

# *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***

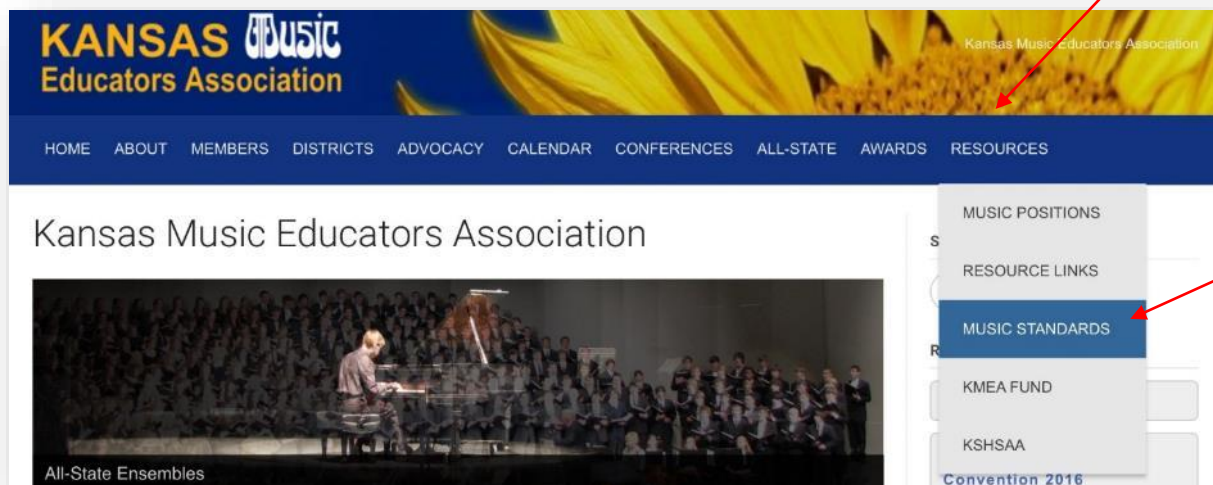
*Fine Arts Coordinator, Olathe Public Schools  
KMEA President*



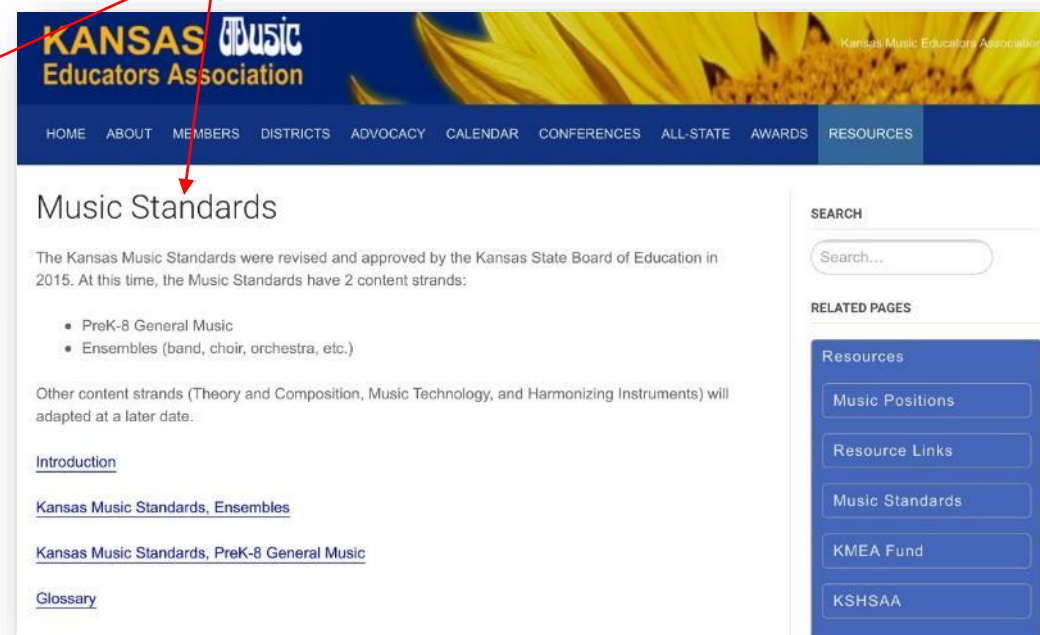
# Where Can I Find the Standards and Resources for Support?



**Resources**



**Music Standards**



**KMEA Website**  
***ksmea.org***

# *Session Goals*

## 1. National Music Standards

- Overview
- Comparison to 1994 Standards

## 2. Kansas State Music Standards

- Overview
- Navigating the Document
- Vocabulary

## 3. Using the Standards in your classroom

## 4. Using the Standards to Create District/Course Curriculum



## The National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

**1994**

**9 Content Standards**

**2014**

**3 Artistic Processes**

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

# *National Music Standards*

## *Comparing 1994 to 2014*

1994	2014
Skills & Knowledge	Understanding, Independence, Music Literacy
9 Content Standards	3 Artistic Processes (Process Components, EU's & EQ's)
One set to cover all course types	Customized into 5 strands
K-8 : 2 grade clusters (K-4 and 5-8)	PreK – 8 General Music (Individual grade levels)
High School – 2 Skill Levels (Proficient and Advanced)	Other Strands – 5 Skill Levels (Ensembles, Guitar/Keyboard, Theory/Composition, Music Technology)
Assessments – separate publications	Model Cornerstone Assessments
Hard Copy	Online



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# Remember...



## **Standards are not curriculum**

*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.*

# *Kansas State Music Standards*

## ***2 Content Strands***

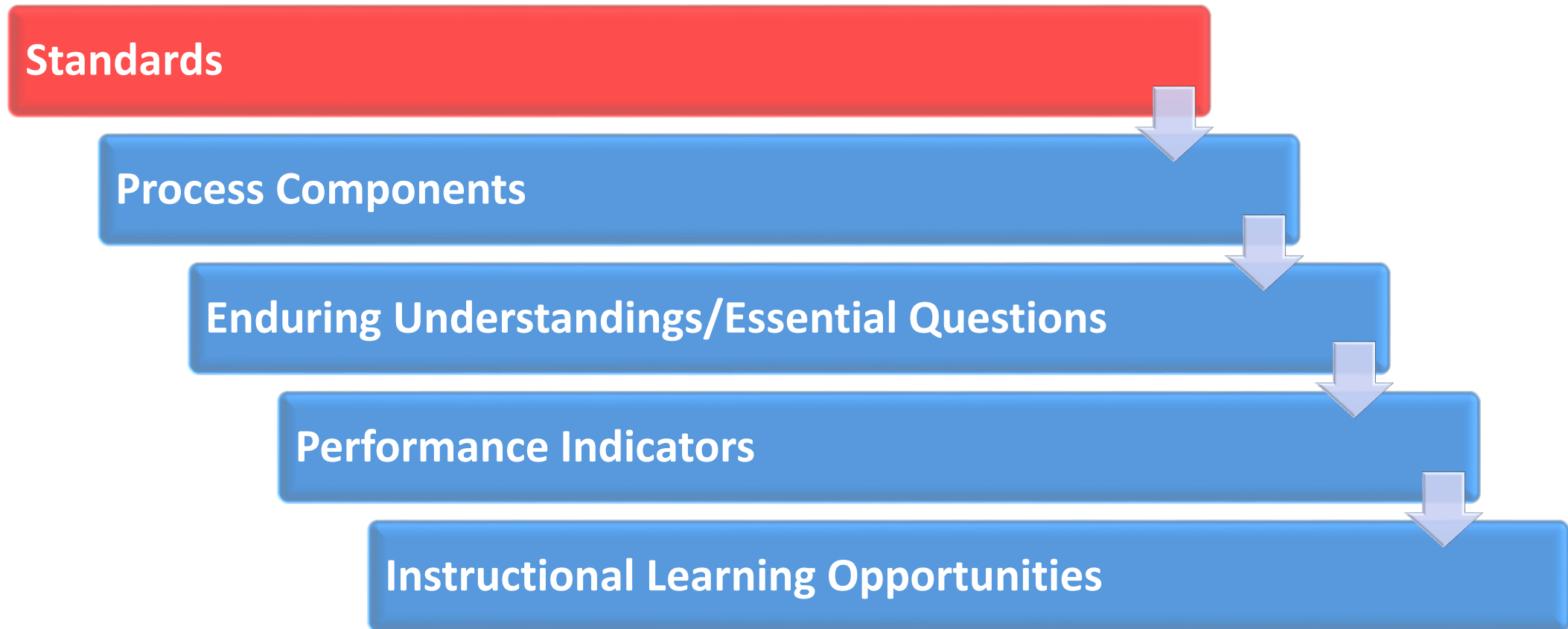
***PreK-8 General Music*** – organized by grade level.

