

# 3<sup>rd</sup> Grade Music Curriculum Essentials Document



**Boulder Valley School District**  
**Department of Curriculum and Instruction**  
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## Introduction

The Boulder Valley Music Curriculum provides the foundation for quality music instruction for students and represents the core program for which all schools are accountable. The Boulder Valley Academic Standards in music are the topical organization of the concepts and skills all Colorado students should know and be able to do throughout their preschool through twelfth-grade experience.

### 1. Expression of Music

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

### 2. Creation of Music

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

### 3. Theory of Music

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

### 4. Aesthetic Valuation of Music

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

## Purpose of Performance and Generalist Pathways in High School

To meet the basic needs of all students and the advanced needs of those pursuing careers in music, the Standards Review Committee has developed a **generalist** and **performance** track.

The generalist track describes students who have limited interest in music performance or music-related vocations, or whose interest lies within other aspects of music-related vocations, such as sound engineering where their performance or music literacy skills do not require the highest level of musicianship or ability. Some students in the generalist pathway may not have pursued music performance in grades 5-8, and may have minimal performance skills and experience. Students are still expected to meet all of the graduate competencies, but at a less rigorous level.

The performance track is directed at students who intend to pursue postsecondary education or vocation in music that might lead to careers in music education, music performance, composition, production, music business, or other music-related areas. The expectations in the performance track meet all of the graduate competencies with a much higher degree of rigor, appropriate to the expectations of postsecondary music opportunities.

## Vocal and Instrumental Expectations

The expectations in these standards are for both vocal and instrumental music. There are specific standards for instrumental or vocal technique; otherwise all expectations can and should be applied to all musicians, instrumental and vocal.

- 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.

## 3<sup>rd</sup> Grade Music Overview

Course Description		Topics at a Glance	
<p>The third grade music course introduces students to elements of harmony, traditional music notation, and instrument families. The relationship between music and math takes center stage as fractions and ratios are introduced in the study of time signatures and increasingly complex rhythms.</p>		<ul style="list-style-type: none"> <li>• Perform extended melodic and harmonic patterns</li> <li>• Perform from music notation</li> <li>• Improvise phrases and patterns</li> <li>• Identify tone colors</li> <li>• Notate music</li> <li>• Comprehend melodic and harmonic patterns</li> <li>• Analyze form</li> <li>• Identify music preferences</li> <li>• Discuss music of diverse cultures</li> <li>• Respond to and evaluate musical elements</li> <li>• Demonstrate expressive elements</li> </ul>	
Assessments		Literacy Connections	
<ul style="list-style-type: none"> <li>• Pre-assessments</li> <li>• Checks for understanding</li> <li>• Observations/anecdotal records</li> <li>• Self and peer assessments</li> <li>• Personal reflections</li> </ul>		<p><b>Oral Expression and Listening</b></p> <ol style="list-style-type: none"> <li>1. Oral communication is used both informally and formally               <ol style="list-style-type: none"> <li>a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>b. Speak clearly, using appropriate volume and pitch for the purpose and audience</li> <li>c. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</li> <li>d. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> <li>e. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details</li> </ol> </li> <li>2. Successful group activities need the cooperation of everyone               <ol style="list-style-type: none"> <li>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</li> </ol> </li> </ol>	
Grade Level Expectations			
Standard	Big Ideas in Third Grade (Grade Level Expectations)		
1. Expression of Music	<ol style="list-style-type: none"> <li>1. Perform from memory and use simple traditional notation</li> <li>2. Perform extended rhythmic, melodic, and harmonic patterns</li> </ol>		
2. Creation of Music	<ol style="list-style-type: none"> <li>1. Short musical phrases and patterns</li> <li>2. Notate music using basic notation structure</li> </ol>		
3. Theory of Music	<ol style="list-style-type: none"> <li>1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>2. Analyze simple notational elements and form in music</li> <li>3. Identify vocal and instrumental tone colors</li> <li>4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns</li> </ol>		
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> <li>1. Identify personal preferences for specific music</li> <li>2. Respond to, and make informed judgments about, music through participation, performance, and the creative process</li> <li>3. Articulate music's significance within an individual musical experience</li> </ol>		
		<p><b>Research and Reasoning</b></p> <ol style="list-style-type: none"> <li>2. Inferences and points of view exist               <ol style="list-style-type: none"> <li>a. Recognize that different sources may have different points of view</li> <li>b. Assess points of view using fairness, relevance, and breadth</li> </ol> </li> </ol>	

