

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...**

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

- 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.

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7

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**.

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8



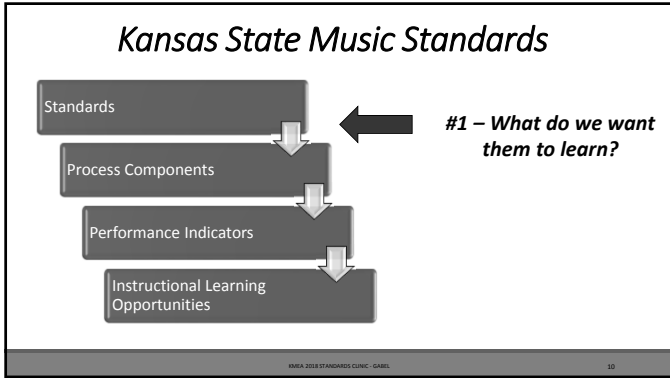
The 4 Big Questions Of a PLC!

#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

Help Our Student Develop

- Deeper Understanding of Content
- Independence
- Musical Literacy

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How Do the Standards Fit into YOUR Classroom?

Discussion...

- Which process do you currently spend most of your class time?
- How are you addressing **Creating** in your classroom or rehearsal?
- How are you addressing **Responding** in your classroom or rehearsal?

Artistic Processes & Process Components

Creating	Performing	Responding
Imagine	Select	Select
Plan & Make	Analyze	Analyze
Evaluate & Refine	Interpret	Interpret
Present	Rehearse, Evaluate, Refine	Evaluate
	Present	

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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.

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|--|--|---|--|---|
| LT 1: Read and notate grade level rhythms. | 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.

- | | | | | |
|--|---|--|--|---|
| 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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