5</b>	<b>Listens to and analyzes multiple part music</b>
		a Identifies ensemble and solo performances
		b Uses appropriate music vocabulary to describe multi-part performances, including genres such as symphonies and large scale choral works.

**Key Academic Vocabulary:** ensemble, solo, SATB

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

What criteria can be used to evaluate a performance or composition?  
What elements affect personal preference?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M6</b>	<b>Identifies specific elements which contribute to the quality and effectiveness of music</b>
		a Develops criteria using key musical and stylistic elements to evaluate a piece
		b Uses key criteria to effectively evaluate music performances and compositions
		c Uses appropriate music vocabulary to critique music performances and compositions

**Key Academic Vocabulary:** melody, harmony, style, form, meter, rhythm, genre

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

The arts are connected to all other academic disciplines.

#### Essential Question

What is the same in music as other subjects?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M7</b>	<b>Interprets the relationship between music and other subjects</b>
		<p>a Uses math, literacy, physical education, social studies, and art concepts and terms during music activities</p>

**Key Academic Vocabulary:** intervals/chord, construction, form, progression

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Artistic expression is tied to its time and culture.

#### Essential Question

What does music tell us about people and cultures?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5M8</b>	<b>Understands music in a historical context</b>
	a	Listens to and describes unique characteristics of music from diverse times, cultures and traditions (Civil War-era to present)
	b	Performs songs from different cultures and traditions (Civil War-era)
	c	Performs, listens to, and analyzes music from a variety of composers (i.e., Copland, Gershwin, Joplin, Stravinsky, Bernstein)

**Key Academic Vocabulary:** Civil War-era songs, folk music, spirituals, patriotic songs, national anthem

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

<b>Topic</b>	<b>Suggested Timeframe</b>
Songs in Multi-Part Harmony	Embedded throughout the year
Instruments in Multi-Part Harmony	Embedded throughout the year
Theme and Variations	Embedded throughout the year
Rondo Form	Embedded throughout the year
Basic Music Symbols on Grand Staff	Embedded throughout the year
Ensemble Performances	Embedded throughout the year
Solo Performances	Embedded throughout the year
Music Quality and Effectiveness	Embedded throughout the year
Connections to Other Disciplines	As appropriate for each subject area
Places and Purposes	Embedded throughout the year
Music from American History (Civil War emphasis)	Two—four weeks



# Fifth Grade Instrumental Music Curriculum Essentials





## Instrumental Music Enduring Understandings and Essential Questions

### Overarching Enduring Understandings

- Music-making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Reading and notating music are essential to music literacy.
- Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.
- Music is an important element of the historical and cultural record of humankind.

### Overarching Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

**Boulder Valley School District Instrumental Music  
Content Standards and Fifth Grade Essential Learnings**

**Music Standard 1:** *Students will sing alone and/or with others a varied repertoire of music.*

**To meet this standard, a Fifth Grade student:**

- √ Sings passages from fifth grade band repertoire.

**Music Standard 2:** *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

**To meet this standard, a Fifth Grade student:**

- √ Performs a varied repertoire of music on pitched and non-pitched instruments with some expressive elements.
- √ Produces sounds with proper technique.

**Music Standard 3:** *Students will create, improvise, and/or compose music.*

**To meet this standard, a Fifth Grade student:**

- √ Creates melodies and rhythmic patterns.

**Music Standard 4:** *Students will read and notate music.*

**To meet this standard, a Fifth Grade student:**

- √ Reads and writes simple melodies in the appropriate clef.

**Music Standard 5:** *Students will listen to, analyze and describe music.*

**To meet this standard, a Fifth Grade student:**

- √ Analyzes musical events using appropriate music vocabulary.

**Music Standard 6:** *Students will evaluate music and music performances.*

**To meet this standard, a Fifth Grade student:**

- √ Identifies what elements contribute to the effectiveness and quality of a musical performance or composition.

**Music Standard 7:** *Students will understand relations among music, the other arts, and disciplines outside the arts.*

**To meet this standard, a Fifth Grade student:**

- √ Articulates the connection between music and other subjects.

**Music Standard 8:** *Students will understand music in relation to history and culture.*

**To meet this standard, a Fifth Grade student:**

- √ Recognizes that music of the United States reflects historical and cultural influences.

