

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



Music

Piano or Guitar
High School



COLORADO
Department of Education

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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 High School Piano or Guitar Courses

Expression of Music (Perform/Present)

Present music compositions by singing or playing instruments in a variety of ways.

Creation of Music (Create)

Explore ways to improvise vocal or instrumental music using current technology that includes appropriate accompaniments (playing along to a melody); demonstrate musical compositions using original or borrowed musical sounds and sources; explore ways to sequence, mix, overdub, or layer sounds (varied techniques found within music mixing/recording software).

Theory of Music (Know/Comprehend)

Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to their instrument; apply understanding and classification of genres to unfamiliar examples (rock, jazz, classical), including classifications based on historical periods and a variety of cultures.

Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Develop criteria to make informed musical judgments and to respect the preferences of others; use accurate music vocabulary to describe different aesthetic qualities and impressions of music; articulate a variety of ways to engage with music as a career or hobby.

Throughout a Piano or Guitar course, you may find students successfully applying the elements of the creative process by...

- Presenting music in class by performing or using technology that includes their own original music melody/harmony or borrowed musical material from popular songs and adapting them in some way; participating in music-making activities ("a garage band", cultural or religious musical group, family get-together, community ensemble, classroom interdisciplinary group project, individual music-making effort, music-technology-based project).
- Improvising solos over appropriate harmonic progressions (chords); creating musical projects that include original or borrowed sounds that may include sequencing, mixing, overdubbing, and layering.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing basic musical notation; describing music examples using appropriate music vocabulary from genres that include but are not limited to classical, jazz, and rock.
- Evaluating musical performances based on a set of self-developed criteria; connecting their own musical preferences to a variety of musical genres; describing ways to be an audience for in a variety of musical settings; connecting current musical experiences to post-secondary opportunities in music.