

A Guide to the Colorado Academic Standards



Music

Ensemble (Marching Band)
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



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



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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 Marching Band in High Schools

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 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 (patriotic, popular); explore ways to write original music (traditional or non-traditional) using current technology in a variety of clefs (itches of written notes).

Theory of Music (Know/Comprehend)

Apply knowledge about the language of music by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding and classification of genres to unfamiliar music, including classifications based on historical periods and a variety of cultures; 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 reasoning for personal musical preferences, including how images, feelings, and emotions are expressed in particular musical pieces.

Throughout Marching Band, you may find students successfully applying the elements of the creative process by...

- Playing various instruments; demonstrating advanced performing techniques while exploring different musical styles (patriotic, marches, jazz) while marching; 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 in a variety of styles and notation options.
- Demonstrating comprehension of music notation by reading, performing, and analyzing music appropriate to their instrument including time signatures, major and minor tonalities, pitches, loudness, tempo, and articulations (connected/detached); classifying music into genres, styles, and cultures; evaluating music using appropriate musical vocabulary.
- Displaying appropriate behavior when attending musical events; evaluating their own performances based on self-developed criteria; connecting musical experiences to career opportunities in music.