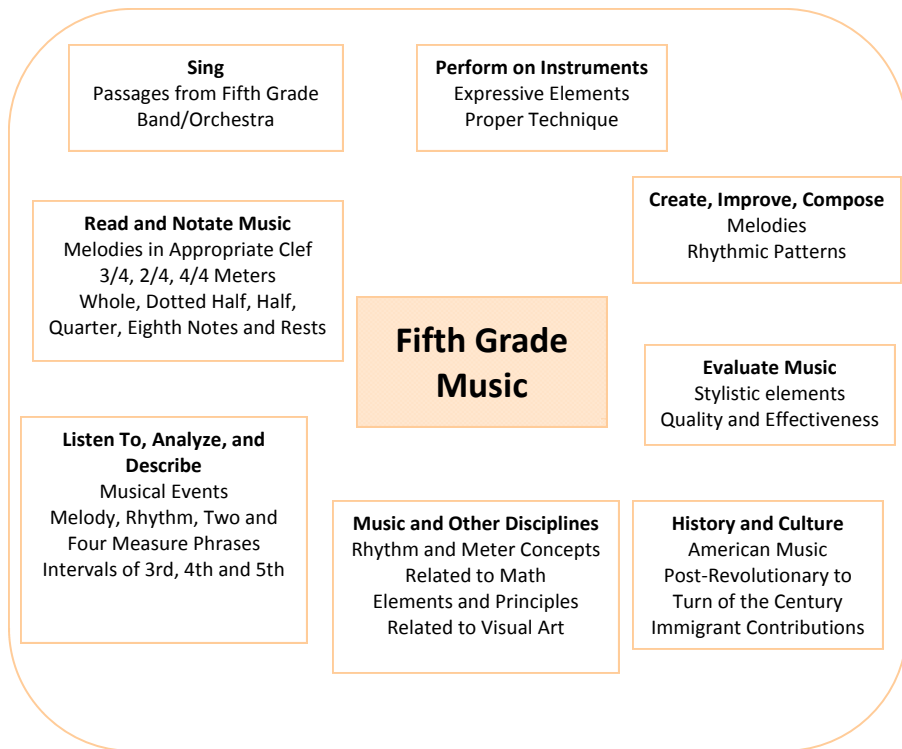
# BVSD Fifth Grade Instrumental Music Overview

## Course Description

Fifth grade students choose to study band or orchestral instruments in this beginner course. Proper playing techniques are the backbone of this learning experience. Students will also focus on instrument maintenance, ensemble playing, and note reading skills. Culminating performances are a meaningful and mandatory component of this full year course. The fifth grade repertoire will focus on American music from the Post-Revolutionary period to the turn of the century.

## Effective Components of a Fifth Grade Instrumental Music Program

- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



## Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/anecdotal records
- ✓ Student questions/comments
- ✓ Personal reflections (oral or transcribed)
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Self and peer assessments

## Essential Questions

- How can singing aid instrument playing?
- How can a quality sound be produced on an instrument using proper playing technique?
- How is music created and improvised?
- How is music read and notated?
- How can the characteristics of music be analyzed and described?
- What criteria can be used to evaluate the quality of a music performance or composition?
- How does music relate to other subject areas?
- How does music reflect history and culture?

## Technology Integration & Information Literacy

- ① Compares, contrasts and classifies information to clarify thinking
- ① Efficiently uses age appropriate searching techniques
- ① Creates music with a variety of media, including available technology
- ① Uses video cameras, sound equipment, and music software
- ① Participates in discussion that reflect diverse opinions or points of view
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students will sing alone and/or with others a varied repertoire of music.*

#### Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production. Singing instrumental parts internalizes rhythmic and melodic accuracy.

