

Music

Colorado Sample Graduation Competencies and Evidence Outcomes

Music Graduation Competency 1

Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement

Elementary School

- a. Perform vocal and/or instrumental rounds, using movement, and speech (DOK 1-3).
- b. Respond to the conductor for expressive qualities (DOK 1-3).
- c. Demonstrate proper care of voice and instruments (DOK 1-2).
- d. Play and sing notated melodies with attention to pitch, rhythm, and expressive qualities in multiple modes.
- e. Perform patterns that include simple and complex rhythms (DOK 1-2).
- f. Perform I-IV-V chords (DOK 1-2).

Middle School

- a. Sing or play at a minimum of CAS level 2 (see appendices).
- b. Respond to conductor's cues for expressive qualities (DOK 1-3).
- c. Incorporate musical symbols, tempo, expressive, and technical indications maintaining consistent tone, balance, blend, diction (vocal), and phrasing (DOK 1-3).
- d. Demonstrate the ability to individually adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form) during ensemble performances (DOK 1-3).
- e. Play or sing major and minor scales at least one octave in keys relative to their instrument/voice and understand relationships between major and minor (DOK 1-2).
- f. Perform music literature that contains a variety of modes (DOK 1-2).
- g. Sight-read, observing musical symbols, tempo, expression, and technical indications (DOK 1-2).

High School

- a. Present musical projects: incorporate various musical symbols, tempo, expression and technical indications, while maintaining consistent tone quality, intonation, balance, blend, diction, and phrasing based on the use of original or borrowed musical material, or environmental sounds from one or more sources, using technology when appropriate; (DOK 1-4).
- b. Actively participate in music making by: singing or playing instruments through a variety of contexts (a garage band, cultural or religious musical group, family get-together, community ensemble, classroom inter-disciplinary group project, individual music-making effort, music- technology-based project or similar effort).
- c. Individually adjust tempo, dynamics, and expression, according to the conductor or other members of the ensemble (DOK 1-3).
- d. Sight-read, observing musical symbols, tempo, expression indications and technical indications, while maintaining consistent tone quality, intonation, balance, blend, and phrasing (DOK 1-3).



Music Graduation Competency 2

Create and improvise music.

Elementary School

- a. Create an eight-measure melody using the treble staff (DOK 2-4).
- b. Create an eight measure rhythmic pattern using simple and complex rhythms.
- c. Improvise completion of a given rhythmic or melodic phrase (DOK 2-3).
- d. Improvise instrumentally and vocally using I-IV-V chords (DOK 2-3).

Middle School

- a. Create a melodic pattern of at least 12 measures; may utilize current technology (DOK 1-3).
- b. Create a harmonic pattern of at least 12 measures; may utilize current technology (DOK 1-3).
- c. Create a rhythmic pattern of at least 12 measures using simple and complex rhythms; may utilize current technology (DOK 1-3).
- d. Create a new arrangement of a section using an existing vocal or instrumental composition: may utilize current technology (DOK 2-3).
- e. Improvise a 12-bar solo instrumentally or vocally over a three-chord pattern. (DOK 2-3).

High School

- a. Create a musical composition or project incorporating appropriate voicing and ranges while using a variety of sounds, notational, and technological sources individually or in a group; may utilize current technology. (DOK 1-4).
- b. Improvise an instrumental or vocal solo over harmonic progressions. (DOK 1-4).



Music Graduation Competency 3

Read and employ the language and vocabulary of music and demonstrate melodic, harmonic, and rhythmic aural skills.

Elementary School

- a. Apply vocabulary for tempo, dynamics and articulation when describing music (DOK 1-2).
- b. Identify and demonstrate tempo, dynamics and articulation using movement, voice, and instruments (DOK 1-2).
- c. Visually identify line and space notes and notate pitches on the staff (DOK 1).
- d. Aurally and visually identify various instruments (DOK 1).
- e. Aurally identify vocal timbres (DOK 1).
- f. Identify and notate simple and complex rhythms (DOK 1-2).
- g. Notate eight-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3).
- h. Aurally and visually identify I, IV, V chords (DOK 1-3).
- i. Identify the use of accidentals (sharp, flat, and natural signs) (DOK 1-2).