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





# *Kansas State Music Standards*



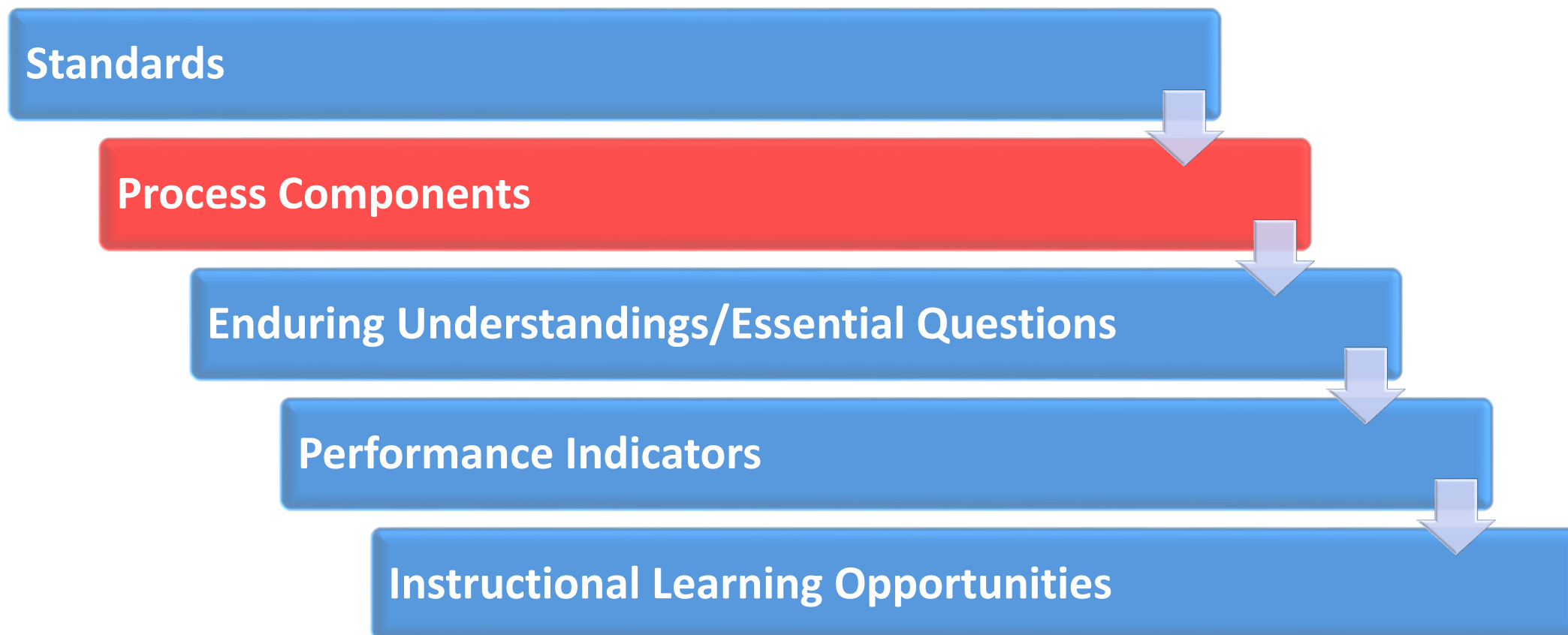
# *Kansas State Music Standards*

**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*

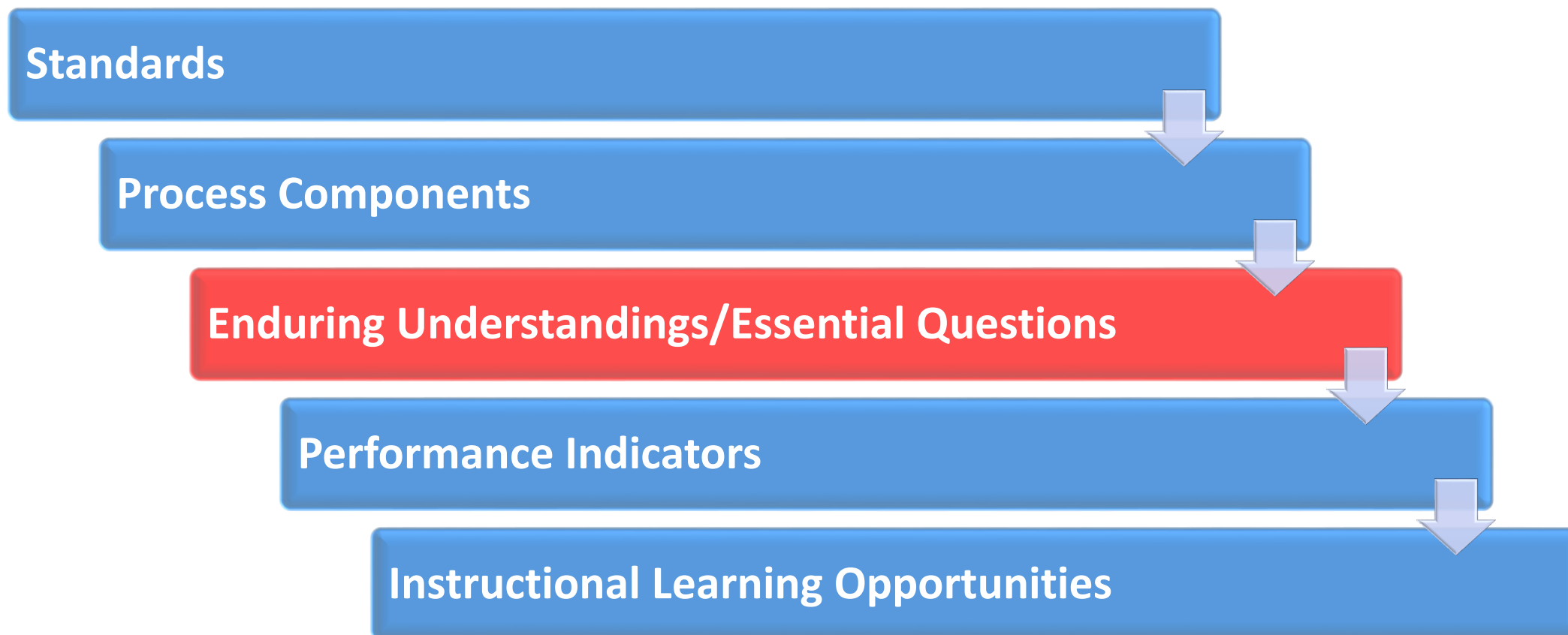


# *Process Components*

Each of the standards are divided up into ***Process Components***

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

# *Kansas State Music Standards*



# 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

## Strand/Grade Levels

## Process Component

## Enduring Understanding

## Fine Arts Anchor Standard

## Essential Question

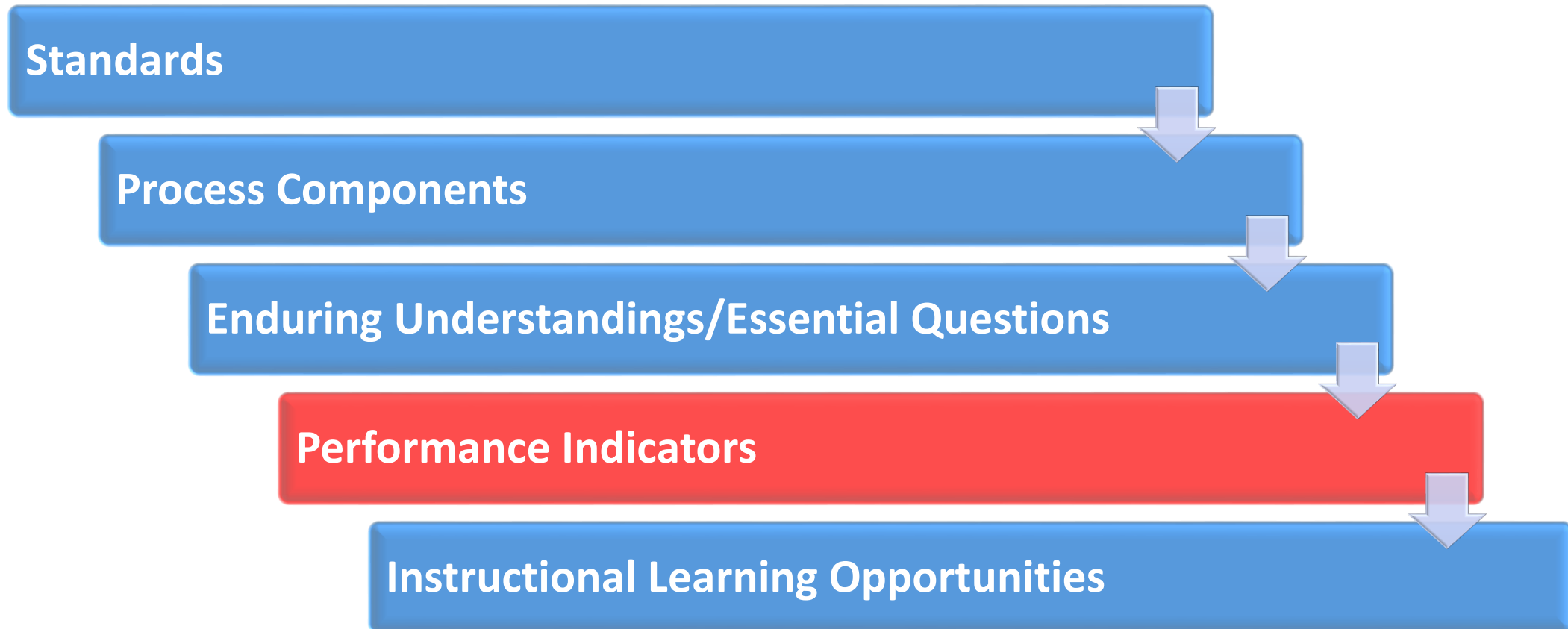
Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2	
Process Component Cr.2: Plan and Make: <i>Select and develop musical ideas for defined purposes and contexts.</i> <i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?	
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities
<div>Pre K</div> <div>Cr.2.PreK.a With <i>substantial guidance, explore</i> favorite <i>musical ideas</i> (such as <i>movements, vocalizations</i>, or instrumental accompaniments).</div> <div>Cr.2.PreK.a With <i>substantial guidance</i>, select and keep track of the order for performing original <i>musical ideas</i>, using <i>iconic notation</i> and/or recording technology.</div>	<div>The Student Will:</div> <ul style="list-style-type: none"><li>• Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.</li><li>• Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance.</li><li>• Arrange a simple piece for voices or instrument other than that for which the piece was written.</li><li>• Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.</li><li>• 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. 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve).</li><li>• Notate melodic and/or harmonic patterns or phrases using traditional notation.</li><li>• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.</li></ul>
<div>Kindergarten</div> <div>Cr.2.K.a With guidance, <i>demonstrate and choose favorite musical ideas</i>.</div> <div>Cr.2.K.b With guidance, <i>organize</i> personal <i>musical ideas</i> using iconic notation and/or recording technology.</div>	
<div>1<sup>st</sup> Grade</div> <div>Cr.2.1.a With <i>limited</i> guidance, <i>demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent</i>.</div> <div>Cr.2.1.b With <i>limited</i> guidance, use iconic or standard notation and/or recording technology to <i>document and organize</i> personal musical ideas.</div>	
<div>2<sup>nd</sup> Grade</div> <div>Cr.2.2.a Demonstrate and <i>explain</i> personal reasons for selecting <i>patterns and ideas for music</i> that represent expressive intent.</div> <div>Cr.2.2.b Use iconic or standard notation and/or recording technology to <i>combine, sequence</i>, and document personal musical ideas.</div>	

