





# At the end of Eighth Grade, students can...



Music

Eighth Grade



COLORADO  
Department of Education

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

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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 Eighth Grade

### Expression of Music (Perform/Present)

Perform accurately and expressively more complex music while following the cues of a leader or conductor; perform music with notes from the major and/or minor scales in unison or four parts; perform cues for tempo, phrasing, and expression; perform appropriate difficulty level of music during an initial reading (sight reading).

### Creation of Music (Create)

Explore ways to write music that includes both rhythmic and melodic elements using current technology; demonstrate improvisation on an instrument or by singing; arrange music vocally or instrumentally from known musical compositions.

### 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 through use of appropriate music terminology of rhythmic structures (note values), meter (time signature), clef (itches) for their voice or instrument, expressive elements (loud/soft, fast/slow), form (organization of the music) and chord analysis.

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

Apply criteria of informed musical vocabulary to evaluate musical performances; describe, using appropriate musical vocabulary, the way music is enjoyed across societal backgrounds and cultural traditions; articulate the use of instruments and voices in various types of American music ensembles.

## Throughout the Eighth Grade, 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 instruments expressively while exploring different musical styles (American, classical, jazz, rock, art songs); following a leader or conductor; accurately singing and playing music they read for the first time (sight reading) at appropriate difficulty level.
- Writing a short musical phrase combining text, melodic and rhythmic structures with accompaniment using a music software composition program; practicing improvisation by repeating a phrase differently; creating a new melody or harmony element to adapt a learned piece of music.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing more complex musical notation appropriate to their voice or instrument; analyzing and identifying chords and the form found in the music being performed.
- Evaluating musical performances based on a set of self-developed criteria; connecting their own musical preferences to a variety musical genres based upon particular musical elements within and across cultures; identifying instruments that can be found in an orchestra or jazz band; identifying the importance of particular vocal and/or instrumental ensembles to social and cultural music history and their impact on traditions.