

Unit Title: Music Tells Our Story

INSTRUCTIONAL UNIT AUTHORS

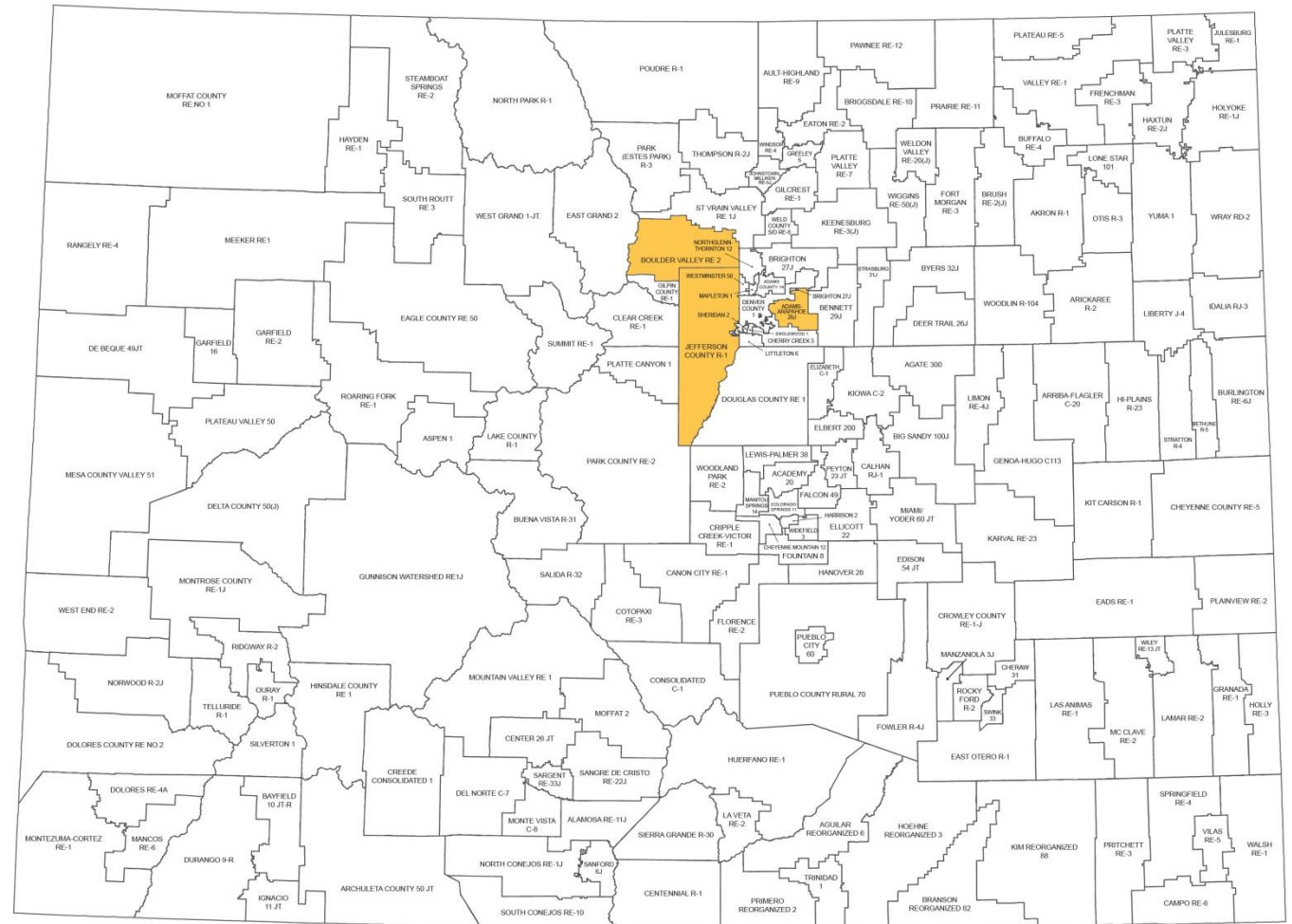
Adams-Arapahoe School District
Rene Amadia-Skvarna
Elisa Gonzalez

Metro State University of Denver
Carla Aguilar, PhD

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Jefferson County School District
Diane Kilnkerfuse
Kimberly Oyler

Boulder Valley School District
Laurel Reckert

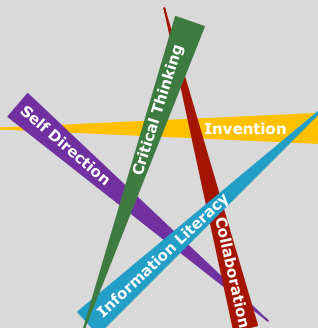


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Music	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform using accurate production techniques	MU09-GR.4-S.1-GLE.1	
	2. Perform a variety of rhythmic, melodic, and harmonic patterns	MU09-GR.4-S.1-GLE.2	
	3. Perform extended melodies from the treble staff using traditional notation	MU09-GR.4-S.1-GLE.3	
2. Creation of Music	1. Improvise simple musical phrases	MU09-GR.4-S.2-GLE.1	
	2. Notate simple musical selections	MU09-GR.4-S.2-GLE.2	
3. Theory of Music	1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary	MU09-GR.4-S.3-GLE.1	
	2. Identification of aural and visual notations of basic musical forms	MU09-GR.4-S.3-GLE.2	
	3. Analyze vocal and instrumental examples	MU09-GR.4-S.3-GLE.3	
	4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns	MU09-GR.4-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Explain personal preferences for specific music	MU09-GR.4-S.4-GLE.1	
	2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning	MU09-GR.4-S.4-GLE.2	

