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(previous BVSD Curriculum)

KINDERGARTEN

Essential Learning Results By Element

THROUGH LISTENING, MOVING, SINGING, PLAYING INSTRUMENTS, READING, AND CREATING STUDENTS WILL:

Duration

- Experience and recognize beat.
- Experience fast-slow tempi.
- Echo teacher's beat or rhythm.
(Standards: 1, 2, 3, 5, 7)

Expressive Elements

- Experience quiet and loud dynamics.
- Experience fast and slow tempi.
(Standards: 1, 2, 5, 6, 7)

Form

- Recognize short-long phrases.
- Recognize like-unlike phrases.
(Standards: 1, 2, 3, 5)

Harmony

- For formal study, see 2nd grade.

Melody

- Recognize the difference between the speaking and singing voice.
- Experience and recognize high and low sounds.
- Experience melodic direction.
(Standards: 1, 2, 3, 5, 7)

Style

- Experience simple folk songs and nursery rhymes.
- Experience classical music.
- Experience music of diverse cultures.
(Standards: 1, 2, 5, 8)

FIRST GRADE MUSIC

Essential Learning Results By Element

THROUGH LISTENING, MOVING, SINGING, PLAYING INSTRUMENTS, READING, AND CREATING STUDENTS WILL:

Duration

- Demonstrate an understanding of beat and pulse.
- Demonstrate an understanding of the difference between sound and silence.
(Standards: 1, 2, 3, 5, 7)

Expressive Elements

- Experience variations in dynamics.
- Recognize and experience a variety of tempi.
- Experience and identify a variety of rhythm instruments and body sounds.
(Standards: 1, 2, 5, 6, 7)

Form

- Demonstrate an understanding of short-long and like-unlike phrases.
- Recognize AB (binary) and ABA (ternary) form.
(Standards: 1, 2, 3, 5)

Harmony

- (For formal study, see 2nd grade.)

Melody

- Demonstrate an understanding of high and low pitch through hand and body movement.
- Recognize melodic direction.
(Standards: 1, 2, 3, 5, 7)

Style

- Experience various folk songs, nursery rhymes, and simple patriotic songs.
- Experience classical music.
- Experience music of diverse cultures.
(Standards: 1, 2, 5, 8)

SECOND GRADE MUSIC

Essential Learning Results By Element

THROUGH LISTENING, MOVING, SINGING, PLAYING INSTRUMENTS, READING, AND CREATING, STUDENTS WILL:

Duration

- Demonstrate the ability to maintain a steady beat.
- Recognize aurally simple rhythmic patterns.
- Experience meter using beats organized into sets of two's (duple) and three's (triple).
(Standards: 1, 2, 3, 5, 7)

Expressive Elements

- Identify variations in dynamics.
- Differentiate between various tempi.
- Classify a number of rhythm instruments and body sounds aurally and visually.
- Recognize individual orchestral instruments.
(Standards: 1, 2, 5, 6, 7)

Form

- Differentiate between short-long phrases, text.
- Experience and recognize repetition and contrast in phrases.
- Compare binary (AB) and ternary (ABA) form.
(Standards: 1, 2, 3, 5, 6, 7)

Harmony

- Experience elemental harmony through simple rounds and canons.
(Standards: 1, 2, 5)

Melody

- Demonstrate an understanding of high and low sound.
- Demonstrate an understanding of melodic direction.
- Experience and recognize long and short melodic patterns and phrases.

Style

- Experience a variety of ethnic music from the Inuit, Hawaiian, and Australian cultures.
- Recognize and experience various patriotic songs, folk songs, and ballads.
- Experience a variety of musical styles (classical, jazz, blues, folk, popular, etc.)
- Experience music of diverse cultures.
(Standards: 1, 2, 5, 7, 8)

THIRD GRADE MUSIC

Essential Learning Results By Element

THROUGH LISTENING, MOVING, SINGING, PLAYING INSTRUMENTS, READING, AND CREATING, STUDENTS WILL:

Duration

- Demonstrate an understanding of beat, pulse, and accent within the rhythmic organization.
- Demonstrate an understanding of organization of simple meters.
(Standards: 1, 2, 3, 4, 5, 7)

Expressive Elements

- Recognize and understand the term “dynamics.”
- Recognize and understand variations in dynamics.
- Demonstrate understanding of dynamic terms and symbols.
- Recognize and understand the term “tempo.”
- Recognize and understand variations in tempi.
- Demonstrate understanding of tempo markings.
- Recognize and understand the term “timbre.”
- Recognize basic orchestral families and folk instruments.
(Standards: 1, 2, 5, 6, 7)