## 1. Expression of Music

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

### Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Expression of Music Standard:**

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

**Content Area: Music**

**Standard: 1. Expression of Music**

**Prepared Graduates:**

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

**GRADE LEVEL EXPECTATION: Third Grade**

**Concepts and skills students master:**

1. Perform from memory and use simple traditional notation

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>a. Use correct vocal and instrumental techniques when singing and playing instruments (DOK 1-2)</li><li>b. Recognize and follow conductor's beat patterns and gestures (DOK 1-3)</li><li>c. Perform expressively for peers in a large or small group setting (DOK 1-3)</li><li>d. Play and sing simple notated melodies (DOK 1-2)</li><li>e. Sing a round on pitch in a vocal ensemble</li><li>f. Performs songs from diverse times, cultures and traditions</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. Why is it important for ensembles to work as a team?</li><li>2. Why is it important to understand conducting patterns?</li><li>3. How does identifying patterns help with memorization?</li></ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Following a conductor's beat leads to a synthesis of visual and auditory stimuli.</li><li>2. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production.</li><li>3. Music software can be used to assist in memorization.</li><li>4. Performance skill can be isolated and adjusted using audio and/or video devices to record, compare, and/or evaluate the result of different techniques.</li></ol>
	<p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"><li>1. Musicality is the ability to perform and respond to music in meaningful way</li></ol>

**Content Area: Music**

**Standard: 1. Expression of Music**

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

**GRADE LEVEL EXPECTATION: Third Grade**

- Concepts and skills students master:**
- 2. Perform extended rhythmic, melodic, and harmonic patterns

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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- Students can:**
- a. Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and sixteenth and dotted half notes (DOK 1-2)
  - b. Perform rhythmic and melodic ostinati in small groups (DOK 1-3)
  - c. Perform a steady beat while contrasting rhythms are being played (DOK 1-2)
  - d. Perform I-V accompaniments in simple keys (DOK 1-2)

- Inquiry Questions:**
- 1. How are beat and rhythm different?
  - 2. Why is repetition and/or pattern important in music?

- Relevance and Application:**
- 1. Recognizing that patterns occur in music as in other parts of life builds the ability to find connections in the world.
  - 2. Identifying patterns in music from various cultures, historical periods, genres, and styles enables listeners to find similarities and differences in each.
  - 3. Music software companies develop programs and electronic keyboards that allow a solo, novice performer to create more complex rhythmic and harmonic musical phrases and compositions.

- Nature of Discipline:**
- 1. Basic music reading skills are necessary to become a literate musician.

## 2. Creation of Music

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

### Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Creation of Music Standard:**

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

<b>Content Area: Music</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind</li> <li>➤ Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Create short musical phrases and patterns	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Improvise four measures within a musical selection (DOK 2-3)</li> <li>b. Create short rhythmic and melodic ostinati in question-and-answer form (DOK 2-4)</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. How is question and answer form used in various styles of music?</li> <li>2. How is improvisation used in other disciplines?</li> <li>3. How is creating a new musical phrase similar to or different from creating a new solution in science?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Using software and other tools of technology to improvise short musical segments within existing tunes provides opportunities to experience success in creating basic musical phrases.</li> <li>2. Using developmentally appropriate movements to improvise with music helps illustrate the expressive elements in music</li> <li>3. Creating new music or improvising within music requires risk taking and critical-thinking abilities.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. Creating music is a form of self-expression.</li> </ul>

<b>Content Area: Music</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
2. Notate music using basic notation structure	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Create phrases using learned rhythms and pitches on a treble clef staff (DOK 2-4)</li> <li>b. Apply teacher-defined criteria to determine accuracy of notation (DOK 1-2)</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. Why is it important to use specific criteria when notating?</li> <li>2. How is specific criteria in notation similar to specific criteria in writing?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Using software and other technology tools to create treble clef phrases provides assistance to novice learners to successfully notate music.</li> <li>2. Comparing elements of rhythm and pitch in existing treble clef phrases leads to a fundamental understanding of basic structure in music.</li> <li>3. Recognizing basic notation structure in music can be transferred to one's ability to write a structured sentence in literature, which provides the understanding that music is a language.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. Musicians rely on knowing and understanding various notations and terms to write and create music.</li> </ul>

