

High School

Music



## Colorado Academic Standards Music

*"Music expresses that which cannot be said and on which it is impossible to be silent."* ~ Victor Hugo

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*"Music is the art of thinking with sounds."* ~ Jules Combarieu

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By implementing a structured and standards-based music education, students continue the generational conversation and become fluent in the language of music as a manner of artistic, intellectual, and cultural expression. The acts of performing, creating and responding to music provide a means for development and growth in the ability to express the otherwise inexpressible and to facilitate growth in many areas of academic development.

Learning to read and notate music opens for students the limitless body of musical styles, forms, and repertoire, and allows them to see what they hear and hear what they see. The interconnections in music bring together the understanding of contemporary and historical cultures as well as self-knowledge. Participation in music provides students with unique experiences and skills essential for success in the 21<sup>st</sup> century workforce.

Music produces creativity, innovation, and cornerstone life skills that will be the key to opening doors for a more diverse and competitive workforce. Students of music use critical thinking, self-assessment, reasoning, problem solving, and collaboration, and make connections in new and imaginative ways as they progress through their musical education. All of these skills prepare our students for higher education and the 21<sup>st</sup> century workforce. These standards outline the knowledge and skills needed by all Colorado citizens to participate productively in an increasingly creative economy and innovative society.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** 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.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

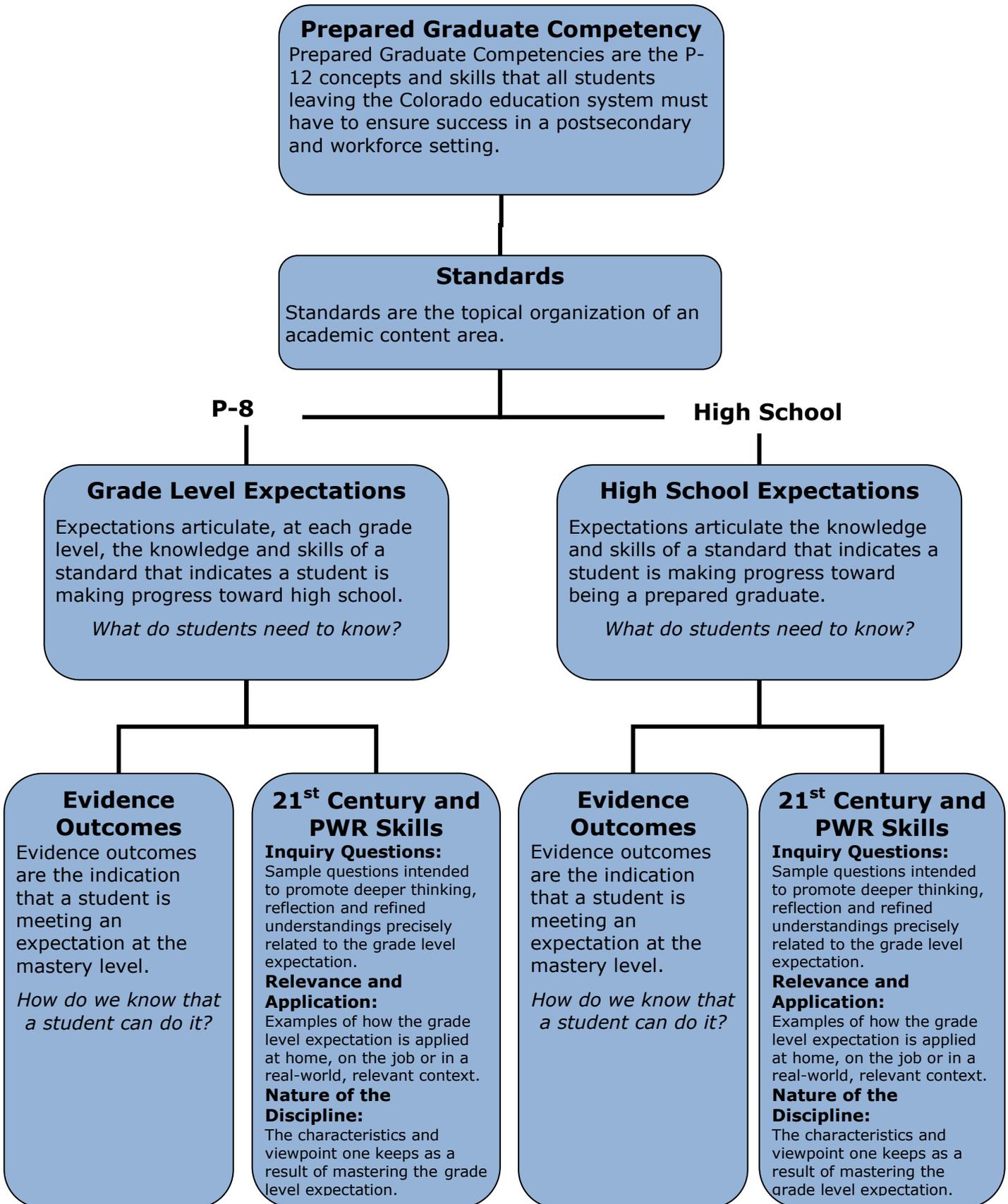
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## 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

# Colorado Academic Standards Music

The Colorado 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.