Colorado 21st Century Skills



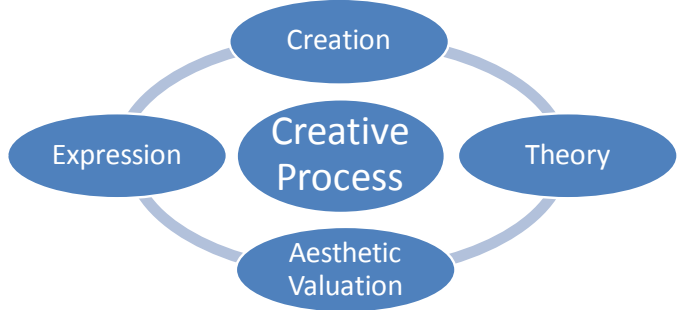
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Music Tells Our Story	Instructor's Choice	Instructor's Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Music Tells Our Story		Length of Unit	Instructor Choice
Focusing Lens(es)	Beliefs/Values Influence	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.4-S.1-GLE.1, MU09-GR.4-S.1-GLE.2, MU09-GR.4-S.1-GLE.3 MU09-GR.4-S.2-GLE.2 MU09-GR.4-S.3-GLE.1, MU09-GR.4-S.3-GLE.3 MU09-GR.4-S.4-GLE.1, MU09-GR.4-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? (MU09-GR.4-S.1-GLE.1) and (MU09-GR.4-S.3-GLE.3) and (MU09-GR.4-S.4-GLE. 2-EO.a,b,c) Why is it important to have a variety and diversity of musical styles available to society? How does the use of appropriate music terminology help us communicate better our musical preferences? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Culture, Tradition, Value, Musical Elements (tempo, dynamics, articulation, rhythm, balance, timbre, texture, beat/pulse, harmony), Style, Diversity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical styles reflect the culture, traditions and values of a community. (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.a,c)	What are some prominent styles in Colorado? What types of music are in your community? How is Colorado history reflected in song?	How might culture, traditions and values influence the music of a community?
Cultural context and diversity enhances musical values, meaning and preferences. (MU09-GR.4-S.1-GLE.2) and (MU09-GR.4-S.2-GLE.2)and (MU09-GR.4-S.4-GLE. 2)	What are some cultures represented in Colorado?	How does your culture affect your musical preferences? How can a musical phrase reflect musical values, meaning and preference?
The style of music is determined by culture, tradition, and the availability of instruments. (MU09-GR.4-S.1-GLE.1-EO.a) and (MU09-GR.4-S.3-GLE.3-EO.a) and (MU09-GR.4-S.4-GLE. 2)	What are some instruments used in the music of Colorado? How can the use of instruments create a particular musical style?	How has the use and availability of instruments changed over time? How are instruments used in different styles of music?
Terminology for musical elements provides a common language for expression. (MU09-GR.4-S.1-GLE.3) and (MU09-GR.4-S.3-GLE.1) and(MU09-GR.4-S.3-GLE.4) and (MU09-GR.4-S.4-GLE.1-EO.a)	What specific music terminology can be used to describe music?	Why is it helpful to have specific music vocabulary when describing music?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Appropriate music terminology (MU09-GR.4-S.3-GLE.1,2,4) and (MU09-GR.4-S.4-GLE. 1-EO.a) • Examples of musical and nonmusical attributes that form personal preference (MU09-GR.4-S.3-GLE.1,2) and (MU09-GR.4-S.4-GLE. 1-EO.a,c) • The names of instruments of the music of Colorado (MU09-GR.4-S.3-GLE.3-EO.a) and (MU09-GR.4-S.4-GLE. 1, 2) • Colorado historical periods and musical styles (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.b) • Local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.b.c) 	<ul style="list-style-type: none"> • Verbally explain musical preferences using music terminology (MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE. 1-EO.a) • Verbally explain and/or perform the musical and nonmusical attributes in individual music preference (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE.1,2) • Aurally identify music from various periods in history (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE. 3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.a) • Demonstrate respect for and perform diverse local and regional music (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.a) • Identify and perform prominent Colorado styles and musicians (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.b) • Create and perform melodies in the style of local and regional music (MU09-GR.4-S.1-GLE.1,2,3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.4-GLE.2-EO.b) • Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Learning about a wide variety of music from various cultures can influence musical preferences. Knowing musical terminology can help communicate differences in music.</i></p>
<p>Academic Vocabulary:</p>	<p>Styles, Preferences, Culture, Genre, folk, Diversity, Community, Influence, Expression, Evaluation, Technical, Expressive</p>
<p>Technical Vocabulary:</p>	<p>Musical Terminology (tempo, dynamics, articulation rhythm, balance, timbre, texture, beat/pulse, melody, harmony)</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	<p>This 4th grade unit focuses on the musical connections to Colorado History, including stylistic influences – past and present – with connections to modern musical trends in Colorado. Across the unit’s duration, students will consider ways music is related to Colorado and analyze the various musical styles, traditions, genres, and instrumentation related to Colorado music. Throughout this unit, students will demonstrate their understanding by creating and selecting materials that will culminate with a 4th grade presentation or performance.</p> <p><i>NOTE: To implement this unit in its entirety, collaboration between specialists and other building personnel (such as classroom teachers) would be necessary. This unit may also be implemented as a progressive yearlong instructional and creative process. This will allow students time and exposure to build strong understandings of how musical styles are defined by various cultures, traditions, and values in different communities.</i></p>
Considerations:	<p>Sensitivity toward different “cultures” means recognizing that not everyone (every child) celebrates the same holidays, etc. Throughout the unit it is vital to weave authentic experiences within each of the four music standards. During the course of this unit, students will learn traditional folk songs and how these songs tell the stories of people and cultures in Colorado history. Out of these experiences, students will also learn that people in Colorado wrote new lyrics to familiar songs that they brought with them to narrate the stories of their new experiences in Colorado’s various regions as well as new ostinati were also added to accompany familiar songs. Using the context of adapting available music, students can understand composition practices that have been used for hundreds of years.</p> <p>Learning experiences #2-7 can be taught in any order and in any combination. The unit’s focus on different music styles from Colorado’s historical cultures, communities, traditions, and values was easier to present as separate learning experiences even though there are multiple ways and approaches to teaching this material. How long or what order these areas are taught will depend on the repertoire that the teacher selects to teach to the students. Suggested songs and resources are by no means complete or exhaustive.</p>
Unit Generalizations	
Key Generalization:	Musical styles reflect the culture, traditions, and values of a community
Supporting Generalizations:	Cultural context and diversity enhances musical values, meaning, and preferences
	The style of music is determined by culture, tradition, and the availability of instruments
	Terminology for musical elements provides a common language for expression