### 3. Theory of Music

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

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Theory of Music Standard:**

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

<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples (DOK 1-2)</li> <li>b. Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice, and instruments (DOK 1-2)</li> <li>c. Explain the function of the top number of a time signature involving two, three, and four beats. (DOK 1)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How do changes in tempo, dynamics, and articulation affect the mood of music?</li> <li>2. When people listen to a piece of music, what are they listening for?</li> <li>3. How much freedom should conductors have when presenting a musical work?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Mass media employs varying uses of dynamics, tempo, meter, and articulation when the goal is to draw attention to something.</li> <li>2. Electronic keyboards are tools to demonstrate dynamics and articulation and provide rhythm styles that are in duple or triple meter.</li> <li>3. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Expressive elements enhance musical performance.</li> </ol>

<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
2. Analyze simple notational elements and form in music	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Visually identify line and space notes and notate pitches on the treble clef staff (DOK 1)</li> <li>b. Aurally identify question-and-answer phrases (DOK 1)</li> <li>c. Aurally identify rondo form (DOK 1-2)</li> <li>d. Accurately interpret first and second endings (DOK 1-2)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What makes a composition interesting?</li> <li>2. How will being able to identify notational elements help in music-making?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form.</li> <li>2. American folk music and music of other cultures employ simple notational elements and form because they were shared in the aural tradition and needed to be easily remembered.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Musical compositions have a specific structure that is defined by the use of elements.</li> </ol>

<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
3. Identify vocal and instrumental tone colors	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify families of instruments visually and aurally (DOK 1)</li> <li>b. Differentiate male and female voices in choral settings (DOK 1)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why does each voice and instrument sound different?</li> <li>2. Why do others have different music preferences?</li> <li>3. How is music used in community events and celebrations?</li> <li>4. How do different styles of music affect audience response?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors.</li> <li>2. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener.</li> <li>3. Similarities and differences can be identified between the use of color in visual arts and music.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Unique tone qualities are found in varying styles and genres of music.</li> </ol>

<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale) (DOK 1-2)</li> <li>b. Identify and notate using sixteenth and dotted half notes (DOK 1-2)</li> <li>c. Aurally and visually recognize I-V chords (DOK 1-3)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does identifying melodic and rhythmic patterns improve performance skills?</li> <li>2. What does harmony add to music?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science).</li> <li>2. Music from various cultures is identified through its unique and specific melodic, rhythmic, and harmonic patterns</li> <li>3. Mass media chooses examples of music from various genres and styles to achieve desired melodic, rhythmic, and harmonic patterns.</li> <li>4. There are definite mathematical components of 16th notes and dotted half notes that represent a fundamental understanding of fractions.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Music notation is a visual representation of organized sound and silence.</li> <li>2. Patterns occur in music and in the world.</li> </ol>

#### 4. Aesthetic Valuation of Music

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

##### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

##### **Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:**

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

<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations</li> <li>➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Identify personal preferences for specific music	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Use simple terms to describe preferences (DOK 1-2)</li> <li>b. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc. (DOK 1-3)</li> <li>c. Demonstrate respect for the music preferences and opinions of others (DOK 1-2)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why do individuals prefer certain styles of music?</li> <li>2. What is the correlation between liking a work and the importance of a work?</li> <li>3. What is involved in respecting the opinions of others about music preferences?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The ability to verbalize individual preferences in music can be used to assess the success of music education in developing musically literate students.</li> <li>2. Respect for others' opinions and preferences exemplify a fundamental respect for others and provides context on how varying cultures and societies come to view the importance of music.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Individual experiences and personality traits play an important role in developing personal preferences for music.</li> <li>2. Experiences with a variety of musical styles can develop a broader appreciation for music and an expanded range of personal preferences.</li> </ol>

<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music</li> <li>➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
2. Respond to and make informed judgments about music through participation, performance, and the creative process	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Select and use specific criteria in making judgments about the quality of a musical performance (DOK 1-3)</li> <li>b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics (DOK 2-4)</li> <li>c. Describe how specific musical elements communicate particular ideas or moods in music (DOK 1-3)</li> <li>d. Explain the function of a music synthesizer and some of its capabilities (DOK 1-2)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?</li> <li>2. Why is it important to have a variety and diversity of musical styles available to society?</li> <li>3. How can appropriate music vocabulary help in discussing musical evaluation with others?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The information literacy skills required to access and evaluate various musical performances include research, source discernment, and verification of authenticity.</li> <li>2. Assisting others in developing a wider musical vocabulary and library builds deeper conviction and rational for personal preferences.</li> <li>3. Comparing two audio or video recordings of performances of the same musical work by the same performer builds skill in articulating general perceptions in musical terms.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. The ability to create sounds through synthesis without traditional instruments widens the possibilities for music creation and production.</li> <li>2. No two live performances are ever exactly the same, either in technical or aesthetic aspects.</li> </ol>