# 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>

## 21<sup>st</sup> Century Skills and Readiness Competencies in Music

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's music students need a repertoire of knowledge and skills that is more diverse, complex, and integrated than any previous generation. Music is inherently demonstrated in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – When students demonstrate musical knowing, they are able to integrate varying perspectives when expressing themselves in a variety of ways, creating new musical works and analyzing musical works. Producing a quality musical performance requires a synthesis of creative, expressive, and technical skill; self-adjustment; listening; and adjustment of tone, pitch, and volume to create a balanced and effective sound. Music constantly challenges students to use multiple processes and diverse perspectives when performing, analyzing, or making informed decisions.

Information Literacy – Musical knowledge acquisition requires students to analyze scores, performances, genre, and style. Source discernment is vital in these endeavors because it allows students to interpret musical messages differently including points of view. When students research music using inquiry through critical listening, describing, and evaluating, they become educated consumers and aficionados.

Collaboration – Music education requires students to collaborate within a variety of instrumental and vocal ensembles. The synergy and discipline that musical ensembles foster create leadership skills and self-awareness. When students communicate the language of music to a variety of audiences through response to conductor's cues and interpretation, they demonstrate collective problem-solving skills that are readily transferred in all aspects of life.

Self-Direction – Students that participate in music develop self-discipline, persistence, and resilience. The ownership of their compositions and performances provides mastery of skills and a passionate work ethic to continually strive for excellence. Through improvisation and adaptability, students demonstrate initiative to use their interpersonal skills to influence others, identify and define authentic problems, and produce innovative and imaginative new compositions.

Invention – The diversity in musical style, form, and genre would not exist without the underlying promise of innovation and the possibilities of creating something new. Students integrate ideas to create original works through personal or group expression. They construct knowledge and challenge choices when arranging, orchestrating, improvising, and using technology to develop musical compositions.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

# 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

1. Perform music accurately and expressively demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale

**Evidence Outcomes**

**Students can:**

- a. Incorporate all musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, diction (vocal), and phrasing (DOK 1-3)
- b. Demonstrate advanced techniques (DOK 1-2)
- c. Interpret nontraditional notation symbols (DOK 1-2)
- d. Select appropriate literature for performance (for solo or small ensemble) (DOK 1-3)
- e. Describe and defend interpretive judgments (DOK 1-4)
- f. Explain how self-evaluation has strengthened the performance during the course of preparation (DOK 3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Does musical expression have a language?
2. Why is it important to perform in all genres of music?
3. How would an event in history impact use of expressive musical elements of the time?
4. Why do Asian, African, Native American, Middle Eastern, calypso, and American folk songs have different expressive qualities?
5. Why do performers need to evaluate themselves?

**Relevance and Application:**

1. Synthesizing several expressive musical elements into one performance gives listeners a rich, memorable, and unique experience.
2. Using music software, musicians can isolate, emphasize, and blend expressive elements in varying ways to change the message of the music to be interpreted in accordance with the musical expressions of varying cultures.
3. Using musical elements helps to interpret the message of the composer.
4. A musician conveys music using emotions and senses as a storyteller conveys a story.
5. Current technologies can be used to support and assist with performance, practice, and evaluation (such as recording performances for evaluating expression and technique).

**Nature of Music:**

1. Musicians believe the craft of music is enhanced through accuracy and expression, which aid in the emotional and intellectual link between the performer and the listener.

**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
- 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

2. Perform accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale

**Evidence Outcomes**

**Students can:**

- a. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, and phrasing (vocalists, pitches only) (DOK 1-2)
- b. Interpret nontraditional notation symbols (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why is sight reading important?
2. How does strong intonation, balance, blend, and phrasing enhance sight reading?
3. Why do nontraditional notation symbols exist?

**Relevance and Application:**

1. Sight reading enables musicians to access varying types of music without having to hear it first.
2. Sight reading allows musicians from all backgrounds to play together in impromptu acts of expression.
3. Music software enables a novice musician to sight-read more difficult arrangements of music through playing notes aloud for ear training.
4. When musicians read music from sight, they are using patterns just as mathematicians; scientists, and historians locate patterns to solve problems.