School Program Designed Curriculum and Student Learning Assessments

Fine Arts Anchor Standard 2: Organize and develop artistic ideas and work.

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

# *Kansas State Music Standards*



# Performance Indicators

## PreK-8 General Music

**Performance Indicators** are listed by grade level

Grade levels are chunked together in the document

- **PreK – 2<sup>nd</sup>**
- **3<sup>rd</sup> – 5<sup>th</sup>**
- **6<sup>th</sup> – 8<sup>th</sup>**



## 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.*



Performance Indicators for each Grade Level

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.		
General Music 3 - 5		
Process Component Pr.2: <b>Analyze:</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
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 <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities
3 <sup>rd</sup> Grade	Pr.2.3.a Demonstrate <i>understanding of the structure</i> in music selected for performance.  Pr.2.3.b When analyzing selected music, read and perform <i>rhythmic patterns and melodic phrases</i> using iconic and standard notation.  Pr.2.3.c Describe how context (such as personal and social) can inform a performance.	The Student Will: <ul style="list-style-type: none"><li>Identify and describe the various musical elements used within musical works from various cultures and historical eras.</li><li>Identify musical patterns to determine the form of a selected work.</li><li>Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</li><li>Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li><li>Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li></ul>
4 <sup>th</sup> Grade	Pr.2.4.a Demonstrate understanding of the structure <i>and the elements</i> of music (such as <i>rhythm, pitch, and form</i> ) in music selected for performance.  Pr.2.4.b When analyzing selected music, read and perform using iconic <i>and/or</i> standard notation.  Pr.2.4.c <i>Explain</i> how context (such as social and cultural) informs a performance.	
5 <sup>th</sup> Grade	Pr.2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, <i>and harmony</i> ) in music selected for performance.  Pr.2.5.b When analyzing selected music, read and perform using <i>standard notation</i> .  Pr.2.5.c Explain how context (such as social, cultural, <i>and historical</i> ) informs performances.	

Bold Italics represent what is new beyond the earlier grade level

School Program Designed Curriculum and Student Learning Assessments

Bold Italics represent what is new beyond the earlier grade level

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.