Middle School

- a. Identify, notate and demonstrate simple and complex rhythms including rests, varied meters and expressive symbols (DOK 1-3).
- b. Describe, using a minimum of four markings (articulation, dynamic and tempo), when analyzing a musical example (DOK 1-2).
- c. Given prescribed criteria, identify the form of a composition (DOK 1-2).
- d. Read notes on a staff including ledger lines above or below the staff (DOK 1).
- e. Aurally identify chord progressions (DOK 1-2).
- f. Identify the position of whole and half steps in a major scale (DOK 1).

High School

- a. Identify and describe musical elements and expressive symbols in written form with appropriate musical vocabulary (DOK 1-2).
- b. Apply specific criteria to analyze music compositions, arrangements, and improvisations (DOK 1-3).
- c. Describe aural examples of a varied repertoire of music using elements of music and expressive symbols with appropriate musical vocabulary (DOK 1-2).



Music Graduation Competency 4

Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations

| Elementary School | Middle School | High School |
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| <ul style="list-style-type: none">a. Demonstrate respect for the music preferences of others (DOK 1-2).b. Demonstrate appropriate audience behavior in various kinds of musical performance and music-related events (DOK 1-3).c. Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works (DOK 1-4).d. Discuss the difference between preference for and quality of musical works (DOK 1-3).e. Identify and analyze differences in contrasting music selections (DOK 1-3).f. Explain how people in a particular culture use and respond to specific musical works from that culture (DOK 1-3).g. Describe the means used to evoke images, feelings and/or emotions in musical works from various cultures (DOK 1-3).h. Discuss criteria used to make evaluations of musical works and performances (DOK 1-3).i. Discuss elements of performance in observational and evaluative ways using appropriate music terminology (DOK 1-3). | <ul style="list-style-type: none">a. Demonstrate respect for the music preferences of others (DOK 1-2).b. Demonstrate appropriate audience behavior in various kinds of musical performance and music-related events (DOK 1-3).c. Develop and describe informed criteria for evaluating musical performances and compositions (DOK 1-3).d. Evaluate works from personal listening repertoire with advanced musical vocabulary (DOK 1-4).e. Describe various ways music is used and enjoyed in different historical and cultural traditions (DOK 1-2).f. Classify and describe various aural examples of music from a given musical genre, style, historical period, and/or culture and explain the reasoning for the classification (DOK 1-2).g. Identify and defend a personal listening repertoire representing various styles and cultures from a span of musical eras and time periods (DOK 1-4).h. Discuss the various vocal and instrumental functions of vocal and/or instrumental composition in various kinds of American musical ensembles (DOK 1-2).i. Describe the formation of various vocal and/or instrumental ensembles and the functions of the parts (sections) within the ensemble. | <ul style="list-style-type: none">a. Demonstrate respect for the music preferences of others (DOK 1-2).b. Demonstrate appropriate audience behavior in various kinds of musical performance and music-related events (DOK 1-3).c. Use specific criteria and music vocabulary when evaluating the quality of musical performances (DOK 1-4).d. Articulate career pathways and opportunities to further music for professional or personal music-making in everyday life. (higher education, music production, music business, song-writing, community institutions, music-making with others) (DOK 1-2).e. Discuss, develop and defend criteria for making informed aesthetic judgments (DOK 1-3).f. Demonstrate an awareness of artistic choices involved in the musical process (DOK 1-3).g. Describe characteristics that make a composition or performance a work of art (DOK 1-3).h. Classify and describe various aural examples of music from a given musical genre, style, historical period, and/or culture and explain the reasoning for the classification (DOK 1-2). |