**Nature of Music:**

1. Musicians with the ability to sight-read are given diverse performing opportunities.

**Content Area: Music**

**Standard: 1. Expression of Music**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement</li><li>➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles</li></ul>
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**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**  
3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale

<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. Adjust tempo, dynamics, and expression, according to the conductor (DOK 1-3)</li><li>b. Adjust tempo, dynamics, and expression according to other members of the ensemble (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance?</li><li>2. How does an ensemble communicate?</li><li>3. Does it require more or less musicianship to perform in an ensemble?</li><li>4. How does culture play a role in the type of ensembles that are prevalent in society?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Engagement in collaboration through ensembles enhances perception and requires persistence in self-monitoring and decision making to work for the benefit of a common, societal goal.</li><li>2. Use of ensembles varies depending on the era and culture.</li><li>3. Software companies have begun to develop programs that adjust musical elements in real time as the performer adjusts in live performance.</li><li>4. Performers access a variety of instrumentations electronically versus hiring and practicing with many instrumentalists.</li></ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Ensembles foster collaboration as well as interdependent thought.</li></ul>

**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 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: High School – Performance Pathway**

**Concepts and skills students master:**

4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits

**Evidence Outcomes**

**Students can:**

- a. Identify all major and relative minor scales and arpeggios (DOK 1)
- b. Identify augmented or diminished triads, starting on any given pitch (DOK 1)
- c. Produce a characteristic tone (DOK 1-2)
- d. Demonstrate ability to identify music in other languages (vocal) (DOK 1)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why does each voice and instrument have its own timbre?
2. How does music communicate?
3. How does a general knowledge of tone and form apply to postsecondary pursuits?

**Relevance and Application:**

1. Everyone can perform and respond to music in meaningful ways such as speeches, electronic presentations, and live presentations.
2. Mastery of music performance skills can lead to success in other academic disciplines, social activities, mass media pursuits, and several other career pursuits.
3. The persistent study of music develops discipline and resiliency that extends into everyday life.
4. People can use electronic instruments as well as electronic and/or digital audio and video devices to create performances that entertain and communicate with an audience (such as using electronic keyboards or synthesizers, playing or singing with digital audio software to record performance).

**Nature of Music:**

1. Creating and performing music are forms of self-expression.

**Content Area: Music**

**Standard: 1. Expression of Music**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement</li><li>➤ 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</li></ul>
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**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**

1. Present music expressively using appropriate technology

<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. Present musical project based on the use of original or borrowed musical material, or environmental sounds from one or more sources, using one or more of the techniques of sequencing, mixing, overdubbing, and layering (DOK 1-4)</li><li>b. Articulate further learning opportunities for the above skills (DOK 1-2)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does pirating music effect composers’ lives?</li><li>2. Why would one perform music from cultures other than their own?</li><li>3. What is the importance of performing music from different historical periods, cultures, and traditions?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Understanding multiple career pathways through music allows for one to apply their creative skills to many future vocations in the 21<sup>st</sup> century workforce.</li><li>2. The use of appropriate technology provides opportunities for meaningful musical experiences and expression by individuals who may not be skilled performers in a more traditional manner.</li><li>3. Using available technology methods such as music software, computer assisted learning, and/or long distance allow ones’ learning to go beyond basic classroom mastery of skills to explore and expand one’s expression of musicality and potential career opportunities.</li></ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Engaging in the study of music develops one’s ability to think and work interdependently.</li></ul>

**Content Area: Music**

**Standard: 1. Expression of Music**

**Prepared Graduates:**

- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**

- 2. Demonstrate informed participation in music-making activities

**Evidence Outcomes**

**Students can:**

- a. Actively participate in music making by singing or playing instruments through the medium of a “garage band,” cultural or religious musical group, family get-together, community ensemble, classroom inter-disciplinary group project, individual music-making effort, music-technology-based project or similar effort (DOK 1-3)
- b. Articulate the benefits of participation in music-related activities (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. When looking at the community, how, when, and why is music used?
- 2. How does society benefit from individuals participating in musical activities?

**Relevance and Application:**

- 1. Knowing how music affects human emotion, people can program appropriate musical genres for appropriate settings.
- 2. Understanding how composers earn money for their compositions leads to respect for copyright laws.
- 3. Exploring copyright alternatives for granting or receiving limited rights to share and/or adapt works gives solutions to copyright concerns.
- 4. Describing how various art forms and cultural resources preserve cultural heritage and influence contemporary art illustrates the interdisciplinary connections between music and other art forms.
- 5. Promoting technology-based projects can incorporate diversity of interests and musical abilities, and connect with the community at large.