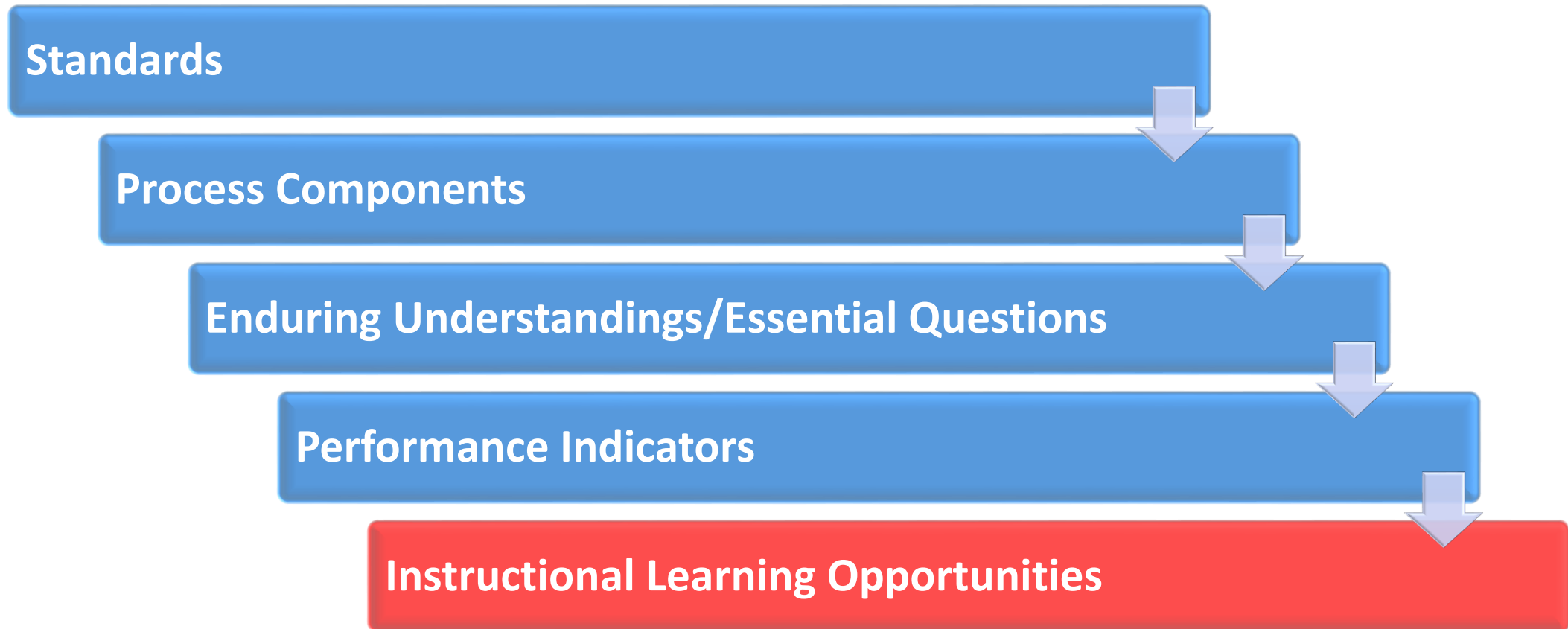
Performance Indicators for each Skill Level

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.		
Ensembles		
Process Component Pr.2: Analyze - Analyze the structure and context of varied musical works and their implications for performance.		
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 – • <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities
<b>Novice</b> .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music. <b>Intermediate</b> .....Middle level or an equivalent to 4 years of study in an ensemble in addition to general music. <b>Proficient</b> .....Five or more years of study in addition to general music. <b>Accomplished</b> .....Proficiency exceeding average performance proficiency for high school study. <b>Advanced</b> .....Preparing for collegiate study in music.		The Student Will: <ul style="list-style-type: none"> <li>Identify and explain the stylistic features of a given musical work and its relationship to historical and cultural content.</li> <li>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.</li> <li>Based on prior knowledge, analyzes the stylistic features of a given musical work.</li> <li>Research the historical and/or cultural content of the musical work.</li> <li>Demonstrate the ability to read (sight-read) accurately and expressively through performance and by describe how the elements of music are used.</li> <li>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and gives examples of other works that make similar uses of these devices and techniques.</li> <li>Demonstrate extensive knowledge of vocabulary unique to appropriate literature.</li> <li>Interpret nonstandard notation symbols used by some 20<sup>th</sup> and 21<sup>st</sup> century composers.</li> </ul>
Novice	Pr.2.N <b>Demonstrate</b> , using music reading skills where appropriate, how <b>knowledge of formal aspects</b> in musical works inform prepared or improvised performances.	
Intermediate	Pr.2.I <b>Demonstrate</b> , using music reading skills where appropriate, <i>how the <b>setting and formal characteristics</b> of musical works contribute to understanding the <b>context</b> of the music in</i> prepared or improvised performances.	
Proficient	Pr.2.P <b>Demonstrate</b> , using music reading skills where appropriate, <i>how <b>compositional devices employed and theoretical and structural aspects</b> of musical works <b>impact and inform</b></i> prepared or improvised performances.	
Accomplished	Pr.2.Ac <b>Document</b> and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works <b>may impact</b> and inform prepared and improvised performances.	
Advanced	Pr.2.Ad <b>Examine, evaluate, and critique</b> , 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*





# *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*.

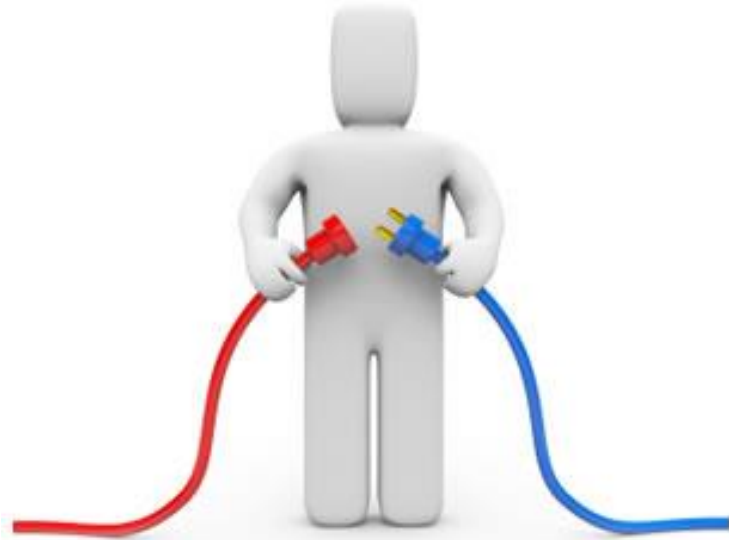
Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2			
Process Component Re.3: Interpret: <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>			
Enduring Understanding: <i>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</i> Essential Question: <i>How do we discern the musical creators' and performers' expressive intent?</i>			
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities	
Pre K	Re.3.PreK With <b><i>substantial</i></b> guidance, explore music's expressive qualities (such as dynamics and tempo).	The Student Will: <ul style="list-style-type: none"> <li>Identify expressive qualities found in selected musical works.</li> <li>Identify specific music concepts as they appear in selected music.</li> <li>Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Describe how music concepts are used within musical works for various purposes.</li> </ul>	
Kindergarten	Re.3.K With guidance, <b><i>demonstrate awareness of</i></b> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.		
1 <sup>st</sup> Grade	Re.3.1 With <b><i>limited</i></b> guidance, demonstrate <b><i>and identify</i></b> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.		
2 <sup>nd</sup> Grade	Re.3.2 Demonstrate <b><i>knowledge of music concepts and how they support</i></b> creators'/performers' expressive intent.		