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Musical styles reflect the culture, traditions and values of a community.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an historian who will tell the story of Colorado’s musical heritage (culture, traditions, values) to an audience at your next performance (informance, parent night, class/school community sharing). You will develop engaging and informative musical materials (e.g., songs, instrumental pieces, movement pieces) that will be presented during the concert (or in-class presentation).
Product/Evidence: (Expected product from students)	The product is designed as a whole group assessment. Students will choose an era, cultural time period, community in Colorado and will explain the musical influence or result of the influence to Colorado’s musical heritage. Specific details such as instruments used, traditions in which the music was performed, preferences of the time period, style of music utilized should be included. Additional products to accompany the performance (informance, parent night, class/school community sharing) may include:

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Concert Program (written presentations) • Video Vignettes • Power Points (or other software presentations - http://prezi.com/) • Posters • A Script for Presentation (written presentation) • Smartboard/Promethean charts • Perform concert as a historical Colorado character in costume
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may have choices of final products could match the students’ ability and interests. Students can be paired and work in groups, allowing their task to match their strengths.</p>

<p>Texts for independent reading or for class read aloud to support the content</p>	
<p align="center">Informational/Non-Fiction</p>	<p align="center">Fiction</p>
<p>Select titles by Bobbie Kalman, Crabtree Publishing c1999. Applicable titles in the series:</p> <ul style="list-style-type: none"> • <i>Life on the Trail (IG860L Lexile)</i> • <i>Life on the Ranch (IG870L Lexile)</i> • <i>Homes of the West (IG800L)</i> • <i>The Wagon Train (IG810L Lexile)</i> • <i>Bandannas, Caps, and Ten-Gallon Hats</i> • <i>Who Settled the West? (IG830L Lexile)</i> • <i>The Railroad</i> • <i>The Life of a Miner</i> • <i>Boomtowns of the West (IG900L Lexile)</i> • <i>The Gold Rush</i> • <i>Women of the West</i> <p><i>The Colorado Quick-Fact Book</i>-Various Authors <i>Colorado: Grassroots</i>- Cynthia Schmidt and Virginia Brew <i>A Kid’s Look at Colorado</i> -Phyllis J. Perry <i>Purple Mountain Majesties: the Story of Katharine Lee Bates and “America the Beautiful”</i>-Barbara Younger <i>Famous Colorado Women. (Series: The Colorado chronicles; v.2)</i> <i>Molly Brown: Sharing her Good Fortune</i>- Charnan <i>Zebulon Montgomery Pike: Explorer and Military Officer</i> -Steve Walsh <i>Everybody Came to Leadville</i>-Edward Blair and E. Richard Churchill <i>Colorado Gold: from the Pike’s Peak Rush to the Present</i> -Stephen M. Voynick <i>Baby Doe Tabor: the Madwoman in the Cabin</i> -Judy Nolte Temple</p>	<ul style="list-style-type: none"> • <i>John Denver’s Sunshine on my Shoulders</i>- adapted & illustrated by Christopher Canyon • <i>The Raven and The Star Fruit Tree</i>-most beloved of all Vietnamese folktales • <i>The Darning Needle</i>- Eric A. Kimmel • <i>The Talking Mule</i>- collected by Zora Neale Hurston • <i>The Split Dog</i>- retold by Richard Chase • <i>Death of the Iron Horse</i>- retold by Paul Goble (Lexile AD550L) • <i>The Iron Moonhunter</i>- Chinese immigrant short story • <i>Breaking Horses</i>-Dave and Pat Sargent

Colorado Teacher-Authored Sample Instructional Unit

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think and work like a musician- Perform songs and repertoire	<p>Teacher Resources:</p> <p>Supplemental materials available through various music publishing companies</p> <ul style="list-style-type: none"> • http://musicforyoupublishing.weebly.com (Colorado History Songbooks I & II -A Collection of Songs That Help Teach Colorado History; Vintage Colorado Song Book –Arrangements of “Where The Columbine’s Grow, Hail Colorado, The Colorado Trail” by John J. Polinski <ul style="list-style-type: none"> ◦ http://www.lulu.com/us/en/shop/jeff-van-devender/colorado-history-songbook-script-revised/ebook/product-13234455.html (An optional scripted product for Colorado History Songbooks I & II) <p>Recommended Special Education and Differentiation resources: http://journals.cec.sped.org/cgi/viewcontent.cgi?article=1699&context=tecplus (McDowell, C. (2010). An Adaptation Tool Kit for Teaching Music. TEACHING Exceptional) http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/KronowitzCh.28.pdf (The Teacher’s Guide to Success by E. Kronowitz, chapter 28. Link above connects to the one chapter from the following cited book – Chapter 28 describes ways to differentiate instruction for all learners – music classroom adaptations are also included – a link to purchase the book can be found at http://www.pearsonhighered.com/product?ISBN=0137050747)</p>
			<p>Student Resources:</p> <p>Musician’s Journal</p>
	Skills:	Expression, Creation, and Theory	<p>Assessment:</p> <p>Throughout the unit students will use journaling/sketchbooks to reflect upon the creative process utilized in all music making Assessments within this unit are ongoing and designed to assess students’ growing proficiency in areas of performance technique, rhythm, melody, harmony, dynamics, and other elements of music</p>

Prior Knowledge and Experiences

Caveats and qualifiers: This unit is designed to be progressive as the academic year unfolds – this unit can be taught intermittently throughout an entire school year; Summative performance assessment should be adjusted and modified to each school situation.

