Kansas State Music Standards in the Classroom
What We Want Students to Learn

KMEA In-Service Workshop
Friday, February 23 11:00 am

Presented by: Martha Gabel
Fine Arts Coordinator, Olathe Public Schools
KMEA Vice-President
Where Can I Find the Standards and Resources for Support?

KMEA Website
ksmea.org

KMEA 2018 STANDARDS CLINIC - GABEL
Session Goals

1. Kansas State Music Standards
   - Review

2. Do You PLC?
   - 4 Questions
   - How is this working for you?

3. Using the Standards in your classroom
   - Successes
   - Areas to Grow

4. Unpacking the Standards
   - Writing Learning Targets
Kansas State Music Standards

- Standards
- Process Components
- Enduring Understandings/Essential Questions
- Performance Indicators
- Instructional Learning Opportunities
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.
Kansas State Music Standards

- Standards
- Process Components
- Enduring Understandings/Essential Questions
- Performance Indicators
- Instructional Learning Opportunities
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.
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.
## Standard 1: Creating – Conceiving and developing new artistic ideas and work.

### General Music PreK - 2

**Enduring Understanding:** Musicians’ creative choices are influenced by their expertise, context, and expressive intent. **Essential Question:** How do musicians make creative decisions?

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Instructional Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-K</strong></td>
<td><strong>The Student Will:</strong></td>
</tr>
<tr>
<td>Cr.2.PreK.a With ...</td>
<td>• Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.</td>
</tr>
<tr>
<td>Cr.2.PreK.a With ...</td>
<td>• Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance.</td>
</tr>
<tr>
<td>Cr.2.K.a With guidance, demonstrate and choose favorite musical ideas:</td>
<td>• Arrange a simple piece for voices or instrument other than that for which the piece was written.</td>
</tr>
<tr>
<td>Cr.2.K.b With guidance, organize personal musical ideas using iconic notation and/or recording technology.</td>
<td>• Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.</td>
</tr>
<tr>
<td>Cr.2.1.a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</td>
<td>• Notate rhythms using a variety of standard note and rest values (i.e., whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth) in a given meter signature (i.e., 4/4, 3/4, 4/4, 6/8, 3/8, and alla breve).</td>
</tr>
<tr>
<td>Cr.2.1.b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</td>
<td>• Notate melodic and/or harmonic patterns or phrases using traditional notation.</td>
</tr>
<tr>
<td>Cr.2.2.a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</td>
<td>• Select stylistic symbols (i.e., dynamics, tempo, and articulation) to convey expressive intent of a composition.</td>
</tr>
<tr>
<td>Cr.2.2.b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Fine Arts Anchor Standard:** Organize and develop artistic ideas and work.

The highlighted text indicates the Common Core Standards from the national document which are embedded in Creating, Performing, and Responding.
Performance Indicators

PreK-8 General Music

Performance Indicators are listed by grade level

Grade levels are chunked together in the document

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

General Music 3 - 5

<table>
<thead>
<tr>
<th>Process Component Pr.2: Analyze: Analyze the structure and context of varied musical works and their implications for performance. Connect: Relate musical ideas and works with varied context to deepen understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> How does understanding the structure and context of musical works inform performance?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Instructional Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pr. 2.3.a Demonstrate understanding of the structure in music selected for performance.</strong></td>
<td><strong>The Student Will:</strong></td>
</tr>
<tr>
<td><strong>Pr. 2.3.b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</strong></td>
<td>• Identify and describe the various musical elements used within musical works from various cultures and historical eras.</td>
</tr>
<tr>
<td><strong>Pr. 2.3.c Describe how context (such as personal and social) can inform a performance.</strong></td>
<td>• Identify musical patterns to determine the form of a selected work.</td>
</tr>
<tr>
<td><strong>Pr. 2.4.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</strong></td>
<td>• Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</td>
</tr>
<tr>
<td><strong>Pr. 2.4.b When analyzing selected music, read and perform using iconic and/or standard notation.</strong></td>
<td>• Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</td>
</tr>
<tr>
<td><strong>Pr. 2.4.c Explain how context (such as social and cultural) informs a performance.</strong></td>
<td>• Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</td>
</tr>
<tr>
<td><strong>Pr. 2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pr. 2.5.b When analyzing selected music, read and perform using standard notation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pr. 2.5.c Explain how context (such as social, cultural, and historical) informs performances.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Fine Arts Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

---

**Performance Indicators for each Grade Level**

Bold Italics represent what is new beyond the earlier grade level.
# Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.

**Ensembles**

**Enduring Understanding:** Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

## Performance Indicators –

- **Bold Italic** represent what is new beyond the earlier level.