Instructional Learning Opportunities

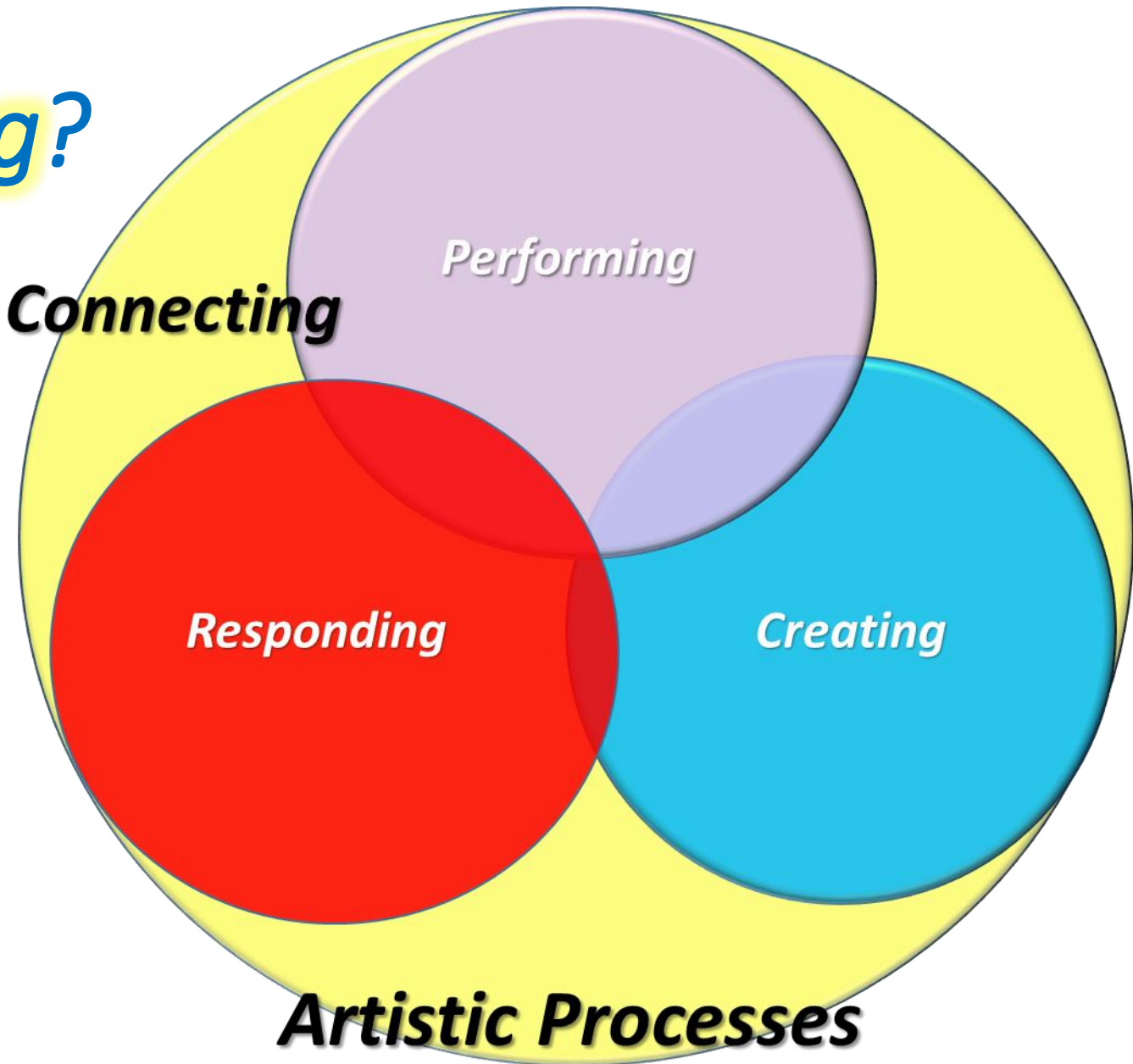
Fine Arts Anchor Standard 8: Interpret intent and meaning in artistic work.

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# *What About **Connecting**?*



**Connecting**



Process  
Component for  
Connect

Highlighting shows  
that these  
Performance  
Indicators also align  
with Connecting

Standard 1: Creating – Conceiving and developing new artistic ideas and work.		
Ensembles		
Process Component Cr.1: <i>Imagine - Generate musical ideas for various purposes and contexts.</i>		
Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.		
Essential Question: How do musicians generate creative ideas?		
Performance Indicators –		Instructional Learning Opportunities
<ul style="list-style-type: none"> <li><b><i>Bold italics</i></b> represent what is new beyond the earlier level</li> </ul>		The Student Will: <ul style="list-style-type: none"> <li>Experiment with a variety of instruments, vocal genres, and other sound sources.</li> <li>Improvise simple rhythmic and melodic variations on a given melody using pentatonic, major and minor keys.</li> <li>Improvise original melodies over given chord progressions each in a consistent style, meter, and tonality.</li> <li>Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</li> </ul>
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.	
Novice	Cr.1.N <b><i>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</i></b>	
Intermediate	Cr.1.I <b><i>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</i></b>	
Proficient	Cr.1.P <b><i>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</i></b>	
Accomplished	Cr.1.Ac <b><i>Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.</i></b>	
Advanced	Cr.1.Ad <b><i>Compose and improvise musical ideas for a variety of purposes and contexts.</i></b>	

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

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Page 2 of 14

School Program Designed Curriculum and Student Learning Assessments

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# *Kansas State Music Standards*

## *Help Our Student Develop*

- *Deeper Understanding of Content*
- *Independence*
- *Musical Literacy*



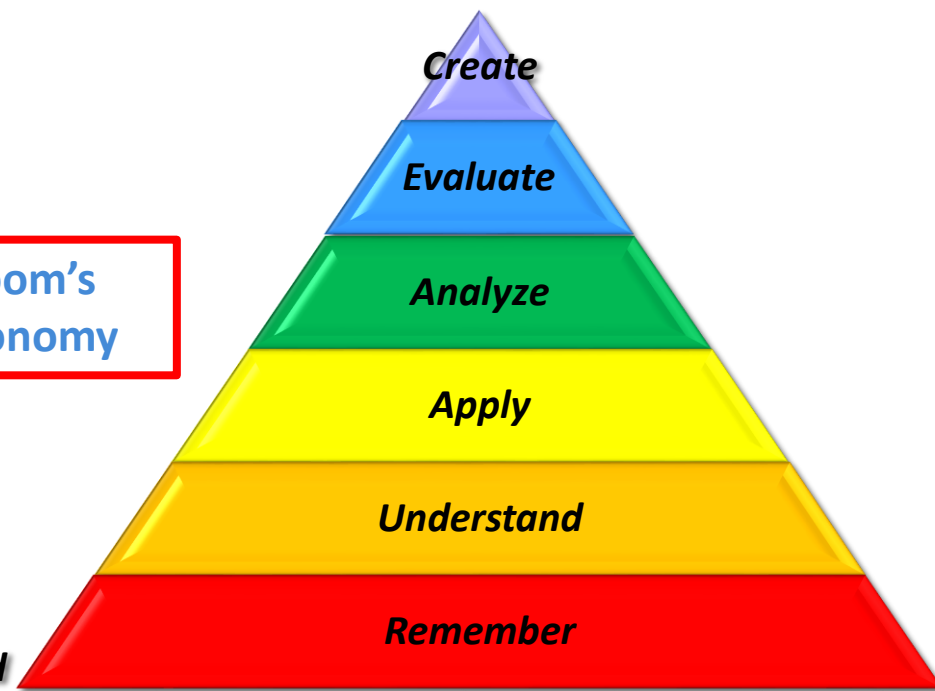


# Compare...

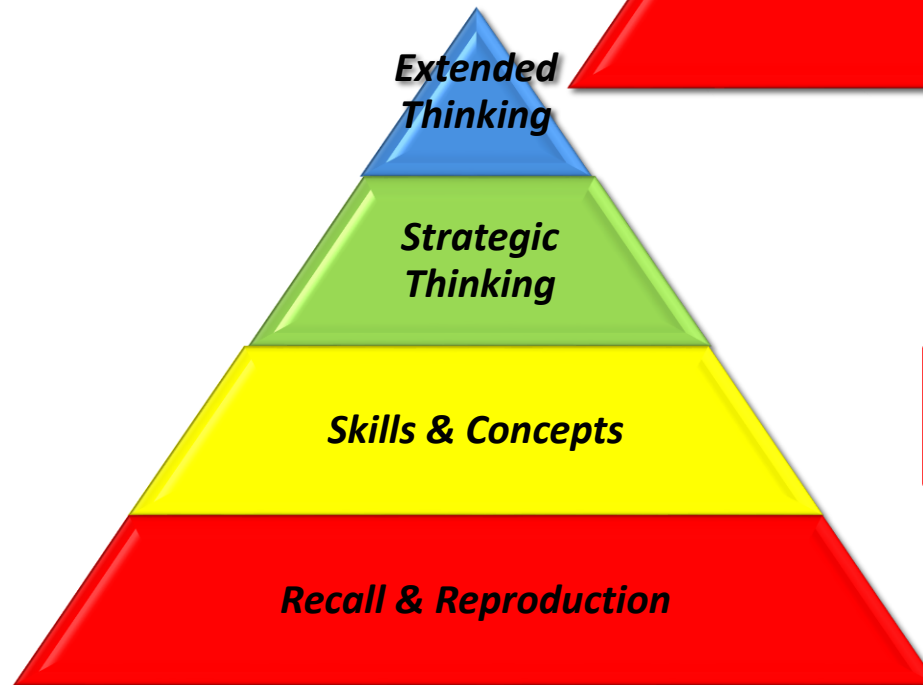
## Kansas State Music Standards

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

### Bloom's Taxonomy



### Extended Thinking



### Webb's Depth of Knowledge

# *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?

## *Authentic*

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

## Artistic Processes & Process Components

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

# How Do the Standards Fit into **YOUR** Classroom?

## Artistic Processes & Process Components

### Discussion...

1. Which process do you currently spend most of your class time?
2. Which process do you think you will need to “stretch” the most to include in your instruction?