**Nature of Music:**

- 1. Self-expression is embodied in personal musical choices and musical endeavors.
- 2. Participating in musical activities develops the ability to gather input through all the senses.

## 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

**Content Area: Music**  
**Standard: 2. Creation of Music**

**Prepared Graduates:**

- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

1. Improvise a stylistically appropriate vocal or instrumental solo over a given pattern of harmonic progressions

<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. Play and/or sing individually or in ensembles, employing appropriate harmonic and non-harmonic tones in relationship to chords (DOK 1-3)</li> <li>b. Play in rhythmically appropriate style (such as swing eighth notes if playing bebop style) (DOK 1-3)</li> <li>c. Play extended cohesive musical ideas, not fragments, paced and shaped appropriately according to length of given solo (DOK 1-4)</li> <li>d. Vary musical material when re-approaching same harmonic progressions (improvises rather than composes) (DOK 2-4)</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the meaning of “stylistically appropriate”?</li> <li>2. How do jazz musicians learn to choose pitches that are integrated into harmonic configurations?</li> <li>3. How does a performer develop a sense of what is appropriate in terms of rhythm, pitch, and style?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Spontaneously creating music within various styles allows performers and composers to be relevant to a variety of audiences in a variety of settings.</li> <li>2. Understanding composers from different eras allows students to create music in multiple genres, thereby improving their understanding of relevant history.</li> <li>3. Composing in various genres allows students to realize the historical and cultural significance of music.</li> <li>4. Accessing recordings and Internet sources of historically authentic performances gives students a unique perspective and basis for comparison of today’s culture.</li> <li>5. Using music software to support or enhance vocal and instrumental improvisation in various styles and harmonic progressions provides opportunities for musical experiences outside the classroom.</li> <li>6. Demonstrating adaptability by changing strategies when necessary to achieve success transfers to critical abilities in other disciplines and life pursuits.</li> </ol>
	<p><b>Nature of Music:</b></p> <ol style="list-style-type: none"> <li>1. Musical improvisation provides for increased freedom of expression, exploration in multiple genres of music, encourages creativity, and improves self-confidence.</li> </ol>

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

2. Compose complex music in several distinct styles

**Evidence Outcomes**

**Students can:**

- a. Compose music incorporating appropriate voicing and ranges (DOK 3-4)
- b. Use a variety of sounds, notational, and technological sources to compose music (DOK 3-4)
- c. Notate original musical ideas using traditional notation with a variety of clefs (DOK 1-3)
- d. Notate original musical ideas using nontraditional notation, as appropriate (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is important to understand traditional notation when composing music?
- 2. How does the element of style affect choices of sounds, voicings, etc.?

**Relevance and Application:**

- 1. The ability to create music provides a medium for meaningful self-expression.
- 2. Understanding the use of traditional notation allows the preservation of original musical ideas for others to use.
- 3. Understanding how composers make their livelihood leads to respect for copyright laws.
- 4. Understanding how music applies to a variety of careers enables students to consider nontraditional pathways.
- 5. Using current technologies expands the possibilities for working with sound and making creative musical decisions.

**Nature of Music:**

- 1. Musical composition adds to the existing body of artistic works, provides for preservation of unique ideas, and may be used as a means of expression.

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

3. Arrange selections for voices or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music

**Evidence Outcomes**

**Students can:**

- Arrange music incorporating appropriate voicing and ranges (DOK 1-3)
- Use a variety of sound, notational, and technological sources to arrange music (DOK 1-3)
- Notate arranged musical ideas using traditional notation with a variety of clefs (DOK 1-3)
- Notate arranged musical ideas using nontraditional notation, as appropriate (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Why is it necessary to understand instrumentation and voicing when arranging music?
- How is an understanding of traditional notation important to arranging music?
- How can one devise their own means of notating sound for others to use?

**Relevance and Application:**

- Recognizing and manipulating timbre and combinations of sounds allows one to arrange music for a variety of settings and purposes.
- Comparing an arrangement with the original work develops awareness of how music is used to affect mood and action within society (advertising, patriotism, etc.).
- Using timbres and combinations of sounds that are used in the music of a specific culture leads to increased awareness of that culture and circumstances surrounding the development of its music.
- Changing musical elements within music by using various software programs provides a means by which one can manipulate the character or mood of the original work and demonstrate originality and inventiveness in work.

**Nature of Music:**

- Musicians have an infinite number of choices with regard to combinations of musical elements, all of which have a perceivable affect on the resulting character of the musical product.

