



## Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Music-Kindergarten)	Colorado Grade Level Expectations (Kindergarten-Music)
<b>I. Elements of Music</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.1 sing unaccompanied, accompanied, and in unison (S1) K.2 maintain a steady beat (S1) K.3 respond through movement to high and low sounds (S1, S4) K.4 respond through movement to fast and slow tempo (S1, S4) K.5 respond through movement to loud and soft dynamics (S1, S4) K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5) K.7 use symbols or icons to illustrate beat and sound/silence (S2) K.9 respond verbally using same or different when given two pitches, an interval of a third or larger (S4)
<b>II. Listening and Understanding</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.10 identify musical examples as vocal sounds, instrumental sounds, and/or environmental sounds (S4)
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
<b>III. Songs</b>	
	K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5) K.8 select appropriate sounds to accompany ideas, stories, and songs (S3)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	K.11 demonstrate an awareness of environmental sounds by verbalizing the sounds heard in the world around them (S4)
This can be covered in many other areas	K.12 demonstrate appropriate audience behavior (S5)
<b>Core Knowledge® Content (Music-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Music)</b>
<b>I. Elements of Music</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1) 1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.8 improvise simple melodic and rhythmic patterns using vocal sounds, body percussion, movement, and instrument sounds (S3)
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.3 read and perform rhythmic patterns using quarter notes, paired eighth notes, and quarter rests (S1, S2)
<b>II. Listening and Understanding</b>	
<b>A. Musical Terms and Concepts</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5) 1.12 know that a composer is someone who writes music (S5)
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.2 watch the conductor (S1) 1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.9 categorize selected classroom instruments by how sound is produced (S4) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)

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<b>B. Music Can Tell a Story</b>	
▪	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
▪	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
▪	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
<b>C. American Musical Traditions</b>	
▪	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
<b>III. Songs</b>	
▪	1.4 create rhythm patterns for introductions and ostinato accompaniments to familiar songs (S1, S3) 1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	1.5 identify, through movement, simple two-part form (S1, S4)
This can be covered in many other areas	1.6 respond to duple meter through movement and by using iconic symbols (S1, S2, S4)
This can be covered in many other areas	1.13 demonstrate appropriate audience behavior
<b>Core Knowledge® Content (Music-Grade 2)</b>	<b>Colorado Grade Level Expectations (Grade 2-Music)</b>
<b>I. Elements of Music</b>	
▪	2.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1) 2.2 demonstrate the repetition inherent in canon form by performing a two-part round using speech, movement body percussion, and singing (S1) 2.4 read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half rests (S1, S2) 2.6 echo rhythm and melodic patterns S1, S4) 2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 2.8 improvise in question-answer form on rhythmic and melodic classroom instruments (S3) 2.11 respond verbally to musical contrasts (S4)
▪	2.4 read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half rests (S1, S2)
<b>II. Listening and Understanding</b>	
<b>A. The Orchestra</b>	
▪	2.3 watch the conductor (S1) 2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 2.10 identify a variety of classroom instruments (S4)

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<b>B. Keyboard Instruments</b>	
▪	2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 2.10 identify a variety of classroom instruments (S4)
<b>C. Composers and Their Music</b>	
▪	2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
<b>III. Songs</b>	
▪	2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	2.5 respond to duple and triple meter through movement and by using iconic symbols (S1, S2, S4)
This can be covered in many other areas	2.9 create a B section of a composition when given the A section, using vocal sounds, body percussion, movement, and instrument sounds (S3)
This can be covered in many other areas	2.12 demonstrate appropriate audience behavior
<b>Core Knowledge® Content (Music-Grade 3)</b>	<b>Colorado Grade Level Expectations (Grade 3-Music)</b>
<b>I. Elements of Music</b>	
▪	3.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1) 3.2 sing and play a melodic ostinato (S1) 3.5 read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests (S1, S2) 3.6 demonstrate the ability to follow and perform a notated rhythmic pattern (S1, S4) 3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.9 create a short composition that shows contrasts in tempo, dynamics, or timbre (S3)
▪	3.5 read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests (S1, S2)
<b>II. Listening and Understanding</b>	
<b>A. The Orchestra</b>	
▪	3.10 sort instruments into families, using pictures of instruments from varied cultures (S4, S5)
▪	3.4 watch the conductor (S1) 3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.10 sort instruments into families, using pictures of instruments from varied cultures (S4, S5) 3.11 listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
▪	3.4 watch the conductor (S1) 3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.10 sort instruments into families, using pictures of instruments from varied cultures (S4, S5) 3.11 listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
<b>B. Composers and Their Music</b>	
▪	3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.11 listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
<b>C. Musical Connections</b>	
▪	3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
<b>III. Songs</b>	