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

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## **Standards are not curriculum**

*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.*



# 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)



# Scope & Sequence Example

HS Choral Scope and Sequence			
Over-arching Concept	Concert Choir	Intermediate Choir	Advanced Choir
1. Tone production	1. Round/tall vowels	1. Expanded control of tone production	1. Artistic production of tone across vocal range
	1. Resonance		
	1. Free & natural		
	1. Healthy use of head voice		
	1. Lifted palate		
	1. Posture & alignment		
	1. Diaphragmatic breathing		
2. Literacy	2. Musical vocabulary	2. Assisted interpretation of choral score	2. Independent interpretation of choral score
	2. Musical notation	2. Tonal & rhythmic recognition	2. Independent tonal & rhythmic interpretation
	2. Conducting gestures		
	2. Sight reading		
3. Expression/musicality	3. Dynamics & phrasing	3. Gaining confidence in artistic choices	3. Expressive choices resulting in artistic performance
	3. Text relevance		
	3. Diction/syllabic stress		
	3. Style/genre		
	3. Tempo		
4. Critical listening	4. Balance & blend	4. Improved aural skills	4. Independently makes appropriate performance adjustments
	4. Intonation	4. Developing knowledge/skills to make needed adjustments	
	4. Tonal & rhythmic awareness		
	4. Interval awareness		
	4. Tone quality		
	4. Performance critique		
5. Cultural/historical connections	5. Text relevance	5. Study of cultural & historical influences	5. Synthesis of cultural & historical connections in musical performance
	5. Genre		
	5. Historical perspective		
	5. Language		

# Scope & Sequence

## Example - 1

5-12 Band Scope and Sequence							
Over-arching Concept	5th Grade Band	6th Grade Band	7th Grade Band	8th Grade Band	Concert Band	Symphonic Band	Wind Ensemble
<b>Tone</b>	Tone Production Embouchure	Tone Production; posture, breath	Tone Production; identify good tone on	Demonstrate a consistent and good	Evaluate / Correct	Evaluate / Correct	Evaluate / Correct
<b>Intonation</b>	Match pitch; Define intonation Know the parts of the instrument that adjust	Match pitch; recognize intonation differences	Match pitch; recognize intonation differences and make common adjustments on instrument	Recognize instrument and ensemble intonation differences; make common adjustments on instrument; demonstrate understanding for alternate fingerings	Tune sustained pitch; identify flat / sharp		Correct Minor Intonation Issues while performing How to adjust based on Temperment
<b>Rhythm</b>	Duple rhythms up to 8ths; 2/4, 3/4, 4/4 meter	Read and accurately perform rhythms in 2/4, 4/4, 3/4; use appropriate vocalization to demonstrate rhythm and counting	Read and accurately perform rhythms in 2/4, 4/4, 3/4, 6/8, 3/8 and cut-time; triple meter; appropriate vocalization to demonstrate given rhythms; correctly notate dictated rhythms	Read and accurately perform rhythms in duple and triple meters; perform subdivision within changing meters; vocalize written rhythmic patterns; correctly notate dictated rhythms	Asymmetrical meters		read, count, transpose all rhythmic values in all meters
<b>Notes</b>	Names of instrument's clef note names on staff	Correctly Identify notes in both treble and bass clef; Identify correct fingerings, positions, or partials for given note	<< + Enharmonic pitches in relation to chromatic scale	Consistently demonstrate accurate fingerings, positions, and partials on instrument; enharmonic pitches.	Identify all major key signatures		Read in all clefs
<b>Scales</b>	First 5 notes	Concert Bb and Eb scales	Concert Bb, Eb, F, Ab, C and 1 octave chromatic	Concert Bb, Eb, Ab, F, C, Db, and 2-octave chromatic	2 octave chromatic; district scales	12 major scales	All 12 major in extended ranges; 3 forms of minor

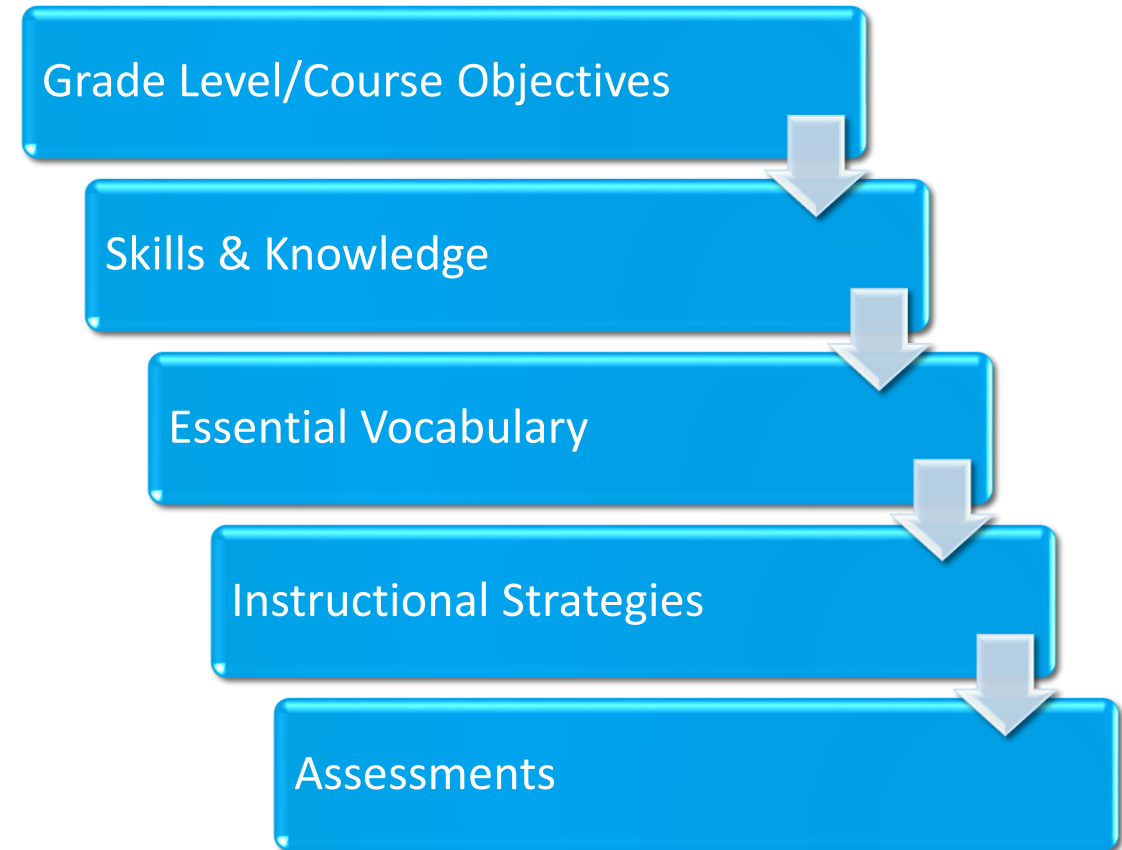
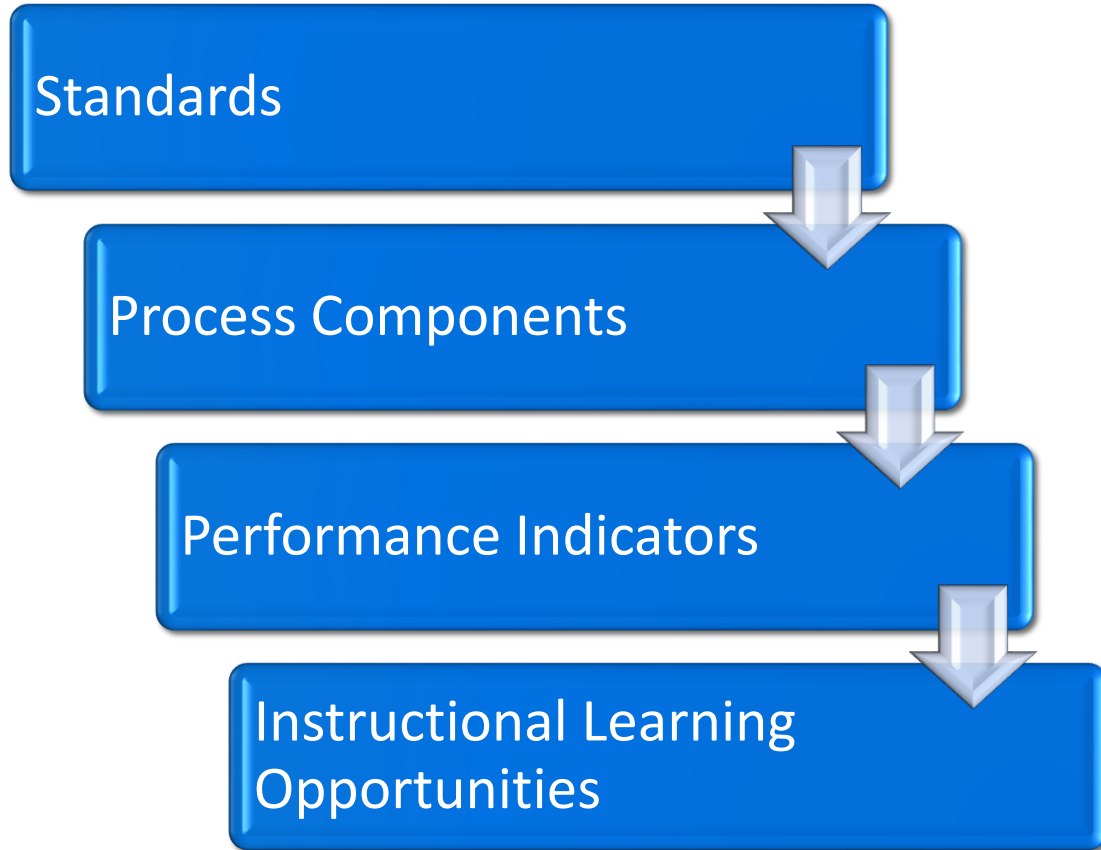
## Scope & Sequence Example - 2