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>Performance Indicators</th>
<th>Instructional Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</td>
<td>The Student Will:</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</td>
<td>- Identify and explain the stylistic features of a given musical work and its relationship to historical and cultural content.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Five or more years of study in addition to general music.</td>
<td>- Identify and describe music genres or styles that show the influence of two or more cultural traditions, identifies the cultural source of each influence, and traces the historical conditions that produced the synthesis of influences.</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Proficiency exceeding average performance proficiency for high school study.</td>
<td>- Based on prior knowledge, analyzes the stylistic features of a given musical work.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Preparing for collegiate study in music.</td>
<td>- Research the historical and/or cultural content of the musical work.</td>
</tr>
</tbody>
</table>

- **Pr.2N** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- **Pr.2.1** Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- **Pr.2P** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

- **Pr.2Ac** Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

- **Pr.2Ad** Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

**Fine Arts Anchor 4:** Select, analyze, and interpret artistic work for presentation.

---

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.
Kansas State Music Standards

Standards

Process Components

Enduring Understandings/Essential Questions

Performance Indicators

Instructional Learning Opportunities
Instructional Learning Opportunities

Specific to the **skills** and **knowledge** that are included in music instruction.

Designed to help teachers **develop** district **curriculum**

**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**.
### Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
#### General Music PreK - 2

**Process Component Re.3: Interpret:** Support interpretations of musical works that reflect creators/performers’ expressive intent.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators’ and performers’ expressive intent?

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Instructional Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre K</strong></td>
<td></td>
</tr>
<tr>
<td>Re.3 PreK With <strong>substantial</strong> guidance, explore music’s expressive qualities (such as dynamics and tempo).</td>
<td></td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
</tr>
<tr>
<td>Re.3.K With guidance, <strong>demonstrate awareness of</strong> expressive qualities (such as dynamics and tempo) that reflect creators/performers’ expressive intent.</td>
<td></td>
</tr>
<tr>
<td><strong>1st Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Re.3.1 With <strong>limited</strong> guidance, demonstrate and <strong>identify</strong> expressive qualities (such as dynamics and tempo) that reflect creators/performers’ expressive intent.</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Re.3.2 Demonstrate <strong>knowledge of music concepts and how they support</strong> creators/performers’ expressive intent.</td>
<td></td>
</tr>
</tbody>
</table>

**The Student Will:**
- Identify expressive qualities found in selected musical works.
- Identify specific music concepts as they appear in selected music.
- Explain how expressive qualities found in selected musical works can be used to convey the composer’s intent.
- Describe how music concepts are used within musical works for various purposes.

Fine Arts Anchor Standard B: Interpret intent and meaning in artistic work.

---

Instructional Learning Opportunities
What About Connecting?
### Standard 1: Creating – Conceiving and developing new artistic ideas and work.

**Ensembles**

**Process Component Cr.1:** Imagine - Generate musical ideas for various purposes and contexts.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Performance Indicators –**
- **Bold italics** represent what is new beyond the earlier level

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Five or more years of study in addition to general music.</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Proficiency exceeding average performance proficiency for high school study.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Preparing for collegiate study in music.</td>
</tr>
</tbody>
</table>

**Instructional Learning Opportunities**

The Student Will:
- Experiment with a variety of instruments, vocal genres, and other sound sources.
- Improvise simple rhythmic and melodic variations on a given melody using pentatonic, major and minor keys.
- Improvise original melodies over given chord progressions each in a consistent style, meter, and tonality.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

---

**Fine Arts Anchor 1:** Generate and conceptualize artistic ideas and work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

---
Session Goals

1. Kansas State Music Standards
   - Review

2. Do You PLC?
   - 4 Questions
   - How is this working for you?

3. Using the Standards in your classroom
   - Successes
   - Areas to Grow

4. Unpacking the Standards
   - Writing Learning Targets
“Schools are not a place where students go to be “taught.” Instead, schools are a place where parents send their children to “learn.”

~Bob Eaker
Professional Learning Communities

Are you involved in a PLC in your school?

Are you in a PLC with others who teach your same content?

What can we do to create that opportunity?
#1 – What do we want them to learn?

#2 – How will we know if they have learned it?

#3 – What do we do if they have not learned it?