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**

1. Extended improvisation over varied harmonic progressions

**Evidence Outcomes**

**Students can:**

- a. Improvise a rudimentary instrumental solo over harmonic progressions. (DOK 2-3)
- b. Improvise a rudimentary vocal solo over a harmonic progressions (DOK 2-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why is the skill of improvisation desirable to a musician?
2. How do musicians learn to choose pitches (and rhythms) that are appropriate for a given harmonic progression?

**Relevance and Application:**

1. The ability to improvise a melody over a harmonic progression using technology as a tool allows one to experiment with their ideas in a non-performance setting.
2. The freedom to experiment with improvisation provides for a wide variety of musical possibilities, making each experience unique and relevant to the user.
3. Improvisation provides a means of musical expression and experimentation that is not dependent upon a requisite level of technical skill.
4. Contemporary music relies on improvisation and manipulation of basic harmonic progressions to deliver a “fresh” sound to the consumer.
5. Technology allows performers of all musical skill levels to improvise using voice or instrumental modalities to create original works as a means of personal or group expression.

**Nature of Music:**

1. Musical improvisation is relevant to other disciplines as well as in everyday life; a means of problem-solving.

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**

- 3. Create original music, or arrange the music of others, using appropriate technology

**Evidence Outcomes**

**Students can:**

- a. Create a musical product using original or borrowed musical material, electronic sounds or environmental sounds from one or more sources (DOK 2-4)
- b. Use one or more of the techniques of sequencing, mixing, overdubbing, and layering (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is it important to understand the basic elements of music (rhythm, tone color) when composing using technology-assisted programs?
- 2. How does a working knowledge of standard music notation enhance the ability to create original music when using technology as a tool?
- 3. Should contemporary musicians be allowed to use new arrangements of existing music to sell their own music? Why or why not?

**Relevance and Application:**

- 1. The use of appropriate technology allows opportunities for creative personal expression by all individuals regardless of musical skill and knowledge level.
- 2. Technology that may be used as a tool for musical expression is widely available, is relatively simple to learn, and expands the opportunities for working with sound.
- 3. Music created in this manner may be used to enhance the relevance and effectiveness of work in other disciplines (such as literature, visual art, and public speaking)
- 4. The problem-solving and invention skills used to create original works or new arrangements can be transferred to other real-world applications such as but not limited to graphic design, highway engineering, software game design, and political initiatives.

**Nature of Music:**

- 1. Musical technology makes it possible for anyone to participate in musical expression without the necessity of involvement in formal performance activities.

# 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

**Content Area: Music**

**Standard: 3. Theory of Music**

<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>
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**Grade Level Expectation: High School – Performance Pathway**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Interpretation of notated of musical elements and ideas</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify musical elements in written form (DOK 1)</li><li>b. Describe the uses of elements of music and expressive devices with appropriate musical vocabulary (DOK 1-2)</li></ul>
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<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important to understand the different transpositions for various instruments (such as Bb, Eb, C, etc.)?</li><li>2. Why is it important to understand varied orchestrations in diverse repertoire?</li><li>3. How can mathematical proofs be related to music?</li><li>4. Why is it important to know the timbre of each voice and instrument?</li></ul>
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<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Being able to transpose allows one to rehearse and perform with other instrumentations.</li><li>2. Music technology, such as music notation and sequencing software or interactive music websites, can be used to analyze and produce music notation.</li><li>3. Ability to compare and contrast aural examples from various cultures leads to discernment of the unique qualities of the culture.</li><li>4. Utilizing accurate musical vocabulary allows people to communicate using the language of music.</li></ul>
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<b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Musical sound is organized through the use of musical symbols.</li><li>2. Musical understanding requires gathering data through different senses.</li></ul>
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**Content Area: Music**

**Standard: 3. Theory of Music**

<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>
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**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**  
2. Classification by genre, style, historical period, or culture

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification (such as rock, jazz, classical) (DOK 1-2)
- b. Classify and describe unfamiliar but representative aural examples of music from a given musical style and explain the reasoning for the classification (classical or baroque, bebop or swing) (DOK 1-2)
- c. Classify and describe unfamiliar but representative aural examples of music from a given musical/historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock) (DOK 1-2)
- d. Classify and describe unfamiliar but representative aural examples of music from a given culture and explain the reasoning for the classification (Indonesian Gamelan or Japanese Koto) (DOK 1-2)

**Inquiry Questions:**

- 1. Why should people examine music from cultures other than their own?
- 2. Why do some cultures not have a word in their native language for music?
- 3. How can we come to understand the connections of music and society?
- 4. How does music impact the video and film world?

**Relevance and Application:**

- 1. Historically significant events have an impact on current and future music.
- 2. An understanding of distinguishing characteristics of musical genre allows people to articulate why diversity in music is important.
- 3. The Internet provides access to various genres and styles of music as well as music from different historical periods and cultures.