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▪	3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	3.3 play two-chord songs on chording instruments as accompaniments to classroom singing (S1)
This can be covered in many other areas	3.7 demonstrate through movement the return of the A section in rondo form
This can be covered in many other areas	3.12 demonstrate appropriate audience behavior (S5)
<b>Core Knowledge<sup>®</sup> Content (Music-Grade 4)</b>	<b>Colorado Grade Level Expectations (Grade 4-Music)</b>
<b>I. Elements of Music</b>	
▪	4.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1) 4.2 sing their part in two-part rounds (S1) 4.5 read, notate, and perform rhythmic patterns using quarter notes, quarter rests, eighth notes, eighth rests, half notes, half rests, whole notes, whole rests, and dotted half notes (S1, S2) 4.8 demonstrate the use of introduction, interlude, and coda (S1, S4) 4.12 distinguish the principal theme in theme and variation form and compare the variations as contrast to the theme (S4)
▪	4.5 read, notate, and perform rhythmic patterns using quarter notes, quarter rests, eighth notes, eighth rests, half notes, half rests, whole notes, whole rests, and dotted half notes (S1, S2) 4.9 name the notes of a musical example using letters, syllables, and/or numbers (S2) 4.10 demonstrate how meter effects neat by inserting bar lines into a notated musical example (S2)
<b>II. Listening and Understanding</b>	
<b>A. The Orchestra</b>	
▪	4.3 watch a conductor (S1) 4.4 respond to a conductor's cues for expressive elements (S1) 4.11 match the sound of instruments, played alone or with simple accompaniments, with the picture of the instrument and the name and family of the instrument (S4)
<b>B. Vocal Ranges</b>	
▪	4.13 recognize and name the different vocal classifications when given a recorded or live example of two-part or four-part vocal music (S4)
<b>C. Composers and Their Music</b>	
▪	
<b>D. Musical Connections</b>	
▪	
<b>III. Songs</b>	
▪	
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This skill can be covered in many other areas	4.6 notate and perform a two measure pattern when given a dictated rhythmic pattern in duple and triple meter (S1, S2)
This skill can be covered in many other areas	4.7 create, notate, and perform an original eight-measure composition for a melodic instrument (S1, S2, S3)
This skill can be covered in many other areas	4.14 be familiar with ethnic instruments that are representative of various cultures (S5)

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This skill can be covered in many other areas	4.15 demonstrate appropriate audience behavior (S5)
<b>Core Knowledge® Content (Music-Grade 5)</b>	<b>Colorado Grade Level Expectations (Grade 5-Music)</b>
<b>I. Elements of Music</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.1 sing three-part rounds, partner songs, and descants (S1) 5.2 demonstrate an awareness of the phrase by singing and playing each as a complete thought (S1) 5.5 read, notate, and perform rhythmic and melodic patterns adding the four-sixteenth note pattern to the notes already learned (S1, S2) 5.7 identify and perform a notated melody using treble clef notes (S1, S2) 5.8 identify and respond to directional words and symbols for form and dynamics (S1, S4)
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.6 identify time signatures in music performed (S1, S2)
<b>II. Listening and Understanding</b>	
<b>A. Composers and Their Music</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) 5.13 identify the ways different instruments are combined to create various performance ensembles (S4, S5)
<b>B. Musical Connections</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) 5.12 compare the music and culture of two different historical periods (S4, S5)
<b>III. American Musical Traditions</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) 5.12 compare the music and culture of two different historical periods (S4, S5)
<b>IV. Songs</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	5.3 play chords or chord roots to accompany a three-chord song as accompaniment to classroom singing (S1)
This can be covered in many other areas	5.4 respond to conductor's cues for tempo changes (S1)
This can be covered in many other areas	5.9 create an original sound composition and, using visuals, illustrate it (S2, S3)
This can be covered in many other areas	5.10 determine if music is organized using major, minor, chromatic, or pentatonic scales (S4)
This can be covered in many other areas	5.14 demonstrate appropriate audience behavior (S5)
<b>Core Knowledge® Content (Music-Grade 6)</b>	<b>Colorado Grade Level Expectations (Grade 6-Music)</b>
<b>I. Elements of Music</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	6.5 discuss the role of the conductor (S1, S4) 6.9 compare and contrast the use of percussion instruments in varied ethnic cultures (S4, S5)
<ul style="list-style-type: none"> <li>▪</li> </ul>	6.4 identify and respond to all directional words and symbols, including tempo (S1, S4)
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	