Students should be familiar with the concepts of community, culture, traditions, and values in their other classroom subjects, especially social studies. In the music class, we draw on this prior learning to help students make connections beyond one subject area and classroom and to help them understand how music enhances these concepts through the lives of Coloradans past and present.

Learning Experiences # 1 - 11
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
<p>The teacher may select several different songs for singing and listening that are familiar – songs known to be in students’ repertoire through classroom instruction and/or popular media – so that students can begin to understand how familiarity with music influences their personal preferences for particular music styles and pieces.</p>		
Teacher Notes:	<p>Suggested questions to guide discussion: <u>Connecting student schema and experience to personal preference:</u> What music (songs, etc.) do I (the student) know? What do I think of these songs? Do I have an emotional response or connection to familiar songs? What kinds of music do I hear outside of school? Where am I (or what am I doing) when I hear this music? How does the music that I know affect my preferences for certain songs or styles? What are musical and nonmusical attributes for preferring particular songs or styles? Which of these attributes seem to affect my feelings toward preferred music? Which attributes provide stronger or weaker defenses for a musical preference? Why?</p>	
Generalization Connection(s):	Cultural context and diversity enhances musical values, meaning, and preferences	
Teacher Resources:	Use any song/musical sources previously used with students	
Student Resources:	N/A	
Assessment:	Students will verbalize awareness of familiar sources of songs and music styles and begin to explain and defend their own preferences using musical terminology.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a partner during the classroom discussion.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.coloradopl.org/assessment/assessments/critique-planner-critics-corner (Colorado Assessment Resource Bank, scroll to the bottom for graphic organizer downloadable file on musical preferences)	Students may complete a “musical preference” or “my favorite songs” document as a pre-unit and post-unit activity. Possible guidance could include: <ul style="list-style-type: none"> • Articulate why you think that the composer wrote the song. (What makes the piece of music valuable and interesting to an audience?) • Articulate what musical characteristics you think make a piece of music interesting.

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Examples of musical and nonmusical attributes that form personal preference • Appropriate music terminology • Individual music preference for songs or styles is shaped by one’s familiarity or background with those particular songs or styles. • Respecting the preferences of others’ means acknowledging and accepting that my preferences are not always shared by others • A personal preference for particular songs or styles includes musical and nonmusical attributes.
Key Skills:	<ul style="list-style-type: none"> • Verbally explain musical preferences using the music terminology • Verbally explain and/or perform the musical attributes in individual music preference
Critical Language:	Preference, Attribute (Define music vs. non-music), familiar rhythm, genre, style, beat, instrument, timbre, dynamics, tempo

Learning Experience # 2	
<p>The teacher may begin to introduce new folk song repertoire related to Colorado history so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments affected the styles of music from those eras. (The folk music selected in learning experiences #2-7 will be primarily from the 1800s and earlier. 1900s music styles will be the focus of a later learning experience.)</p>	
Teacher Notes:	<p>Suggested questions to guide discussion:</p> <p>How have historical events in Colorado influenced prominent musical styles found here?</p> <p>What cultures can be found in Colorado? Where did these different cultures come from?</p> <p>What are traditions? What role does music play in various traditions? How do traditions influence music styles?</p> <p>What are music styles and traditions from Colorado’s past? How does this music help tell the story of Colorado’s history? What do these music styles teach us about the people who helped Colorado become the state it is today?</p> <p>What instruments are found in music from Colorado? Why were these instruments used in these songs and these styles? How does knowledge of specific instruments used help me to understand other music styles? How does knowledge of specific instruments used in certain styles help me become a better musician?</p> <p>How does knowledge of music from Colorado’s past help me as a musician today?</p>
Generalization Connection(s):	The style of music is determined by culture, tradition, and the availability of instruments
Teacher Resources:	<p>Suggested Folk Songs:</p> <p><u>Pioneer</u>: <i>Old Brass Wagon, Old Dan Tucker, Sweet Betsy From Pike, Skip to My Lou, Old Joe Clark, Tom Dooley, You Are My Sunshine, The Foggy, Foggy Dew; Careless Love, Lazy Mary, My Grandfather’s Clock, Turkey In The Straw, Bound For the Promised Land, I Belong To This Band , Down In The Valley, In The Good Old Summertime, Lil’ Liza Jane, The Man on the Flying Trapeze, Oats, Peas, Beans, and Barley Grow; Billy Boy; Good Night, Ladies; Merrily, We Roll Along; Auch Du Lieber Augustin; Home, Sweet Home by Henry Bishop; The Oxcart, Westward Ho! (from Art and Music, vol.13 Childcraft c1949), Pioneer Children Sang As They Walked, Covered Wagons (melody from This is Music For Today), Groundhog, By’m Bye (pioneer evening song), Mrs. Murphy’s Chowder arranged by Allan Miller, The Devil’s Questions (riddles) arranged by Rachel Miller, When I First Came to This Land arranged by David Fiorrenza, My Bonnie Lies Over The Ocean</i></p>