<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music</li> <li>➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life</li> </ul>	
<b>GRADE LEVEL EXPECTATION: Third Grade</b>	
<b>Concepts and skills students master:</b>	
3. Articulate music's significance within an individual musical experience	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Explain how music speaks to every person in unique ways (DOK 1-3)</li> <li>b. Develop and articulate an understanding of the aesthetic qualities of music performed or heard (DOK 1-4)</li> <li>c. Identify differences and commonalities in music from various cultures (DOK 1-3)</li> <li>d. Discuss reasons that different kinds of music are important to people (DOK 1-2)</li> <li>e. Explain the purpose of an amplifier, microphone, and speakers and how they work together to reinforce acoustic sounds in music performance (DOK 1-2)</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What do people look for when choosing music for enjoyment?</li> <li>2. What cultural music would be considered most appealing?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Determining the sources of live music in the community creates informed consumers and gives insight into the musical preferences of a local culture.</li> <li>2. Articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within the community.</li> <li>3. Understanding the use of technology in performances by local live groups or video recordings of performances provides insight into the influence of technology on the musical culture in local communities.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. Music's place in the lives of individuals is unique because it depends on personal background, preference, and experience.</li> </ul>

## Prepared Graduate Competencies in Music

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in music:

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

**Music**  
**Grade Level Expectations at a Glance**

**Standard**

**Grade Level Expectation**

<b>High School – Performance Pathway</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale</li> <li>2. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale</li> <li>3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale</li> <li>4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression</li> <li>2. Compose complex music in several distinct styles</li> <li>3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Interpretation of musical elements and ideas</li> <li>2. Classification by genre, style, historical period or culture</li> <li>3. Evaluation of music using critical, informed analysis</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Practice of appropriate behavior during cultural activities</li> <li>2. Evaluation of the quality and effectiveness of musical performances</li> <li>3. Development of criteria-based aesthetic judgment of artistic process and products in music</li> <li>4. Knowledge of available musical opportunities for continued musical growth and professional development</li> </ol>
<b>High School – Generalist Pathway</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Present music expressively using appropriate technology</li> <li>2. Demonstrate informed participation in music-making activities</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Extended improvisation over varied harmonic progressions</li> <li>2. Create original music, or arrange the music of others, using appropriate technology</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Discernment of musical elements</li> <li>2. Classification by genre, style, historical period, or culture</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Practice of appropriate behavior during cultural activities</li> <li>2. Knowledge of available musical opportunities for continued musical growth and professional development</li> <li>3. Development of criteria-based aesthetic judgment of artistic process and products in music</li> <li>4. Informed judgments through participation, performance, and the creative process</li> </ol>

**Music**  
**Grade Level Expectations at a Glance**  
**Standard                      Grade Level Expectation**

<b>Eighth Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform music in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale</li> <li>2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading</li> <li>3. Demonstrate contrasting modalities through performance</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Create music using melodic and harmonic sequences</li> <li>2. Arrange a simple existing composition</li> <li>3. Improvise over simple harmonic progressions</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Transcription, and rhythmic demonstration of, multiple and changing meter signatures</li> <li>2. Notation of level 2 compositions</li> <li>3. Identification of musical elements in a level 2 composition or performance</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Evaluation of musical performances and compositions using advanced criteria</li> <li>2. Articulation of music's role and cultural tradition in American history and society</li> </ol>
<b>Seventh Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale</li> <li>2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member</li> <li>3. Demonstrate understanding of modalities</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Sequence four to eight measures of music melodically and rhythmically</li> <li>2. Improvise short melodic phrases over accompaniment</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music</li> <li>2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice</li> <li>3. Analysis of musical elements in a level 1 composition or performance</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary</li> <li>2. Articulation and analysis of individual experiences in music</li> </ol>

