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

KMEA In-Service Workshop
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Where Can I Find the Standards and Resources for Support?

KMEA Website
ksmea.org

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.

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…
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 - Mediate 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.
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.

#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?

Help Our Student Develop

→ Deeper Understanding of Content
→ Independence
→ Musical Literacy

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

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Unpacking the Standards

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.1.1 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.

| LT 1: Sight read in treble and/or bass clef rhythmic and melodic notation. | LT 2: Demonstrate an understanding of basic musical form and structure. | LT 3: Understand the purpose or context of performance literature. | LT 4: Recognize the technical skill of the ensemble. | LT 5: Select music that will meet the needs of the ensemble and the context of the performance. |
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. |

Thank you!

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