Colorado Teacher-Authored Sample Instructional Unit

	<p><u>African-American pioneer:</u> <i>We're All Gonna Shine Tonight, Had To Get Up This Mornin' Soon, Rise and Shine, Hold On; Hush, Little Baby; Oh, John The Rabbit; Farmer's Dairy Key; Go Around the Corn, Sally; Hop Up, My Ladies; I Don't Care If the Rain Comes Down, Shoo Fly, Shortn'in Bread, The Blue Tail Fly, Dry Bones</i></p> <p><u>Familiar favorites:</u> <i>If I Had a Wagon, The Bear Went over the Mountain, For He's a Jolly Good Fellow, Auld Lang Syne, Camptown Races, There's a Hole In My Bucket, Oh, Dear What Can The Matter Be, Cotton-Eye Joe, Ghost of Tom/John, Skin and Bones, Bought Me a Cat, Gee, Mom, I Want to Go Home, I Love the Mountains, Rocky Mountain</i></p> <p><u>City Songs:</u> <i>Aurora, Cripple Creek, etc.</i></p>	
<p>Student Resources:</p>	<p>https://swallowhillmusic.org/ (Swallow Hill Music School offers folksong and western style instrumental experiences - examples: banjo, dulcimer)</p> <ul style="list-style-type: none"> • <i>Aunt Clara Brown: Official Pioneer</i> - Linda Lowery • <i>Barney Ford: Pioneer Businessman</i>- Jamie Trumbull 	
<p>Assessment:</p>	<p>Students will perform (including in-class performance) select folk songs related to Colorado history and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>N/A</p>	<p>Expression (Products and/or Performance)</p> <p>Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>http://www.thegeorgecenter.com/2013/01/04/3-steps-to-writing-better-piggyback-songs/ (Write a piggyback song)</p>	<p>Expression (Products and/or Performance)</p> <p>Students may re-write lyrics to these songs and melodies to “tell the story” of their lives in this part of the country</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Colorado historical periods and musical styles • Appropriate music terminology • Local and regional musical styles • Music tells the story – the HISTORY – of Colorado • Music styles inform us about the traditions and cultures of people who lived in Colorado's past • Certain instruments are used with particular music styles because people used resources that were readily available • Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale, pentatonic scale and four-beat rhythm patterns 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Aurally identify music from various periods in history • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Describe music elements that are heard or performed in songs being learned • Verbalize how prominent folk music from Colorado history correlates to the cultures and traditions of people who lived and settled in this state 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Folk Songs, Music style/genre, Dulcimer, harmonica, fiddle/violin, banjo, guitar, Tuning, Production method, Oral tradition (versus copyright), Found Instruments, Purpose (for music genre/style), Heritage, tradition, value, culture, background (as related to the various groups settling in Colorado), rhythm, genre, style, beat, instrument, timbre, dynamics, tempo, phrase, lyrics, piggy back song, Pioneer, settler, immigrant, migrant, Subject or topic
---------------------------	---

Learning Experience # 3

The teacher may begin to introduce new folk song repertoire **specific to railroads** and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.

Generalization Connection(s):	The style of music is determined by culture, tradition, and the availability of instruments
--------------------------------------	---

Teacher Resources:	Possible songs: <i>I've been Working on the Railroad</i> , <i>She'll Be Comin' Round The Mountain</i> , <i>Dinah</i> , <i>Big Rock Candy Mountain</i> , <i>Rock Island Line</i> , <i>A Gust of Fall Wind</i> (arranged by Georgette Le North (Chinese workers on RR))
---------------------------	---

Student Resources:	http://coloradorailroadmuseum.org/ (Colorado Railroad museum in Golden, CO) <i>Colorado Fever: Railroads in the Rockies [Vol.2, #1]</i> -Colorado Historical Society
---------------------------	--

Assessment:	Students will perform (including in-class performance) select folk (railroad) songs related to Colorado history and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.
--------------------	---

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.amazon.com/Western-Railroad-American-History-Folksong/dp/1878360132/ref=sr_1_cc_2?s=aps&ie=UTF8&qid=1382650675&sr=1-2-catcorr&keywords=Western+Railroad+Songs+%28America+n+History+Through+Folksong%29 (Western Railroad Songs - American History Through Folksong) http://www.readwritethink.org/files/resources/lesson_image/s/lesson275/compcon_chart.pdf (Compare/contrast template example)	Students may compare and contrast three separate railroad songs looking for similarities and differences. (e.g. <i>I've Been Working on the Railroad</i> , <i>Dinah</i> , <i>Someone's in the Kitchen</i> – came to be combined in modern folk singing and how oral traditions affect how songs are remembered and sung)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Colorado historical periods and musical styles • Appropriate music terminology • Local and regional musical styles • Music tells the story – the HISTORY – of Colorado • Music styles inform us about the traditions and cultures of people who lived in Colorado’s past • Certain instruments are used with particular music styles because people used resources that were readily available • Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale, pentatonic scale and four-beat rhythm patterns
Key Skills:	<ul style="list-style-type: none"> • Aurally identify music from various periods in history • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Describe music elements that are heard or performed in songs being learned • Verbalize how prominent folk music from Colorado history correlates to the cultures and traditions of people who lived and settled in this state
Critical Language:	Folk Songs, Music style/genre, Dulcimer, harmonica, fiddle/violin, banjo, Tuning, Production method, Oral tradition (versus copyright), Found Instruments, Purpose (for music genre/style), Heritage, tradition, value, culture, background (as related to the various groups settling in Colorado), rhythm, genre, style, beat, instrument, timbre, dynamics, tempo, phrase, Railroad, Iron Horse, Railway names

