

# Music

## [27.320]

### STANDARD 1

**The competent music teacher possesses knowledge and skills in the use of the basic vocabulary of music.**

**Knowledge Indicators** - *The competent music teacher:*

- 1A. understands elements of music:
  - 1A1. rhythm - beat, meter, and rhythmic patterns;
  - 1A2. melody - melodic structure, intervals, and scales;
  - 1A3. harmony - chordal structure and progressions, texture, (tonal, atonal, modal);
  - 1A4. form - compositional forms and devices;
  - 1A5. tone color - vocal, instrumental, environmental, electronic, and ethnic.
- 1B. understands expressive qualities - dynamics, tempo, articulation, embellishments, and mood.
- 1C. understands musical notation - clefs, key and time signatures, note/rest values, expressive terms and symbols.
- 1D. understands styles and genres - historical and cultural/national.

**Performance Indicators** - *The competent music teacher:*

- 1E. defines the basic vocabulary of music.
- 1F. uses the symbols of musical notation to communicate musical sound.
- 1G. identifies examples of the vocabulary of music within the context of written and aural music.

### STANDARD 2

**The competent music teacher understands the processes and is able to apply the knowledge and skills necessary to create and perform music.**

**Knowledge Indicators** - *The competent music teacher:*

- 2A. understands creating music - composing, improvising, arranging, and orchestrating.
- 2B. understands performing music - vocal technique, instrumental technique, piano or other accompanying instruments, conducting, and performance practices.
- 2C. understands criteria for evaluating music performances and compositions.

**Performance Indicators** - *The competent music teacher:*

- 2D. performs music expressively and with technical accuracy through solo performance, small ensemble performance, and large ensemble performance.
- 2E. conducts small and large ensembles.
- 2F. devises and applies criteria using appropriate music vocabulary for evaluation of music performances and compositions.

## STANDARD 3

**The competent music teacher understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society.**

### **Knowledge Indicators - *The competent music teacher:***

- 3A. understands how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
- 3B. understands how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
- 3C. understands a variety of musical styles from various regions of the world.
- 3D. understands the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
- 3E. understands composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, and Modern).
- 3F. understands how music is expanding and developing based on new technologies and societal changes.
- 3G. understands how music functions in commercial applications (e.g., movies and commercials).
- 3H. understands careers and jobs in music.

### **Performance Indicators - *The competent music teacher:***

- 3I. analyzes how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
- 3J. analyzes how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
- 3K. identifies a variety of musical styles from various regions of the world.
- 3L. analyzes the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
- 3M. identifies composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, Modern).
- 3N. analyzes how music is expanding and developing based on new technologies and societal changes.
- 3O. analyzes how music functions in commercial applications (e.g., movies and commercials).
- 3P. identifies careers and jobs in music.

## STANDARD 4

**The competent music teacher is able to relate various types of music knowledge and skills within and across the arts.**

### **Knowledge Indicators - *The competent music teacher:***

- 4A. understands similarities and differences in the meaning of common terms used in the various arts.

- 4B. understands the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g., the science of vibrations and pitch, and the study of patterns and forms).
- 4C. understands the aesthetic principles of music.

**Performance Indicators - *The competent music teacher:***

- 4D. identifies similarities and differences in the meaning of common terms used in the various arts.
- 4E. identifies the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
- 4F. applies aesthetic principles of music within and across the arts.

## **STANDARD 5**

**The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of gifted students.**

**Knowledge Indicators - *The competent music teacher:***

- 5A. understands the rationales for music as a basic component of general education.
- 5B. understands teaching methods for elementary general music education (PreK-5).
- 5C. understands teaching methods for middle school/secondary choral music education. (6-12).
- 5D. understands teaching methods for middle school/secondary general music education (6-12).
- 5E. understands teaching methods for middle school/secondary instrumental music education (6-12).
- 5F. understands teaching methods for students with special educational needs.
- 5G. understands teaching methods for integrating music into other areas of the curriculum.
- 5H. understands characteristics of appropriate music education materials and literature for a variety of music education settings.
- 5I. understands characteristics of the developing human voice from early childhood to late adolescence.
- 5J. understands the characteristics of wind, string, and percussion instruments.
- 5K. understands the characteristics of rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
- 5L. understands the techniques of accompanying classroom and performing ensembles.
- 5M. understands types and characteristics of music technology appropriate for the school music program.
- 5N. understands techniques of composing (including improvisation), scoring, and arranging music appropriate for a variety of instruments and voices within the school music program.
- 5O. understands techniques of conducting appropriate to school performing ensembles.
- 5P. understands techniques for assessing students' aptitude and achievement appropriate to the school music program.

**Performance Indicators - *The competent music teacher:***

- 5Q. articulates a logical rationale for the role of music in the school curriculum.
- 5R. identifies and applies teaching methods for elementary general music education (PreK-5).
- 5S. identifies and applies teaching methods for middle school/secondary choral music education (6-12).
- 5T. identifies and applies teaching methods for middle school/secondary general music education (6-12).
- 5U. identifies and applies teaching methods for middle school/secondary instrumental music education (6-12).
- 5V. identifies and applies teaching methods for students with special educational needs.
- 5W. identifies and applies teaching methods for integrating music into other areas of the curriculum.

- 5X. identifies characteristics of appropriate music education materials and literature for a variety of music education settings.
- 5Y. identifies vocal classifications and ranges and the stages of vocal maturation from early childhood to late adolescence.
- 5Z. identifies characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.
- 5AA. identifies and performs on rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
- 5BB. applies the techniques of accompanying classroom and performing ensembles.
- 5CC. identifies and uses music technology appropriate for the school music program.
- 5DD. identifies and applies techniques of composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.
- 5EE. applies techniques of conducting appropriate to school performing ensembles.
- 5FF. identifies and applies techniques for assessing students' aptitude and achievement appropriate to the school music program.