#### Essential Question

How can singing aid instrument playing?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM1</b>	<b>Sings passages from fifth grade band repertoire</b>
		a Sings short, unison passages with melodic and rhythmic accuracy

**Key Academic Vocabulary:** unison, accuracy

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

#### Enduring Understanding

Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

#### Essential Question

How can a quality sound be produced on an instrument using proper playing technique?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>SIM2</b>	<b>Performs a varied repertoire of music on pitched and non-pitched instruments with some expressive elements</b>
		a Plays with a steady beat
		b Plays with dynamics
		c Plays at various tempos
		d Plays with articulations
		e Plays with musical phrasing
		f Plays in major tonality
	<b>SIM3</b>	<b>Produces sounds with proper technique</b>
		a Performs with confidence music at a beginning level (grade 1 on a scale of 1-6)
		b Performs with proper tone production
		c Performs with proper fingering
		d Performs with proper breathing/bow technique
		e Performs with proper articulation
		f Properly maintains instrument

**Key Academic Vocabulary:** dynamics (piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo), articulations (accent and slur), tempos (allegro, andante, moderato, largo), tone production, fingering, breathing/bow technique, phrasing, major

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Students will create, improvise, and/or compose music.*

#### Enduring Understanding

Composing and improvising are creative activities that explore and connect ideas with symbols, sound patterns and musical elements.

#### Essential Question

How is music created and improvised?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM4</b>	<b>Creates melodies and rhythmic patterns</b>
		a Composes and improvises short musical compositions for one’s major instrument

**Key Academic Vocabulary:** melody, improvise, compose

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*Students will read and notate music.*

#### Enduring Understanding

Reading and notating music enable students to comprehend and express the universal language of music.

#### Essential Question

How is music read and notated?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM5</b>	<b>Reads and writes simple melodies in the appropriate clef</b>
	a	Reads and writes meters of 3/4, 2/4, and 4/4
	b	Reads and writes whole, dotted half, half, quarter, eighth notes and rests
	c	Reads and writes in appropriate clef

**Key Academic Vocabulary:** staff, clef, note/rest values, key signature, measures, bar lines, time signature, pitch

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Students will listen to, analyze and describe music.*

#### Enduring Understanding

Musicianship is developed through listening to and analyzing music.

#### Essential Question

How can the characteristics of music be analyzed and described?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM6</b>	<b>Analyzes musical events using appropriate music vocabulary</b>
		a Echoes melody and rhythm accurately
		b Recognizes two and four measure phrases
		c Identifies intervals of 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup>

**Key Academic Vocabulary:** echo, phrase, interval

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 6

*Students will evaluate music and music performances.*

#### Enduring Understanding

Music is a living art form that can be evaluated in different ways.

#### Essential Question

What criteria can be used to evaluate the quality of a music performance or composition?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM7</b>	<b>Identifies what elements contribute to the effectiveness and quality of a musical performance or composition</b>
		a    Uses stylistic elements as criteria to evaluate the effectiveness and quality of music

**Key Academic Vocabulary:** melody, harmony, style, form, meter, rhythm, precision, intonation

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 7

*Students will understand relations among music, the other arts, and disciplines outside the arts.*

#### Enduring Understanding

Music is connect to all other academic disciplines.

#### Essential Question

How does music relate to other subject areas?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM8</b>	<b>Articulates the connection between music and other subjects</b>
		a Describes how rhythm and meter concepts relate to math
		b Describes how the principles of design and elements relate to visual art

**Key Academic Vocabulary:** Meter, note values, form, balance, pattern, rhythm

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 8

*Students will understand music in relation to history and culture.*

#### Enduring Understanding

Music is an important element of the historical and cultural record of humankind.

#### Essential Question

How does music reflect history and culture?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5IM9</b>	<b>Recognizes that music of the United States reflects historical and cultural influences</b>
	a	Identifies characteristics of regional styles
	b	Performs and listens to pieces from various cultures and time periods with a focus on music from the United States

**Key Academic Vocabulary:** U.S. history, folk music, jazz/blues, European music

## Suggested Timelines

Topic	Suggested Timeframe
Passages from Fifth Grade Band/Orchestra Repertoire	Embedded throughout the year
Expressive Elements Proper Technique	Embedded throughout the year
Melodies Rhythmic Patterns	Embedded throughout the year
Melodies in Appropriate Clef 3/4, 2/4, 4/4 Meters Whole, Dotted Half, Half, Quarter, Eighth Notes and Rests	Embedded throughout the year
Musical Events Melody, Rhythm, Two and Four Measure Phrases Intervals of 3rd, 4th and 5th	Embedded throughout the year
Stylistic Elements Quality and Effectiveness	Embedded throughout the year
Rhythm and Meter Concepts Related to Math Elements and Principles Related to Visual Art	Embedded throughout the year
American Music Post-Revolutionary to Turn of the Century Immigrant Contributions	Embedded throughout the year