**Music**  
**Grade Level Expectations at a Glance**  
**Grade Level Expectation**

**Standard**

<b>Sixth Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale</li> <li>2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading</li> <li>3. Demonstrate major and minor scales</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Create melodic and rhythmic patterns</li> <li>2. Improvise call-and-response patterns</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Identification of rhythmic and melodic patterns in musical examples</li> <li>2. Notation of level .5 using the appropriate clef for instrument and/or voice</li> <li>3. Analysis of a beginning level composition or performance using musical elements</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Determination of strengths and weaknesses in musical performances according to specific criteria</li> <li>2. Description of music's role in the human experience, and ways music is used and enjoyed in society</li> </ol>
<b>Fifth Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform using enhanced musical techniques</li> <li>2. Perform more complex rhythmic, melodic, and harmonic patterns</li> <li>3. Perform melodies using traditional notation</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Improvise question and answer and basic musical phrases</li> <li>2. Notate simple compositions</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>2. Analyze aurally and visually notation of form in music</li> <li>3. Analyze more complex instrumental and vocal examples</li> <li>4. Comprehension and application of melodic, rhythmic, and harmonic patterns</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Explain and defend personal preferences for specific music</li> <li>2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses</li> </ol>

**Music**  
**Grade Level Expectations at a Glance**  
**Standard                      Grade Level Expectation**

<b>Fourth Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform using accurate production techniques</li> <li>2. Perform a variety of rhythmic, melodic, and harmonic patterns</li> <li>3. Perform extended melodies from the treble staff using traditional notation</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Improvise simple musical phrases</li> <li>2. Notate simple musical selections</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>2. Identification of aural and visual notations of basic musical forms</li> <li>3. Analyze vocal and instrumental examples</li> <li>4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Explain personal preferences for specific music</li> <li>2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning</li> </ol>
<b>Third Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform from memory and use simple traditional notation</li> <li>2. Perform extended rhythmic, melodic, and harmonic patterns</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Short musical phrases and patterns</li> <li>2. Notate music using basic notation structure</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>2. Analyze simple notational elements and form in music</li> <li>3. Identify vocal and instrumental tone colors</li> <li>4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Identify personal preferences for specific music</li> <li>2. Respond to, and make informed judgments about, music through participation, performance, and the creative process</li> <li>3. Articulate music's significance within an individual musical experience</li> </ol>

**Music**  
**Grade Level Expectations at a Glance**  
**Standard                      Grade Level Expectation**

<b>Second Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Expressively perform simple songs in small groups or independently</li> <li>2. Perform simple rhythmic, melodic, and harmonic patterns</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Create musical phrases in the form of simple questions and answers alone and in small groups</li> <li>2. Identify rhythmic and melodic notation patterns</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation</li> <li>2. Comprehension of beginning notational elements and form in music</li> <li>3. Comprehension of vocal and instrumental tone colors</li> <li>4. Comprehension of beginning melodic and rhythmic patterns</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Demonstrate respect for individual, group, and self-contributions in a musical setting</li> <li>2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement</li> <li>3. Demonstrate increased awareness of music in daily life or special events</li> </ol>
<b>First Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Expressively perform in groups or independently</li> <li>2. Perform basic rhythmic and melodic patterns</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Demonstrate creation of short, independent musical phrases and sounds alone and with others</li> <li>2. Identify musical patterns</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Comprehension of gradual changes in dynamics and tempo</li> <li>2. Aurally identify components of musical form</li> <li>3. Comprehension of basic vocal and instrumental tone colors</li> <li>4. Comprehension of basic rhythmic and melodic patterns</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Demonstrate respect for the contributions of self and others in a musical setting</li> <li>2. Comprehension of basic components of music and musical performance at a beginning level</li> <li>3. Identify music as an integral part of everyday life</li> </ol>

**Music**  
**Grade Level Expectations at a Glance**  
**Grade Level Expectation**

<b>Standard</b>		<b>Grade Level Expectation</b>
<b>Kindergarten</b>		
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform independently</li> <li>2. Respond to music with movement</li> </ol>	
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Create music through a variety of experiences</li> <li>2. Identify simple musical patterns</li> </ol>	
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Comprehension of musical opposites</li> <li>2. Comprehension of basic elements of musical form</li> <li>3. Identify different vocal and instrumental tone colors</li> <li>4. Identify simple rhythmic patterns</li> </ol>	
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Demonstrate respect for the contribution of others in a musical setting</li> <li>2. Respond to musical performance at a basic level</li> <li>3. Identify and discuss music and celebrations in daily life</li> </ol>	
<b>Preschool</b>		
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform expressively</li> <li>2. Respond to rhythmic patterns and elements of music using expressive movement</li> </ol>	
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Improvise movement and sound responses to music</li> </ol>	
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Describe and respond to musical elements</li> <li>2. Recognition of a wide variety of sounds and sound sources</li> </ol>	
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Demonstrate respect for music contributions</li> <li>2. Express feeling responses to music</li> <li>3. Recognition of music in daily life</li> </ol>	