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▪	
▪	6.2 read, notate, and perform rhythmic patterns, adding sixteenth-eighth note combinations and sixteenth rests to the notes already learned (S1, S2) 6.4 identify and respond to all directional words and symbols, including tempo (S1, S4)
<b>II. Classical Music: From Baroque to Romantic</b>	
<b>A. Baroque (ca. 1600-1750)</b>	
▪	
<b>B. Classical (ca. 1750-1825)</b>	
▪	
<b>C. Romantic (ca. 1800-1900)</b>	
▪	
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many areas	6.1 sing and play an individual part against a contrasting part (S1)
This can be covered in many areas	6.2 organize tones or bells or a keyboard instrument in major, minor, chromatic, and pentatonic scale patterns (S1, S3)
This can be covered in many areas	6.6 create an original composition within a given framework (S3)
Grade 5: Music: Elements of Music	6.7 differentiate between a steady beat and a syncopated beat (S4)
This can be covered in many areas	6.8 develop criteria for evaluating the quality of performances (S4)
This can be covered in many areas	6.10 analyze and contrast the use of form in music from varied world cultures (S4, S5)
This can be covered in many areas	6.11 demonstrate appropriate audience behavior (S5)
<b>Core Knowledge® Content (Music-Grade 7)</b>	<b>Colorado Grade Level Expectations (Grade 7-Music)</b>
<b>I. Elements of Music</b>	
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▪	7.5 read notes in the appropriate clef for the instrument being played (S2) 7.3 read, notate, and perform all previously learned rhythmic patterns in a variety of meters (S1, S2, S3)
<b>II. Classical Music: Romantics and Nationalists</b>	
<b>A. Romantic Composers and Works</b>	
▪	7.9 identify how a composer used syncopation to create rhythmic excitement in a musical piece (S4, S5) 7.7 identify the style and form of a piece performed or heard in class, and describe it using musical terms (S4) 7.8 listen to a musical selection and study one element in depth (S4, S5)
<b>B. Music and National Identity</b>	
▪	7.9 identify how a composer used syncopation to create rhythmic excitement in a musical piece (S4, S5) 7.7 identify the style and form of a piece performed or heard in class, and describe it using musical terms (S4)
<b>III. American Musical Traditions</b>	
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<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>7.9 identify how a composer used syncopation to create rhythmic excitement in a musical piece (S4, S5) 7.7 identify the style and form of a piece performed or heard in class, and describe it using musical terms (S4)</p>
<p><b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b></p>	<p><b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b></p>
<p>This can be covered in many areas</p>	<p>7.1 sing in two-part harmony (S1)</p>
<p>This can be covered in many areas</p>	<p>7.2 sing or play the home tone (tonic) and locate it on the staff of a musical example in any major key (S1, S2)</p>
<p>This can be covered in many areas</p>	<p>7.4 create and play or sing a two-measure ending to a musical composition and explain why the notes and rhythms were selected (S1, S2, S3, S4)</p>
<p>This can be covered in many areas</p>	<p>7.6 recognize that instruments and voices can be combined to create different textures and timbres (S4)</p>
<p align="center"><b>Core Knowledge<sup>®</sup> Content (Music-Grade 8)</b></p>	<p align="center"><b>Colorado Grade Level Expectations (Grade 8-Music)</b></p>
<p><b>I. Elements of Music</b></p>	
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>8.2 identify appropriate key signatures in the music performed (S1, S2) 8.3 read, notate, and perform rhythmic and melodic patterns adding dotted rhythms, mixed meter, chromatics, and other key signatures to those already learned (S1, S2) 8.6 read notes in the appropriate clef for the instrument being played (S2)</p>
<p><b>II. Non-Western Music</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>8.7 listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4) 8.8 listen to a musical selection and explain how the composer used specified musical elements (S4, S5)</p>
<p><b>III. Classical Music: Nationalists and Moderns</b></p>	
<p><b>A. Music and National Identity</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>8.5 sing or play syncopation in folk, classical, or jazz music (S1, S2, S4) 8.7 listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4) 8.8 listen to a musical selection and explain how the composer used specified musical elements (S4, S5)</p>
<p><b>B. Modern Music</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>8.5 sing or play syncopation in folk, classical, or jazz music (S1, S2, S4) 8.7 listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4) 8.8 listen to a musical selection and explain how the composer used specified musical elements (S4, S5)</p>
<p><b>IV. Vocal Music</b></p>	
<p><b>A. Opera</b></p>	
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	<p>8.7 listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4) 8.8 listen to a musical selection and explain how the composer used specified musical elements (S4, S5)</p>
<p><b>B. American Musical Theater</b></p>	

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▪	8.7 listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4) 8.8 listen to a musical selection and explain how the composer used specified musical elements (S4, S5) 8.9 discuss the music from a live performance, film or video performance as it relates to today's youth culture (S4, S5)
▪	8.7 listen to selected music with varied instrumentation and voicing, and discuss textures and timbres (S4) 8.8 listen to a musical selection and explain how the composer used specified musical elements (S4, S5) 8.9 discuss the music from a live performance, film or video performance as it relates to today's youth culture (S4, S5)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many areas	8.1 sing or play, in two or more parts, with musical accuracy (S1)
This can be covered in many areas	8.4 organize, notate, and perform a rhythmic composition which accurately conforms to the natural stress of a prose selection (S1, S2, S3)
This can be covered in many areas	8.10 discuss audience behavior and listening criteria for a live performance (S5)