Form

- Differentiate between short and long phrases.
- Differentiate between musical repetition and contrast.
- Compare binary (AB) and ternary (ABA) form.
- Identify rondo form.
(Standards: 1, 2, 3, 4, 5, 6, 7)

Harmony

- Demonstrate understanding of simple rounds and canons.
- Experience chordal accompaniments.
(Standards: 1, 2, 5, 7, 8)

Melody

- Demonstrate an understanding of the use of pitch.
- Demonstrate an understanding of melodic direction, patterns, and phrases.
- Recognize pentatonic melodies.
- Recognize the tonality of major and minor scales.
- Recognize and identify the lines and spaces of the treble clef.
- Recognize traditional notation.
(Standards: 1, 2, 3, 4, 5, 7)

Style

- Experience ethnic music from the American Indian culture.
- Experience ethnic music from the Hispanic culture.

- Experience music from ethnic groups that populate Colorado.
- Experience and identify a variety of patriotic songs, folk songs, ballads, spirituals, and classical music.
- Experience music of diverse cultures.
(Standards: 1, 2, 5, 7, 8)

FOURTH GRADE MUSIC

Essential Learning Results By Element

THROUGH LISTENING, MOVING, SINGING, PLAYING INSTRUMENTS, READING, AND CREATING, STUDENTS WILL:

Duration

- Demonstrate an understanding of beat, pulse and accent within the rhythmic organization.
- Demonstrate an understanding of the organization of simple meters.
(Standards: 1, 2, 3, 4, 5, 7)

Expressive Elements

- Apply the principles of dynamics.
- Apply the principles of tempi.
- Identify and classify orchestral and folk instruments aurally and visually.
(Standards: 1, 2, 4, 5, 6, 7)

Form

- Create examples of binary and ternary form.
- Demonstrate an understanding of rondo form.
- Identify theme and variations and suite formats.
(Standards: 1, 2, 3, 5, 6, 7)

Harmony

- Demonstrate an understanding of harmonic concepts through chordal accompaniments, rounds and canons.
- Experience and identify simple descants and obligatos.
(Standards: 1, 2, 5, 7, 8)

Melody

- Demonstrate an understanding of the use of sound, pitch, contour and ostinatos.
- Demonstrate an understanding of melodic contour, patterns, and phrases.
- Demonstrate an understanding of pentatonic, major and minor tonalities.
- Experience modal tonalities.
- Demonstrate an understanding of treble clef notation.
(Standards: 1, 2, 3, 4, 5, 7)

Style

- Experience a variety of music from the American culture prior to the Civil War.
- Develop an understanding of the historical background of patriotic songs, folk songs, ballads, spirituals, and classical music.
- Experience music of diverse cultures.
(Standards: 1, 2, 5, 6, 7, 8)

FIFTH GRADE MUSIC

Essential Learning Results By Element

THROUGH LISTENING, MOVING, SINGING, PLAYING INSTRUMENTS, READING, AND CREATING, STUDENTS WILL:

Duration

- Demonstrate proficiency in performing and notating rhythm patterns.
- Distinguish between various meters aurally and visually.
(Standards: 1, 2, 4, 5, 7)

Expressive Elements

- Apply the principles of dynamics.
- Apply the principles of tempi.
- Identify and classify orchestral and folk instruments aurally and visually.
(Standards: 1, 2, 4, 5, 6, 7)

Form

- Create examples of rondo form.
- Demonstrate an understanding of theme and variations and suite formats.
(Standards: 1, 2, 3, 4, 5, 6, 7)

Harmony

- Identify major and minor chords aurally.
- Demonstrate an understanding of simple chords aurally and visually.
- Master an understanding of harmony through rounds and canons.
- Differentiate between descants and obligati and the primary melody.
- Experience and recognize two-part harmony.
(Standards: 1, 2, 3, 5, 7, 8)

Melody

- Demonstrate an understanding of intervals aurally and visually.
- Differentiate between various tonalities through scales.
- Demonstrate an understanding of the grand staff.
- Experience writing symbolic and traditional notation.
(Standards: 1, 2, 3, 4, 5, 7)

Style

- Experience a variety of music of the American culture from the Civil War to present times.
- Experience and recognize music of different historical periods.
- Experience and recognize music of various cultures.
- Demonstrate an understanding of folk songs, ballads, spirituals, and patriotic music of the United States.
(Standards: 1, 2, 5, 6)