Learning Experience # 4		
<p>The teacher may begin to introduce new folk song repertoire specific to mining and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.</p>		
Generalization Connection(s):	Terminology for musical elements provides a common language for expression	
Teacher Resources:	Possible Songs: <i>Clementine</i> , <i>Drill Ye Tarriers</i> , <i>Working in a Coalmine</i> , <i>Casey Jones (lyrics for mining)</i> , <i>Only A Miner Killed In The Breast</i> , <i>16 Tons</i> , <i>The Hard-Working Miner</i> , <i>Joe Hill</i>	
Student Resources:	http://wmmi.org/ (Western Mining Museum, Colorado Springs, CO)	
Assessment:	Students will perform (including in-class performance) select folk (mining) songs related to Colorado history and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Access (Resources and/or Process)
	N/A	Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.thegeorgecenter.com/2013/01/04/3-steps-to-writing-better-piggyback-songs (Write a piggyback song) http://www.pinterest.com/search/pins/?q=compare%20contrast%20graphic%20organizers (Compare and Contrast Graphic Organizers)	Students may create a piggyback composition. Several options for exploring these piggyback songs can be created (including a connection in the composition learning experience - #9 below) Students may compare and contrast older folk songs to the new western folk songs
Critical Content:	<ul style="list-style-type: none"> • Colorado historical periods and musical styles • Appropriate music terminology • Local and regional musical styles • Music tells the story – the HISTORY – of Colorado • Music styles inform us about the traditions and cultures of people who lived in Colorado’s past • Certain instruments are used with particular music styles because people used resources that were readily available • Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale, pentatonic scale and four-beat rhythm patterns 	
Key Skills:	<ul style="list-style-type: none"> • Aurally identify music from various periods in history • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Describe music elements that are heard or performed in songs being learned • Verbalize how prominent folk music from Colorado history correlates to the cultures and traditions of people who lived and settled in this state 	
Critical Language:	Folk Songs, Music style/genre, Dulcimer, harmonica, fiddle/violin, Tuning, Production method, Oral tradition (versus copyright), Found Instruments, Purpose (for music genre/style), Heritage, tradition, value, culture, background (as related to the various groups settling in Colorado), rhythm, genre, style, beat, instrument, timbre, dynamics, tempo, phrase, Types of mining – gold, silver, coal, mineral, Locations of mines	

Learning Experience # 5	
The teacher may introduce new folk song repertoire specific to cowboys and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific work experience affected the styles of music from those eras.	
Generalization Connection(s):	Musical styles reflect the culture, traditions, and values of a community
Teacher Resources:	Possible songs: <i>Colorado Trail, Home On The Range, Goodbye Old Paint, Railroad Corral, Git Along Little Dogies; Oh, Give Me The Hills; Rodeo or the Red Pony (listening) by Aaron Copland, Ghost Riders In The Sky, The Happy Wanderer; Bury Me Not, On The Lone Prairie; Streets of Laredo, Red River Valley, Green Grow The Lilacs</i>
Student Resources:	<u>Student non-fiction:</u> <i>The Legend of Charlie Glass: Negro Cowboy on the Colorado-Utah Range</i> -Walker D. Wyman and John D. Hart

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will perform (including in-class performance) select folk (cowboy) songs related to Colorado history and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/search/pins/?q=compare%20contrast%20graphic%20organizers (Compare and Contrast Graphic Organizers)	Students may evaluate the evolution of 1800s folk music and cowboy songs and compare modern day country music and folk music styles. What similarities and differences can be heard in the music from each era?
Critical Content:	<ul style="list-style-type: none"> • Colorado historical periods and musical styles • Appropriate music terminology • Local and regional musical styles • Music tells the story – the HISTORY – of Colorado • Music styles inform us about the traditions and cultures of people who lived in Colorado’s past • Certain instruments are used with particular music styles because people used resources that were readily available • Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale, pentatonic scale and four-beat rhythm patterns 	
Key Skills:	<ul style="list-style-type: none"> • Aurally identify music from various periods in history • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Describe music elements that are heard or performed in songs being learned • Verbalize how prominent folk music from Colorado history correlates to the cultures and traditions of people who lived and settled in this state 	
Critical Language:	Folk Songs, Music style/genre, Harmonica, fiddle/violin, Vocal singing styles – yodel, nonsense words, Subject matter (what cowboys sing about compared to...), Production method, Oral tradition (versus copyright), Found Instruments, Purpose (for music genre/style), Heritage, tradition, value, culture, background (as related to the various groups settling in Colorado), rhythm, genre, style, beat, instrument, timbre, dynamics, tempo, phrase, corral, dogie, lasso, trail, cattle shoot, cattle gate, cattle drive, Alamosa and Pueblo railheads, branding iron, yearling, brandfire, chaps etc. – words in lyrics that students need to understand both meaning and context	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6		
The teacher may introduce new song repertoire specific to Native Americans and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and specific cultural traditions affected the styles of music of native people.		
Generalization Connection(s):	Musical styles reflect the culture, traditions, and values of a community	
Teacher Resources:	Possible Songs: Bear Dance (Ute), Round Dance, Zuni Sunrise Call (Zuni), PowWow Song, Inkpataya (Lakota), Wioste Olowan Inkpa Ta-Ya (Lakota), Belt Dance	
Student Resources:	http://calendar.powwows.com/ (The National Pow Wow website) http://www.aaanativearts.com/tribes-by-states/colorado_tribes.htm (Colorado Tribes pre-contact to present) http://www.denverindiancenter.org/ (The Denver Indian Center) http://ravendancers.org/ (Community outreach) <ul style="list-style-type: none"> • <i>Keeper of the Pipe</i>-John Inman • <i>Ute (Series: Tribes of Native America)</i> -edited by Marla Felkins Ryan and Linda • <i>Mesa Verde</i> - Jane Shuter (Series: Visiting the past) (IG960L Lexile level) • <i>Helen Hunt Jackson: Colorado Literary Lady</i> -E.E. Duncan • <i>Iktome and the Ducks</i> -retold by Lame Deer (Native American Lore) • <i>Coyote Helps Decorate the Night</i> (Native American Lore) 	
Assessment:	Students will perform (including in-class performance) select folk (Native American) songs related to Colorado history and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may construct journal entries around the following questions: What do Native Americans wear and where do they live in Colorado today? How do they keep their culture alive in Colorado? What does it mean to dance or sing your own song? What do Native American dancers and singers make their regalia out of? What do the colors or items represent?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Colorado historical periods and musical styles • Appropriate music terminology • Local and regional musical styles • Music tells the story – the HISTORY – of Colorado • Music styles inform us about the traditions and cultures of people who lived in Colorado’s past • Certain instruments are used with particular music styles because people used resources that were readily available • Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale, pentatonic scale and four-beat rhythm patterns
Key Skills:	<ul style="list-style-type: none"> • Aurally identify music from various periods in history • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Describe music elements that are heard or performed in songs being learned • Verbalize how prominent folk music from Colorado history correlates to the cultures and traditions of people who lived and settled in this state
Critical Language:	<p>Culture, tradition, value, Native People (referring to specific groups instead of general groups), Tribe, Instruments specific to music by Native American tribes in Colorado, rhythm, genre, style, beat, instrument, timbre, dynamics, tempo, Native American dances (Northern Style, Southern Style, PowWow, Traditional, Grass, Gourd, Fancy, Jingle, Shawl), Native American tribal names (Lakota Nation, Ute Nation, Zuni, Kiowa, Arapahoe, Comanche, Cheyenne, Navaho (SW Colorado) –see under Other Resources), Outfit/Regalia (instead of the word costume), Singers (instead of the word drummers)</p>