S	PC	Objective / Indicator - Grade 5/6	Objective / Indicator - Grade 7	Objective / Indicator - Grade 8	Objective / Indicator - Concert Band	Objective / Indicator - Symphonic Band	Objective / Indicator - Wind Ensemble
1	1	Compose and improvise melodic and rhythmic ideas and motives	Compose and improvise melodic and rhythmic ideas and motives	Compose and improvise melodic and rhythmic ideas and motives	Compose and improvise melodic and rhythmic ideas and motives that reflect characteristics of a varied repertoire of music	Compose and improvise melodic and rhythmic ideas and motives that reflect characteristics of a varied repertoire of music	Compose and improvise melodic and rhythmic ideas and motives that reflect characteristics of a varied repertoire of music
1	2	Develop and notate melodic and rhythmic ideas and motives	Develop and notate melodic and rhythmic ideas and motives	Develop and notate melodic and rhythmic ideas and motives	Develop and notate melodic and rhythmic ideas and motives that reflect characteristics of a varied repertoire of music	Develop and notate melodic and rhythmic ideas and motives that reflect characteristics of a varied repertoire of music	Develop and notate melodic and rhythmic ideas and motives that reflect characteristics of a varied repertoire of music
1	3	Evaluate and refine student's notated melodic and rhythmic ideas and motives based upon teacher-provided criteria	Evaluate and refine student's notated melodic and rhythmic ideas and motives based upon teacher-provided criteria	Evaluate and refine student's notated melodic and rhythmic ideas and motives based upon teacher-provided criteria	Evaluate and refine student's notated melodic and rhythmic ideas and motives based upon teacher-provided criteria that reflect characteristics of a varied repertoire of music	Evaluate and refine student's notated melodic and rhythmic ideas and motives based upon teacher-provided criteria that reflect characteristics of a varied repertoire of music	Evaluate and refine student's notated melodic and rhythmic ideas and motives based upon teacher-provided criteria that reflect characteristics of a varied repertoire of music
1	4	Share student developed melodic and rhythmic ideas and motives	Share student developed melodic and rhythmic ideas and motives	Share student developed melodic and rhythmic ideas and motives	Share student developed melodic and rhythmic ideas and motives	Share student developed melodic and rhythmic ideas and motives	Share student developed melodic and rhythmic ideas and motives
2	1	Demonstrate an understanding of the selection process used to choose a varied repertoire of music for personal practice, rehearsal, and performance	Demonstrate an understanding of the selection process used to choose a varied repertoire of music for personal practice, rehearsal, and performance	Identify various criteria utilized to select a varied repertoire of music for personal practice, rehearsal, and performance	Identify various criteria utilized to select a varied repertoire of music for personal practice, rehearsal, and performance	Develop and apply various criteria utilized to select a varied repertoire of music for personal practice, rehearsal, and performance	Develop and apply various criteria utilized to select a varied repertoire of music for personal practice, rehearsal, and performance
2	2	Demonstrate through reading and performance, an understanding of the written notation and formal elements present in varied repertoire of music	Demonstrate through reading and performance, an understanding of the written notation and formal elements present in varied repertoire of music	Demonstrate through reading and performance, an understanding of the written notation and formal elements present in varied repertoire of music	Demonstrate and critique, through reading and performance, an understanding of the written notation and formal elements present in varied repertoire of music	Demonstrate and critique, through reading and performance, an understanding of the written notation and formal elements present in varied repertoire of music	Explain, evaluate, and critique through reading and performance, the written notation and formal elements present in varied repertoire of music

## *Kansas State Music Standards*



## *District Curriculum*



# 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



# Detailed Template

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b>				
<b>Process Component 1: Imagine- Generate musical ideas for various purposes and contexts.</b>				
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.			<b>Essential Question:</b> How do musicians generate creative ideas?	
<b>Blooms:</b>			<b>Cross-Curricular Connections:</b>	
Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources



# Moderate Template

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.			
Process Component 4: Evaluate – Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.			
Enduring Understanding: The personal evaluation of musical work(s) and performance (s) is informed by analysis, interpretation, and established criteria.		Essential Question: How do we judge the quality of musical work(s) and performance(s)?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
The Student Will:	The Student Will:	The Teacher Will:	

# Simple Template

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation		
Process Component 4: Rehearse, Evaluate, and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.		
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		Essential Question: How do musicians improve the quality of their performance?
Learning Targets	Essential Skills & Knowledge	Assessment

# Olathe Template



<b>Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.</b>		<b>Process Component 1: Select – Select varied musical works to present based on interest, knowledge, technical skill, and context.</b>	
<b>Enduring Understanding:</b> Performers’ interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire		<b>Essential Question:</b> How do performers select repertoire?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
The Student Will:	The Student Will:	The Teacher Will:	
	Vocabulary		

