



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



## Music

Ensemble (Jazz Band)  
High School



**COLORADO**  
Department of Education

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

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[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 Jazz Band

### Expression of Music (Perform/Present)

Perform music in a group or alone following all music symbols, tempo markings, expression markings while maintaining consistent tone quality, balance, blend, and phrasing; respond to cues from a conductor or leader; select appropriate music for skill level and instrument; read a piece of music for the first time (sight reading) at an appropriate difficulty level; present a musical performance and/or project 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 being performed (blues, jazz); explore ways to write original music in a variety of clefs (itches of written notes)

### Theory of Music (Know/Comprehend)

Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument; apply understanding and classification of genres to unfamiliar examples (dixieland, bebop, cool jazz, jazz fusion), including classifications based on historical periods; evaluate music using appropriate criteria.

### 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 how images, feelings, and emotions are expressed in particular musical pieces.

## Throughout a Jazz Band course, you may find students successfully applying the elements of the creative process by...

- Playing various instruments demonstrating a variety of performance techniques expressively while exploring different musical styles within the jazz genre; following a leader or conductor; reading a piece for the first time and executing what is written (sight reading); performing music through the use of technology software programs.
- Experimenting with melodic and rhythmic improvisations (inventive changes to musical phrases); writing and/or arranging pieces of music using appropriate technology following jazz specific patterns/structures.
- 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), dynamics (loud/soft), tempo markings (fast/slow); classifying music into styles and periods; evaluating music using appropriate musical vocabulary.
- Discussing and demonstrating appropriate behavior when attending musical events; analyzing/evaluating their own musical performances based on a set of self-developed criteria including specific music terminology; connecting current musical experiences to post-secondary opportunities in music.