Learning Experience # 7	
<p>The teacher may introduce new song repertoire specific to Latino American settlers and related to Colorado history (as much as possible) so that students can understand how traditional music informs us today of the culture, traditions and values early inhabitants of Colorado held, and how availability of instruments and cultural traditions affected the styles of music of the earliest settlers of Colorado.</p>	
Generalization Connection(s):	Musical styles reflect the culture, traditions, and values of a community
Teacher Resources:	Possible Songs: La paloma blanca, !Que’ gusto!, Cielito Lindo, El Rancho Grande by Silvano R, Ramos, La Cucaracha, La Jesucita
Student Resources:	<p>http://nhccnm.org/ (National Hispanic Cultural Center) <i>Extraordinary Hispanic Americans</i> -Susan Sinnott <i>Hispanic Colorado</i>, The Colorado Chronicles Vol. 4-Frederick <i>Ti’a Miseria</i> -retold by Olga Loya (Hispanic-American folktale) <i>Juan Bobo and the Bunuelos</i>- retold by Lucia M. Gonzalez (Hispanic farmer tale) <i>El Gallo</i>-(Hispanic-American folktale)</p>

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will perform (including in-class performance) select folk (Latino American) songs related to Colorado history and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/search/pins/?q=compare%20contrast%20graphic%20organizers (Compare and Contrast Graphic Organizers)	Students may research familiar songs of students and compare the songs closely related to the old folksongs
Critical Content:	<ul style="list-style-type: none"> • Colorado historical periods and musical styles • Appropriate music terminology • Local and regional musical styles • Music tells the story – the HISTORY – of Colorado • Music styles inform us about the traditions and cultures of people who lived in Colorado’s past • Certain instruments are used with particular music styles because people used resources that were readily available • Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale, pentatonic scale and four-beat rhythm patterns 	
Key Skills:	<ul style="list-style-type: none"> • Aurally identify music from various periods in history • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Describe music elements that are heard or performed in songs being learned • Verbalize how prominent folk music from Colorado history correlates to the cultures and traditions of people who lived and settled in this state 	
Critical Language:	Folk Songs, Music style/genre, Guitar, guiro, maracas, trumpet, violin, Mariachi, Tuning, Language – Spanish vs. English, Translation, Purpose (for music genre/style), Heritage, tradition, value, culture, background (as related to the various groups settling in Colorado), rhythm, genre, style, beat, instrument, timbre, dynamics, tempo, phrase	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8	
The teacher may introduce music and material relative to Colorado state symbols, such as state songs and dances or Colorado references/experience found in more modern music compositions, so that students can understand the influences that communities, values, traditions, and culture have on music.	
Teacher Notes:	<p>Suggested questions to guide discussion:</p> <p>What is a community?</p> <p>How do values connect to community, cultures, traditions, and music?</p> <p>Why is it important to learn songs identified as State, city, or regional songs?</p> <p>Who are important musicians – past and present – of Colorado?</p> <ul style="list-style-type: none"> • John Denver • Flobots • Katherine Lee Bates • Big Head Todd and the Monsters • The Fray • One Republic • India Arie • DeVochKa • Glenn Miller <p>How are state songs and songs by more modern Colorado musicians related to folk music from Colorado’s past? How do these songs reflect current communities, traditions, cultures, and values of people living in Colorado?</p> <p>How have music styles in and from Colorado evolved? Do these newer styles relate to Colorado’s history? If so, in what way(s)?</p> <p>How do local and regional values influence the musical styles associated with particular areas or communities?</p> <p>What Colorado songs are specific to the communities in “our” immediate area? (i.e. There is a song titled, “Aurora” that is specifically about and representative of that city.) How do these pieces reflect a community’s values and identity?</p>
Generalization Connection(s):	Musical styles reflect the culture, traditions, and values of a community
Teacher Resources:	<p>State Songs: <i>Where The Columbine’s Grow</i> by A. J. Fynn, <i>Rocky Mountain High</i> by John Denver</p> <p>State Dance: Square Dance</p> <p>http://musicforyoupublishing.weebly.com (Colorado History Songbooks I & II - A Collection of Songs That Help Teach Colorado History; Vintage Colorado Song Book - arrangements of “Where The Columbine’s Grow, Hail Colorado, The Colorado Trail” by John J. Polinski)</p> <p>http://www.lulu.com/us/en/shop/jeff-van-devender/colorado-history-songbook-script-revised/ebook/product-13234455.html (An optional scripted product for Colorado History Songbooks I & II)</p> <p>https://swallowhillmusic.org/ (Swallow Hill Music School offers folksong and western style instrumental experiences -examples: banjo, dulcimer)</p> <p>http://video.cpt12.org/video/2365082612/ (RINo Rock and Roll aired 9/20/2013 on PBS.org)</p>
Student Resources:	<p>http://www.colorado.com/events#1 7 S (265+ Colorado events and festivals)</p> <p>http://www.diversity.colostate.edu/student-programs-services.aspx (Colorado State University)</p> <p>http://www.denver.org/what-to-do/museum-art/detail?memid=12442&k=black%20american&wc=Cult (Denver Black History</p>