**Nature of Music:**

- 1. The unique uses of musical elements are the determining factors for the cultural and historical origins of a given musical work.

**Content Area: Music**

**Standard: 3. Theory of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

3. Evaluation of music using critical, informed analysis

**Evidence Outcomes**

**Students can:**

- a. Identify basic elements of written examples of music using appropriate musical vocabulary (DOK 1)
- b. Apply specific criteria from similar or exemplary models in evaluating music of compositions, arrangements, and improvisations (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does one develop the skills to analyze, assess, and evaluate music?
- 2. What determines someone’s criteria when evaluating music?
- 3. How is personal preference for music developed?

**Relevance and Application:**

- 1. Being able to describe and analyze music gives one a more in-depth understanding of music as a whole.
- 2. Evaluating compositions enables one to become a better performer.
- 3. Using appropriate vocabulary helps one successfully participate in various performance activities.
- 4. Comparing an original work of music with an arrangement of the same piece identifies ways to critique music just as comparisons of adapted works of art, political speeches, or athletic performances are used to critique in society.

**Nature of Music:**

- 1. Musical knowledge is broadened through an informed viewpoint. Music evaluation requires a developed understanding of music.

**Content Area: Music**

**Standard: 3. Theory of Music**

**Prepared Graduates:**

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**

1. Discernment of musical elements

**Evidence Outcomes**

**Students can:**

- a. Describe at a basic level aural examples of a varied repertoire of music by describing the uses of elements of music and expressive devices with appropriate musical vocabulary (DOK 1-2)
- b. Identify basic elements of written examples of music using appropriate musical vocabulary (DOK 1)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do musical elements differ in music from various cultures?
2. Why is it important to be able to discriminate musical elements when listening to various repertoires?
3. How can people learn to understand the use of the different elements of music?

**Relevance and Application:**

1. The ability to compare and contrast the important musical elements from various cultures allows people to understand the importance music plays in a particular culture.
2. Digital technology can be used to hear musical compositions and allow one to identify and describe the musical elements in the compositions.
3. Understanding how the elements of music affect the musical message helps people to discern how music is used to influence society.
4. Using accurate musical vocabulary allows people to communicate clearly about music.

**Nature of Music:**

1. All music uses the same elements but in different ways.
2. Knowing the elements of music helps people to understand music.

## Content Area: Music

### Standard: 3. Theory of Music

#### Prepared Graduates:

- 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

### Grade Level Expectation: High School – Generalist Pathway

#### Concepts and skills students master:

2. Classification by genre, style, historical period or culture

#### Evidence Outcomes

##### Students can:

- Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification (rock, jazz, classical) (DOK 1-2)
- Classify and describe unfamiliar but representative aural examples of music from a given musical style and explain the reasoning for the classification (classical or baroque, bebop or swing) (DOK 1-2)
- Classify and describe unfamiliar but representative aural examples of music from a given musical or historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock) (DOK 1-2)
- Classify and describe unfamiliar but representative aural examples of music from a given culture and explain the reasoning for the classification (Indonesian Gamelan or Japanese Koto) (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- Why should people examine music from cultures other than their own?
- What is the importance of examining music from different historical periods, cultures and traditions?
- How, when, and why is music used in the community?

##### Relevance and Application:

- Historically significant events have an impact on current and future music.
- Understanding distinguishing characteristics of musical genre allows one to articulate why diversity in music is important.
- The Internet provides access to various genres and styles of music as well as music from different historical periods and cultures and situates music in a cultural context.
- Identifying the cultural characteristics of music aids in identifying and understanding different cultures.

##### Nature of Music:

- Music is unique to function, nationality, culture, time, and other factors, but use the same elements.

## 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

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

1. Practice of appropriate behavior in cultural activities

**Evidence Outcomes**

**Students can:**

- a. Demonstrate respect for the music preferences of others (DOK 1-2)
- b. Articulate and demonstrate appropriate audience behavior in various kinds of musical performance and music-related events (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What is the importance of performing music from different historical periods, cultures, and traditions?
2. How does gaining and applying knowledge of appropriate behavior as an audience member enhance the concert experience for an individual and for others?

**Relevance and Application:**

1. Historically significant events impact music during the time period and future.
2. Understanding music of different cultures helps people understand the culture as a whole.
3. Understanding that technology may or may not be used in different cultural contexts gives insight to a culture’s belief in the function of music and the quality of a natural versus technologically enhanced performance.

**Nature of Music:**

1. Musical activities pertinent to a given culture are illustrative of the people of that culture.
2. Giving attention to and demonstrating respect for those musical activities promote understanding between individuals and ethnicities.

