

# A Guide to the Colorado Academic Standards



## Music

Ensemble  
(Band, Choir, or Orchestra)  
High School

### Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for high school music education and offers some possible learning experiences students may engage in during this time.

### Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

### Music Education for High Schools (9-12)

#### Ensembles

Music ensembles in the high school music standards focus on a range of specific musical knowledge from beginning levels to more refined/adept levels of knowledge (Generalist and Performance Pathways). Students participate in classes that might include, but not limited to, band, choir, orchestra, or more specialized ensembles such as jazz band, marching band, and/or show choir. In each high school grade, students learn various musical styles and genres appropriate to their instrument, examine the language of music through identifying and writing music notation, consider musical composition processes, create their own music through composition and improvisation, expand their ability to describe personal musical preferences, and strengthen their ability to constructively critique the music of others.

### Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, [Gates\\_k@cde.state.co.us](mailto:Gates_k@cde.state.co.us)



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everychild. onevoice.

# At the end of High School, students can...



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[www.cde.state.co.us](http://www.cde.state.co.us)



[www.copta.org](http://www.copta.org)

The Colorado Academic Standards in Music are organized by elements of the Creative Process:  
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

## Music Education Learning Expectations for High School Band, Choir, or Orchestra

### Expression of Music (Perform/Present)

Perform music that follows music symbols, tempo markings, expression markings while maintaining consistent tone quality, balance, blend, diction (vocal), and phrasing; respond to cues from a conductor or leader; select appropriate music for skill level and instrument; sight-read at an appropriate difficulty level; perform with confidence and following required criteria.

### Creation of Music (Create)

Demonstrate improvisation (inventive changes to musical phrases) by performing extended, connected musical ideas individually or in a group appropriate to the style or genre of the music; explore ways to write original music using current technology and a variety of clefs.

### Theory of Music (Know/Comprehend)

Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding and classification of genres to unfamiliar music; evaluate music to organize different types of music.

### Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Demonstrate the ability to determine criteria, including specific musical terminology, which would be used to identify music from a variety of genres and cultures; explain reasoning for personal musical preferences, including how images, feelings, and emotions are expressed in particular musical pieces.

## Throughout High School Band, Choir, or Orchestra, you may find students successfully applying the elements of the creative process by...

- Singing in large choirs or small vocal ensembles within a specific voice type (soprano, alto, tenor, bass) and/or playing various instruments; demonstrating performance techniques expressively while exploring different musical styles (patriotic, classical, jazz); following a leader or conductor; reading a piece for the first time and executing what is written (sight reading).
- Experimenting with making inventive changes to a musical phrase alone or in a group in a variety of musical styles; writing and/or arranging pieces of music using appropriate technology for instruments and/or voices in a variety of styles.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing a variety of music they play or sing including a variety of meters (time signatures), major and minor tonalities, clefs (itches), appropriate dynamics (loud/soft), and tempo markings (fast/slow); classifying music by sound into appropriate genres, styles, historical periods, or cultures.
- Discussing and demonstrating appropriate behavior when attending musical event; analyzing/evaluating their own musical performances based on a set of self-developed criteria including specific music terminology; connecting current musical experiences to career opportunities in music.