Kansas State Music Standards: Next Step – Curriculum Revision

KMEA In-Service Workshop
Thursday, February 23 2:00 pm
Friday, February 24 11:00 am (repeat session)

Presented by: Martha Gabel
Fine Arts Coordinator, Olathe Public Schools
KMEA President

Where Can I Find the Standards and Resources for Support?

KMEA Website
ksmea.org

National Music Standards
Comparing 1994 to 2014

<table>
<thead>
<tr>
<th>1994</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills &amp; Knowledge</td>
<td>Understanding, Independence, Music Literacy</td>
</tr>
<tr>
<td>9 Content Standards</td>
<td>3 Artistic Processes</td>
</tr>
<tr>
<td></td>
<td>(Process Components, EUs &amp; RQs)</td>
</tr>
<tr>
<td>One set to cover all course types</td>
<td>Customized into 5 strands</td>
</tr>
<tr>
<td>E - K – 2 grade clusters</td>
<td>PK – 8 General Music</td>
</tr>
<tr>
<td>[K - 4 and 5 - 8]</td>
<td>(Individual grade levels)</td>
</tr>
<tr>
<td>High School – 2 Skill Levels (Proficient and Advanced)</td>
<td></td>
</tr>
<tr>
<td>Assessments – separate publications</td>
<td>Model Cornerstone Assessments</td>
</tr>
<tr>
<td>Hard Copy</td>
<td>Online</td>
</tr>
</tbody>
</table>
Kansas State Music Standards

2 Content Strands

PreK-8 General Music – organized by grade level.

Ensembles (Band, Choir, Orchestra, etc.) – organized by skill level (Novice, Intermediate, Proficient, Accomplished, and Advanced).

Kansas State Music Standards

Kansas State Music Standards

Standards

Process Components

Performance Indicators

Instructional Learning Opportunities

Enduring Understandings/Essential Questions

Kansas State Music Standards

Standard 1: Creating – Conceiving and developing new artistic ideas and work.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
**Process Components**

Each of the standards are divided up into Process Components

These outline the process that musicians follow when they create, perform, and respond.

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**Enduring Understandings & Essential Questions**

The Enduring Understandings and Essential Questions are listed for each Process Component just to provide some additional information and an overall direction – this is the Big Picture...

**Enduring Understandings**

Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.

**Essential Questions**

Complex questions – no easy answers. Aim to stimulate thought, provoke inquiry, and spark more questions.
Performance Indicators

PreK-8 General Music
Performance Indicators are listed by grade level.
- PreK – 2nd
- 3rd – 5th
- 6th – 8th

Ensembles
Performance Indicators are listed by skill level:
- Novice - Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.
- Intermediate - Above level or an equivalent to 4 years of study in an ensemble in addition to general music.
- Proficient - Five or more years of study in addition to general music.
- Accomplished - Proficiency exceeding average performance proficiency for high school study.
- Advanced - Preparing for collegiate study in music.

Instructional Learning Opportunities
Specific to the skills and knowledge that are included in music instruction.
- Sequential:
  - Provide a "bridge" between the previous music standards and the new music standards.

Many of these were drawn directly from the 2005 Kansas Music Standards as well as the Kansas Music Curriculum Framework.

What About Connecting?

Connecting
Performing
Responding
Creating
Artistic Processes
Kansas State Music Standards

Help Our Student Develop

→ Deeper Understanding of Content
→ Independence
→ Musical Literacy

Compare...

Kansas State Music Standards

<table>
<thead>
<tr>
<th>Creating</th>
<th>Performing</th>
<th>Responding</th>
</tr>
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<tbody>
<tr>
<td>Imagine</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Plan &amp; Make</td>
<td>Analyze</td>
<td>Analyze</td>
</tr>
<tr>
<td>Evaluate &amp; Refine</td>
<td>Interpret</td>
<td>Interpret</td>
</tr>
<tr>
<td>Present</td>
<td>Rehearse, Evaluate, Refine</td>
<td>Evaluate</td>
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How Do the Standards Fit into YOUR Classroom?

Authentic

- How musicians make music and interact with music
- How teachers really teach music
- How students really learn music

Artistic Processes & Process Components

<table>
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<tr>
<th>Reading</th>
<th>Performing</th>
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</table>
**Writing Curriculum: Getting Started**

**Before Writing:**
- Review previous curriculum
- What is working/not working?
- What is missing/should be removed?
- Review the State Standards
  - Compare to previous curriculum to identify similar content and potential areas for growth
- Scope & sequence - program/content
  - Review, discuss, and or develop
- Elementary – Middle School – High School (i.e. – 5-12 Band, 6-8 Choir, preK-5 General Music)

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**Kansas State Music Standards**

- Standards
- Process Components
- Performance Indicators
- Instructional Learning Opportunities

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**District Curriculum**

- Grade Level/Course Objectives
- Skills & Knowledge
- Essential Vocabulary
- Instructional Strategies
- Assessments

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**Writing Curriculum: Selecting a Template**

**Things to Consider:**
- District requirements or expectations
- "Personalize" to allow for unique Music Standards
- Who are the intended users?
  - Teachers, administrators, BOE members, parents, students, community, etc..
- Begin with broad statements/ideas then pare down to specifics
- Work for balance – enough information but not too much
Writing Curriculum: Content Options...

State Standards – Performance Indicators

• Could be used for “Indicators/Objectives”
• Copy directly from Standards or modify as needed
• Remember – you are not tied to the skill or grade levels in the Standards. Use these to meet the needs of YOUR students.

Writing Curriculum: Content Options...

State Standards – Instructional Learning Opportunities

• Could be used for “Indicators/Objectives” or “Essential Skills & Knowledge”
• Copy directory from Standards or modify as needed

Writing Curriculum: Content Options...

Other Sources

• Statements from previous curriculum
• Create own statements
• Combinations

Remember...

State Standards provide school districts with a larger conceptual framework that can then be used to develop specific district curriculum that will meet the needs of the students in that school district.
### Curriculum Example

**Creating**

**General Music 3rd Grade**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Essential</th>
<th>Indicators/Objectives</th>
<th>Essential</th>
<th>Indicators/Objectives</th>
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<tbody>
<tr>
<td>Cr.1.3.a</td>
<td>The student describe and demonstrate the influence of music citing compositional strengths and weaknesses as an organized graphic.</td>
<td> steady pitch</td>
<td> consistent pulse</td>
<td> mnemonic device</td>
</tr>
<tr>
<td>Cr.1.3.b</td>
<td>The student analyze the melody, rhythm, and instruments/vocal technique; the influence of music and extramusical elements and structures of music and events or show the response</td>
<td> harmonies</td>
<td> counterpoint</td>
<td> summarizing questions</td>
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### Performing

**Ensemble: Middle School Choral**

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<td>SL.3.1.w</td>
<td>Engage effectively in a range of collaborative discussions (one person speaks at a time)</td>
<td> interpretive work</td>
<td> creative improvisation</td>
<td> World Spotlight</td>
</tr>
<tr>
<td>W.3.3b</td>
<td>Present claim, counterclaim, and supporting evidence clearly and persuasively to answer questions, raise issues, and propose solutions</td>
<td> personal and social literacy</td>
<td> adjusting key</td>
<td> Scores</td>
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### Responding

**Ensemble: Middle School Band**

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**Curriculum Writing is a Process**

*Be sure to include all stakeholders in providing initial input and periodic feedback.*
thank you!

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913-780-8230 (office) 313-310-7002 (cell)

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