## Glossary of Terms

<b>Academic Vocabulary</b>
<b>Standard 1:</b> Expression of Music
<b>Standard 2:</b> Creation of Music
<b>Standard 3:</b> Theory of Music
<b>Standard 4:</b> Aesthetic Valuation of Music

<b>Word</b>	<b>Definition</b>
Accompaniment	A part performed with the main part for richer effect.
Accompaniment	A musical part (vocal or instrumental) that supports or provides background for other musical parts.
Aesthetic Valuation	Appreciative and pleasing; artistic
Arpeggio, Arpeggiated Form	The production of tones in a chord in succession rather than simultaneously.
Articulation	In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.
Beat	The unit of rhythm; rhythmic pulse felt in most music.
Celebration	A special occasion or holiday with festivities
Classroom Instruments	Instruments typically used in the general classroom, including recorder-type-instruments, chorded zithers(e.g., Autoharps or ChromAharps), mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.
Compose	To create a piece of music.
Cultures	A Style of social and artistic expression unique to a particular community of people.
Dotted half notes	Three beats of sound
Dynamic levels, dynamics	Degrees of loudness.
Elements of Music	Pitch, rhythm, harmony, dynamics, timbre, texture, form.
Ensemble	A group of musicians who perform together with roughly equal contributions from all members.
Ensemble	A group of musicians who perform together
Expression	With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.
First and second endings	When a song is repeated, there can be different endings.
Form	The overall structural organization of a music composition (e.g., AB, ABA, question/answer, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.
Genre	A type or category of music (e.g., sonata, opera, oratorio, art song, gospel. Suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland, folk).

Harmony/Harmonic	The simultaneous combination of notes in a chord.
Historical and cultural traditions	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.
Improvise	The art of singing, or playing original music without preparation: extemporaneous performance.
Improvise or Create	To compose, recite, play, or sing extemporaneously.
Instrument	In the broadest sense, a device used to produce music. More specifically used here to indicate the typical band/orchestra instruments (specifically indentifying and naming instruments from brass family, woodwind family, string family and percussion family) and keyboard instruments traditionally found in instrumental music classrooms.
I-V Chord Progression	A common chord progression built on the scale
Largo/allegro	Tempo: slow and solemn/ quick; lively
Legato/staccato	Style of music in which notes are connected in a close, smooth, graceful manner/ Detached; distinct; separated from each other.
Melody/Melodic	A rhythmically organized sequence of single tones so related to one another as to make up a particular musical phrase or idea.
Meter	The grouping in which a succession of rhythmic pulse or beats is organized; indicated by a meter signature at the beginning of the work.
MIDI (Musical Instrument Digital Interface)	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.
Movement	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.
Musical Diversity	Music literature drawn from a variety of historical periods, world cultures, musical styles and forms.
Musical idea	Phrase, theme, motive
Notation	A system of figures or symbols used to present numbers, qualities, or other facts or values as in musical notation.
Ostinato	A short musical phrase or melody that is repeated over and over, usually at the same pitch.
Ostinato	A repeated pattern
Phrase/Phrasing	A segment of a composition, usually consisting of four or eight measures.
Pianissimo/fortissimo	Extremely soft/extremely loud
Pitch	To set a musical instrument or voice to a particular key.
Pitch	A musical concept that corresponds to but is not directly related to the scientific concept of frequency, or highness/lowness of sound. In music pitch includes not only the spectrum of sounds from low to high frequencies, but the relative designation of sounds to fit within a harmonic or melodic framework, such as a scale in western music.
Question-and-Answer form	A musical discussion.
Repertoire	A comprehensive list of compositions, songs, pieces, or parts of pieces that a person is prepared to perform or recite.
Rhythm	A pattern of beats in a piece or a particular kind of music.
Rondo	A piece of music in which the principal theme is repeated between

	at least two sections that contrast with it.
Rondo Form	ABACA
Round	A musical composition in which two or more voices sing exactly the same melody (and may continue repeating it indefinitely), but with each voice beginning at different times.
Sixteenth notes	$\frac{1}{4}$ beat of sound
Solfège	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.
Staff	Series of lines used to write music
Style	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).
Technical Accuracy, Technical Skills	The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.
Tempo	The relative speed at which a composition is played.
Timbre	The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.
Time signature	Top number indicates beats per measure
Treble Clef	Symbol used to identify a line on the staff