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

<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>
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**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**  
2. Evaluation of the quality and effectiveness of musical performances

<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. Apply specific criteria from similar or exemplary models in evaluating music by others or themselves (DOK 1-4)</li><li>b. Read and understand professional critiques of musical works and performances (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How will evaluating performances help someone become a better musician?</li><li>2. What qualifies a specific performance as exemplary?</li><li>3. What makes one performance effective over another?</li><li>4. What is the relationship between musical criticism and composers/performers?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using audio or video recordings to critique a musical performance and compare it with an existing professional review of the same performance builds understanding of artistic license and exemplary components of a performance.</li><li>2. Reviewing individual progress in the preparation of a performance selection over the full course of the rehearsal cycle, using digital recording technology to make periodic recordings, and making reflective written review of each recording toward improvement of performance reinforce the cyclical nature of critique and evaluation.</li><li>3. Participating in musical assessment exchanges, in which individuals partner with others to exchange reviews of music works in progress, to improve performance provides development of interpersonal skills required to make and accept criticism effectively.</li></ul> <b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Musical performance skills are improved through the ability to critically evaluate performances.</li><li>2. Performing musicians progress and improve through reflective review.</li></ul>

## Content Area: Music

### Standard: 4. Aesthetic Valuation of Music

#### Prepared Graduates:

- 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
- 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

### Grade Level Expectation: High School – Performance Pathway

#### Concepts and skills students master:

#### 3. Development of criteria-based aesthetic judgment of the artistic process and products in music

#### Evidence Outcomes

##### Students can:

- a. Develop criteria for making informed aesthetic (personal) judgments about music (DOK 1-3)
- b. Make and defend informed aesthetic (personal) judgments based on the criteria developed (DOK 1-4)
- c. Discuss, with some understanding, the ideas of aesthetic qualities and aesthetic appreciation (DOK 1-3)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is it important to cite specific musical details when making judgments about a piece of music?
2. What kind of personal viewpoints or concerns might prevent an objective aesthetic evaluation of a musical work or performance?
3. Art philosophers argue the difference between the qualities and value of original works of visual art and forgeries or the same works. What issues might be similar in music?
4. Is all music (and art) beautiful?

##### Relevance and Application:

1. The ability to aesthetically critique music provides a more in-depth understanding of cultural traditions and exemplary works.
2. Reviewing and discussing the ideas that early philosophers like Plato and Aristotle had about the aesthetics of music provide historical and philosophical perspectives on the aesthetics of music.
3. Exploring the place of process, product, and aesthetic content in music creation and performance enhances people's understanding of the meaning of music and its relationship to meaning in life.

##### Nature of Music:

1. Musicians possess the ability to develop and defend opinions about personal musical choices because it is essential to success in musical careers.
2. While many of the basic arguments about the nature of art and beauty began many centuries ago and are still unresolved, it still expands people's understanding of music and the arts to think about these issues.

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Performance Pathway**

**Concepts and skills students master:**

- 4. Knowledge of available musical opportunities for continued musical growth and professional development

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Articulate pathways to further musical education including but not limited to higher education, music production, music business, song-writing, community institutions, music-making with others (interpersonal/friends), personal music-making, and music in everyday life (DOK 1-2)</li><li>b. Articulate career pathways that encourage musical and artistic qualities for success (DOK 1-2)</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. When looking at the community, how, when, and why is music used?</li><li>2. How does pirating music affect composers' lives?</li><li>3. What kinds of opportunities are available for amateur music-making in American community life?</li><li>4. What kinds of people are involved in various kinds of community music efforts?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Knowing how music affects human emotion, people can program appropriate musical genres for appropriate settings.</li><li>2. Understanding how composers earn money for their compositions leads to respect for copyright laws</li><li>3. Examining the music industry and career pathways that support music performance, music media, and education provides an understanding of the variety of career opportunities available through music.</li></ul>
	<p><b>Nature of Music:</b></p> <ul style="list-style-type: none"><li>1. Music can provide lifelong learning experiences, enriching lives as an avocation.</li><li>2. Music offers many nonperformance and non-instructional careers.</li></ul>

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><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>
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**Grade Level Expectation: High School – Generalist Pathway**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Practice of appropriate behavior during cultural activities</li></ul>
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<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. Demonstrate respect for the music preferences of others (DOK 1-2)</li><li>b. Demonstrate appropriate audience behavior in various kinds of musical performance and music-related events (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important for people to recognize differences between music of various cultures?</li><li>2. How does gaining and applying knowledge of appropriate behavior as an audience member enhance the concert experience for an individual and for others?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Historically significant events impact music and influence future musical events.</li><li>2. Understanding music of different cultures helps people understand the culture as a whole.</li><li>3. Comparing appropriate behavioral expectations for music events in various kinds of music genres and social and cultural situations creates a musically literate audience.</li></ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. The universal nature of music encourages respect for and brings to light commonalities between various cultures.</li><li>2. Music of the past provides insights into the events, people, and circumstances responsible for shaping history.</li></ul>