#4 – What do we do if they have learned it?
Kansas State Music Standards

#1 – What do we want them to learn?
Session Goals

1. Kansas State Music Standards
   - Review
   - Standards at a Glance

2. Do You PLC?
   - 4 Questions
   - How is this working for you?

3. Using the Standards in your classroom
   - Successes
   - Areas to Grow

4. Unpacking the Standards
   - Writing Learning Targets
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>
</thead>
<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>
</tr>
</tbody>
</table>

- **Bloom’s Taxonomy**
  - Create
  - Evaluate
  - Analyze
  - Apply
  - Understand
  - Remember

- **Extended Thinking**
  - Draw Conclusions
  - Synthesize

- **Strategic Thinking**
  - Evaluate
  - Analyze
  - Interpret

- **Skills & Concepts**
  - Evaluate
  - Analyze
  - Understand

- **Recall & Reproduction**
  - Evaluate
  - Analyze
  - Understand

- **Webb’s Depth of Knowledge**
  - Extended
  - Complex
  - Declarative
  - Basic
How Do the Standards Fit into YOUR Classroom?

Standards Quiz

1. Which of the “old” 9 standards would you most associate with Creating?
   Answer: 3 – Improvisation, 4 – Composition, 5 – Reading/Notating (some)

2. Which would you most associate with Performing?
   Answer: 1 – Singing, 2 – Playing on Instruments, 5 – Reading/Notating (some)

3. Which would you most associate with Responding?
   Answer: 6 – Analyzing, 7 – Evaluating, 5 – Reading/Notating (some)

4. Which would you most associate with Connecting?
   Answer: 8 – Relating to other content, 9 – History & Culture
How Do the Standards Fit into YOUR Classroom?

Discussion...

1. Which process do you currently spend most of your class time?
2. How are you addressing Creating in your classroom or rehearsal?
3. How are you addressing Responding in your classroom or rehearsal?

Artistic Processes & Process Components

<table>
<thead>
<tr>
<th>Creating</th>
<th>Performing</th>
<th>Responding</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>Present</td>
<td></td>
</tr>
</tbody>
</table>
Session Goals

1. Kansas State Music Standards
   - Review

2. Do You PLC?
   - 4 Questions
   - How is this working for you?

3. Using the Standards in your classroom
   - Successes
   - Areas to Grow

4. Unpacking the Standards
   - Writing Learning Targets
Standards are often too general or complicated to know, teach and learn as a single idea. To make sense of a Standard, educators must unpack the standard(s) into smaller Learning Targets in order to allow access for all students.
**Standard: Creating**

**Process Component Cr.2: Plan & Make – Select and develop musical ideas for defined purposes and contexts.**

**3rd Grade Performance Indicator: Cr.2.3.a** Use standard and/or iconic notation and/or technology to document personal **rhythmic and melodic** musical ideas.

| LT 1: Read and notate grade level rhythms. | LT 2: LT 2: Create simple rhythms in 2/4, 3/4, and 4/4 meters. | LT 3: Identify treble clef lines and spaces using the musical alphabet. | LT 4: Create melodic phrases of 3-5 pitches using standard notation. | LT 5: Create a rhythmic or melodic ostinato to use as an accompaniment. |
## Standard: Performing

**Process Component Pr.1 Select -** Select varied musical works to present based on interest, knowledge, technical skill, and context.

### Intermediate Ensemble Performance Indicator: Pr.1.I
Select a varied repertoire to study based on music reading skills (where appropriate), an **understanding of formal design** in the music, context, and the technical skill of the individual and ensemble.

<table>
<thead>
<tr>
<th>LT 1:</th>
<th>LT 2:</th>
<th>LT 3:</th>
<th>LT 4:</th>
<th>LT 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight read in treble and/or bass clef rhythmic and melodic notation.</td>
<td>Demonstrate an understanding of basic musical form and structure.</td>
<td>Understand the purpose or context of performance literature.</td>
<td>Recognize the technical skill of the ensemble.</td>
<td>Select music that will meet the needs of the ensemble and the context of the performance.</td>
</tr>
</tbody>
</table>
**Standard: Responding**

**Process Component Re.3 Interpret - Support interpretations of musical works that reflect creators’/performers’ expressive intent.**

**Proficient Ensemble Performance Indicator: Re.3.P Explain** and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and *personal research*.

| LT 1: Identify expressive elements and understand how they can convey intent and meaning. | LT 2: Understand the purpose or context of selected music and/or performance. | LT 3: Describe the text setting and identify its meaning. | LT 4: Apply personal research to enhance interpretation of music. |
Standard: Performing

Process Component Pr.4 Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

3rd Grade General Music Performance Indicator: Pr.4.3.b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Learning Targets:
Standard: Performing

Process Component Pr.4 Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Proficient Ensemble Performance Indicator: Pr.4.P Develop strategies to address *expressive challenges* in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Learning Targets:
Wrapping It Up...

Questions?

What additional training/support would be helpful?
thank you!

Martha Gabel
mgabelirc@olatheschools.org
913-780-8230 (office)
913-302-7002 (cell)