Colorado Teacher-Authored Sample Instructional Unit

	<p>museum) http://cachcdragonlion.org/ (Asian Cultural Center in Colorado_ http://www.ourcoloradonews.com/highlandsranch/news/european-culture-takes-center-stage/article_134e3ade-4733-521c-b5c3-2c98bb114c29.html (European Culture Center News Highlands Ranch) http://www.everyculture.com/multi/Le-Pa/Pacific-Islander-Americans.html (Pacific Islander Americans-reading material including why and how people moved to Western U.S.) http://muslimsinmountainwest.org/ (From the University of Colorado at Boulder)</p>	
Assessment:	<p>Students will perform (including in-class performance) select folk songs from current and historical Colorado and verbally and/or journal their explanations about how the music style of each piece relates to Colorado history. Teachers will determine how much attention should be given to proper musical technique.</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may partner with stronger readers when reading from printed music Students may be provided visual supports (pictures) as text or content is introduced</p>
<p>Extensions for depth and complexity:</p>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/jigsaw.html (Jigsaw Assignments) http://www.pinterest.com/search/pins/?q=compare%20contrast%20graphic%20organizers (Compare and Contrast Graphic Organizers)</p>	<p>Students may work in jigsaw assignments to tell about and to present music from famous musicians or song writers and information about their lives and connections to Colorado Students may research familiar songs of students and compare the songs closely related to the old folksongs</p>
Critical Content:	<ul style="list-style-type: none"> • Appropriate music terminology • Local and regional musical styles • Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly • When song writers or composers refer to people or places in Colorado, the culture, values, and traditions of Colorado communities are reflected in those pieces of music 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Aurally identify music from various periods in history • Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles • 	
Critical Language:	<p>Music style/genre, Modern instruments – electric guitar, keyboard, drum set, Production method, Oral tradition (versus copyright), Purpose (for music genre/style), Heritage, tradition, value, culture, background (as related to the various groups settling in Colorado)</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9		
The teacher may introduce composing and/or improvising techniques so that students can engage in process of creating musical phrases.		
Generalization Connection(s):	Musical styles reflect the culture, traditions, and values of a community	
Teacher Resources:	Teacher choice repertoire	
Student Resources:	<i>Puff and Blow *Band and Rattle *Pluck and Scrape *Squeak and Roar-Sally Hewitt</i>	
Assessment:	<p>Students will choose on Colorado song from previous learning experiences and:</p> <ul style="list-style-type: none"> • Add additional verses to existing folk songs • Write a new piggyback song, notating rhythms and melodies <p>Students will verbally explain and/or journal how the music styles of their created pieces of music relate to Colorado’s story, their communities, and/or cultures.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use sentence frames/starters for newly composed lyrics Students may explore how a change in words will change a song’s rhythm
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may compose a B section to an existing piece of music Students may compose a variation of a theme from one of the songs they are learning Students may compose 4-8 measure ostinati or countermelodies to accompany learned songs
Critical Content:	<ul style="list-style-type: none"> • Appropriate and specific music terminology for notation, form, and composition • Local and regional musical styles • Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate respect for and perform diverse local and regional music • Identify and perform prominent Colorado styles and musicians • Aurally identify music from various periods in history • Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles 	
Critical Language:	Composition, Verse, Piggyback Song, Improvisation, Form, Theme and Variation, Notation, Rhythm, Melody, Ostinato, Countermelody, Culture, community, tradition, Style/Genre	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 10		
The teacher may conduct final rehearsals of performance material so that students may understand the process of taking music literature from rehearsal to performance quality work.		
Generalization Connection(s):	Terminology for musical elements provides a common language for expression	
Teacher Resources:	Teacher choice repertoire	
Student Resources:	N/A	
Assessment:	Students will be observed for performance readiness (in-class or formal) http://www.artsassessment.org/wp-content/uploads/2011/05/Why-use-a-rubric-when-a-checklist-will-do.pdf (Arts assessment resource about checklist use) https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (Collection of checklist resources)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Quality performance requires attention to many details: singing voice, instrumental accompaniment, ensemble, following conductor cues, and performance behavior that acknowledges the presence of an audience • Musical skills and knowledge are demonstrated in performance of known songs and dances 	
Key Skills:	<ul style="list-style-type: none"> • 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 • Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles • Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance 	
Critical Language:	Performance, rehearsal, accompaniment, ensemble, conductor, cues, audience behavior, melody, harmony, rhythm, style, genre, texture, voicing/instrumentations, mood, tonality, form,	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 11		
The teacher may lead reflection and classroom discourse so that students can consider their personal growth and understandings with regard to the communities in which they interact, the relative cultures, traditions, and values of those communities, and their own personal preferences for music.		
Generalization Connection(s):	Musical styles reflect the culture, traditions, and values of a community	
Teacher Resources:	Reference and referral to songs and materials used earlier in this unit.	
Student Resources:	Reference and referral to songs and materials used earlier in this unit.	
Assessment:	Students will verbalize and/or journal self-reflections of how songs and music styles learned in this unit relate to their own backgrounds, their communities and culture, and Colorado history. They will explain if their personal preferences for music have grown or changed and defend their own preferences using terminology that was used during class discourse.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Appropriate music terminology • Examples of musical and non-musical attributes that form personal preference • Local and regional musical styles • Individual music preference for songs or styles is shaped by one’s familiarity or background with those particular songs or styles. • Individual music preference for particular songs or styles is also shaped by the communities, cultures, traditions, and values in which a person lives 	
Key Skills:	<ul style="list-style-type: none"> • Verbally explain musical preferences using music terminology • Verbally explain and/or perform the musical and/or non-musical attributes in individual music preference • Verbally explain how cultures, communities, traditions, and values influence and shape the personal preferences of people living Colorado 	
Critical Language:	Community and culture, Preference, Familiar, Attribute (music and non-music), Terminology that has specific meanings within music: rhythm, genre, style, beat, instrument, timbre, dynamics, tempo	