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

**Prepared Graduates:**

- 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

**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**

- 2. Knowledge of available musical opportunities for continued musical growth and professional development

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Articulate pathways to further musical education including but not limited to higher education, music production, music business, song-writing, community institutions, music-making with others (interpersonal/friends), personal music-making, and music in everyday life (DOK 1-2)</li><li>b. Articulate career pathways that encourage musical and artistic qualities for success (DOK 1-2)</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. When looking at the community, how, when, and why is music used?</li><li>2. What kinds of opportunities are available for amateur music-making in American community life?</li><li>3. What kinds of people are involved in various kinds of community music efforts?</li><li>4. How does pirating music affect composers’ lives?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Knowing how music affects human emotion, people can program appropriate musical genres for appropriate settings.</li><li>2. Understanding how composers earn money for their compositions leads to respect for copyright laws.</li><li>3. Examining the music industry and career pathways that support music performance, music media, and education provides an understanding of the variety of career opportunities available through music.</li></ul>
	<p><b>Nature of Music:</b></p> <ul style="list-style-type: none"><li>1. Music can provide lifelong learning experiences, enriching lives as an avocation.</li><li>2. Music offers many nonperformance and non-instructional careers.</li></ul>

## Content Area: Music

### Standard: 4. Aesthetic Valuation of Music

#### Prepared Graduates:

- 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
- 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

### Grade Level Expectation: High School – Generalist Pathway

#### Concepts and skills students master:

#### 3. Development of criteria-based aesthetic judgment of the artistic process and products in music

#### Evidence Outcomes

##### Students can:

- a. Develop criteria for making informed aesthetic (personal) judgments about music (DOK 1-3)
- b. Make and defend informed aesthetic (personal) judgments based on the criteria developed (DOK 1-4)
- c. Discuss, with some basic understanding, the ideas of aesthetic qualities and aesthetic appreciation (DOK 1-3)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is it important to cite specific musical details when making judgments about a piece of music?
2. How can using specific criteria when making music choices improve the listening experience?
3. How has music impacted the course of events in history?
4. What are the criteria for qualifying as a work of musical art?
5. What elements of visual art might be correlated to musical qualities of form, texture, voicing/instrumentation, emotional intensity, and mode?

##### Relevance and Application:

1. Informed judgments of music preserve cultural tradition and exemplary works.
2. Discussing and thinking about the concepts of beauty in the object versus beauty in the eye of the beholder leads to a basic understanding of the meaning of aesthetics.
3. Attending a live performance and comparing it with a recorded version of the performance provide an understanding of the differences in musical elements between a digitized musical experience and a live musical experience.

##### Nature of Music:

1. Musicians possess the ability to develop and defend opinions about personal musical choices because it is essential to success in musical careers.
2. While many of the basic arguments about the nature of art and beauty began many centuries ago and are still unresolved, it still expands people's understanding of music and the arts to think about these issues.

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

<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></ul>
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**Grade Level Expectation: High School – Generalist Pathway**

**Concepts and skills students master:**  
4. Informed judgments 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> <ul style="list-style-type: none"><li>a. Demonstrate an awareness of artistic choices involved in the musical process (DOK 1-3)</li><li>b. Use specific criteria when judging the relative quality of musical performances (DOK 1-3)</li><li>c. Describe characteristics that make a composition or performance a work of art (DOK 1-3)</li><li>d. Make and articulate evaluations and aesthetic judgments of musical works and performances in the basic language of music criticism (DOK 1-4)</li><li>e. Combine evaluation and personal preference in making informed individual choices about music selection and participation (DOK 1-3)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What specific criteria are evaluated when judging a musical performance?</li><li>2. What makes one performance of better quality than another?</li><li>3. What would be the impact on music if judgments were not made?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Researching musical selections that have been identified as works of art provides insight to long-term selection criteria and the impact of societal norms.</li><li>2. Examining a work that has been identified as significant in any genre will provide ways to describe the characteristics that contribute to its significance.</li><li>3. The entertainment industry creates musical talent shows, music-based television shows, and broadcasts of performances based on select criteria that rely on broad-based audience appeal to improve viewership ratings, which can convey a narrow view of a society’s musical culture.</li></ul> <b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Increased understanding of what constitutes artistic merit as well as characteristics of quality in music provide for better choices as a performer and consumer.</li></ul>

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