# *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.*



Standard 1: Creating – Conceiving and developing new artistic ideas and work.				
Process Component 1: Imagine- Generate musical ideas for various purposes and contexts.				
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		<b>Essential Question:</b> How do musicians generate creative ideas?		
<b>Cross-Curricular Connections:</b> (KCCRS) <b>W.3.3b</b> -Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (rhythmic question and answer) <b>SL.3.1</b> -Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (rhythmic question and answer)				
<b>Curriculum Example</b> <b>Creating</b> <b>General Music 3<sup>rd</sup> Grade</b>				
instrument/vocal technique; s, rhythms, note durations) time with accurate duration of note else ck to self and others to improve ic or melodic response to a musical question or pattern; compose music following guidelines for melody, rhythm and form				
Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources
The student will:  <b>Cr.1.3.a</b> Improvise rhythmic and melodic ideas, <b>and describe connection to specific purpose and context (such as personal and social).</b>  <b>Cr.1.3.b</b> Generate musical ideas (such as rhythms and melodies) within a given tonality <b>and/or</b> meter.	<ul style="list-style-type: none"> <li>rhythmic improvisation</li> <li>melodic improvisation</li> <li>rhythmic composition</li> <li>melodic composition</li> <li>standard music notation</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm</li> <li>graphic organizer</li> <li>nonlinguistic</li> <li>mnemonic device</li> <li>project-based learning</li> <li>feedback</li> <li>questions</li> <li>practice</li> <li>summarizing</li> <li>sing</li> <li>play instrument</li> <li>improvise</li> <li>read</li> <li>notate</li> </ul>	<ul style="list-style-type: none"> <li>rhythmic improvisation rubric</li> <li>melodic improvisation rubric</li> <li>rhythmic composition rubric</li> <li>melodic composition rubric</li> </ul>	<ul style="list-style-type: none"> <li>Spotlight on Music Grade 3</li> <li>World Music Drumming</li> <li>The Accidental Drum Circle</li> <li>Sound Ideas</li> <li>Together in Rhythm</li> <li>Outside the Lines</li> <li>Teacher-created projects</li> </ul>

Standard 1: Creating – Conceiving and developing new artistic ideas and work.				
General Music 3 - 5				
Process Component Cr.1: Imagine: <i>Generate musical ideas for various purposes and contexts.</i>				
Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>				
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources				
Essential Question: How do musicians generate creative ideas?				
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities		
3 <sup>rd</sup> Grade	Cr.1.3.a Improvise rhythmic and melodic ideas, <b>and describe connection to specific purpose and context (such as personal and social).</b>	<div>The Student Will:</div> <ul style="list-style-type: none"><li>Explore various sound sources to express ideas, feelings, and basic concepts.</li><li>Improvise own instrumental accompaniments to enhance songs, stories, and/or poems.</li><li>Improvise “answers” in the same style to given rhythmic and melodic “questions”.</li><li>Improvise simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody.</li><li>Improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines.</li><li>Improvise a simple harmonic accompaniment.</li><li>Improvise simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys.</li><li>Improvise a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.</li><li>Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.</li></ul>		
	Cr.1.3.b Generate musical <i>ideas (such as rhythms and melodies)</i> within a given tonality <b>and/or</b> meter.			
4 <sup>th</sup> Grade	Cr.1.4.a Improvise rhythmic, melodic, and <b>harmonic</b> ideas, and <b>explain connection to specific purpose and context (such as social and cultural).</b>			
	Cr.1.4.b Generate musical ideas (such as rhythms, melodies, and <b>simple accompaniment patterns</b> ) within related tonalities (such as major and minor) and meters.			
5 <sup>th</sup> Grade	Cr.1.5.a Improvise rhythmic, melodic, and harmonic ideas, and <b>explain connection to specific purpose and context (such as social, cultural, and historical).</b>			
	Cr.1.5.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and <b>simple chord changes.</b>			

Ideas for Essential Knowledge

School Program Designed Curriculum and Student learning Assessment

Ideas for Essential Knowledge & Skills

Student Learning Outcomes

Fine Arts Anchor Standard 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.

# Curriculum Examples

## Performing Ensemble: Middle School Choral

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.		Process Component 3: Interpret – Develop personal interpretations that consider creators’ intent.	
<b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and expressive intent.		<b>Essential Question:</b> How do performers interpret musical works?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<b>The Student Will:</b> Identify and demonstrate expressive qualities within a musical performance.  Compare and contrast the musical elements and expressive qualities of literature.  Demonstrate an understanding of the cultural context of literature.	<b>The Student Will:</b> Mark and perform music as directed  Determine mood of the music and appropriate expression for performance  Research and analyze the cultural context for use in accurate interpretation of the music	<b>The Teacher Will:</b> Guide students through marking music, identifying and defining expression markings  Define musical elements that influence the mood of the music  Select texts at a grade appropriate lexile, sensitive to age and gender  Provide extended learning materials related to cultural context of selected literature	Warm ups  Bell work  MAP Scores
	<b>Vocabulary</b> Mood		

Indicators/  
Objectives  
(modified)

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.		
Ensembles		
Process Component Pr.3: Interpret - Develop personal interpretations that consider creators' intent. Connect: Synthesize and relate knowledge and personal experiences to make music.		
Enduring Understanding: Performers make interpretive decisions based on their understating of context and expressive intent. Essential Question: How do performers interpret musical works?		
Performance Indicators – • <b><i>Bold italics</i></b> represent what is new beyond the earlier level		Instructional Learning Opportunities
Novice .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.		<p>The Student Will:</p> <ul style="list-style-type: none"><li>Explain how the stylistic features define the aesthetic value of the musical work.</li><li>Explain and cite examples of how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts.</li><li>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.</li><li>Develop an ever increasingly complex set of criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and/or improvisations.</li><li>Use techniques required for the expressive and accurate performance of literature in a classroom setting.</li></ul>
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.		
Novice	Pr.3.N Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	
Intermediate	Pr.3.I Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	
Proficient	Pr.3.P Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	
Accomplished	Pr.3.Ac Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.	
Advanced	Pr.3.Ad Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.	

School Program Designed Curriculum and Student Learning Assessments

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.

8<sup>th</sup> Grade Band Curriculum Sample

# Curriculum Example

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.		Process Component 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?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
The Student Will: Develop interpretations of the expressive intent and meaning of a varied repertoire of musical works and performances	The Student Will: <ul style="list-style-type: none"><li>Interpret and explain the musical and extramusical elements and enhancements of a musical work or performance</li></ul>	The Teacher Will:	
	Vocabulary		
Standard 3: Responding – Understanding and evaluating how the arts convey meaning.		Process Component 4: Evaluate – Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
Enduring Understanding: The personal evaluation of musical works and performance is informed by analysis, interpretations, and established criteria.		Essential Question: How do we judge the quality of musical works and performances?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
The Student Will: Develop criteria to evaluate the qualities of selected music and music performances	The Student Will: <ul style="list-style-type: none"><li>Critique musical performances citing specific examples of musical strengths and weaknesses</li><li>Analyze the merits of a selected piece of music citing compositional strengths and weaknesses</li></ul>	The Teacher Will:	
	Vocabulary		

## Responding Ensemble: Middle School Band

Indicators/  
Objectives  
(modified)

Standard 3: Responding - Understanding and evaluating how the arts convey meaning.		
Ensembles		
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?		
Performance Indicators – • <b><i>Bold italics</i></b> represent what is new beyond the earlier level		Instructional Learning Opportunities
Novice .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.		The Student Will: <ul style="list-style-type: none"><li>Explain and cite examples of how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts.</li><li>List and compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.</li><li>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.</li><li>Identify and describe music genres or styles that show the influence of two or more cultural sources.</li><li>Compare and contrast artistic/creative processes and organizational principles of two or more art forms from given historical periods.</li><li>Identify, compare, and contrast the artistic/creative processes and organizational principles of two or more art forms.</li><li>Explain ways in which the principles and subject matter of various disciplines outside the arts interrelated with those of music.</li><li>Describe, classify, and analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</li></ul>
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.		
Novice	Re.3.N Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	
Intermediate	Re.3.I Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	
Proficient	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.	
Accomplished	Re.3.Ac 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 varied researched sources.	
Advanced	Re.3.Ad Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	

School Program Designed Curriculum and Student Learning Assessments



# Curriculum Examples

## Performing Ensemble: High School Band

### HS Band Curriculum Template Sample

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation		
Process Component 4: Rehearse, Evaluate, and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.		
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		<b>Essential Question:</b> How do musicians improve the quality of their performance?
Learning Targets	Essential Skills & Knowledge	Assessment
<b>Pr.4.P</b> Develop strategies to address <b>expressive challenges</b> in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<b>Knowledge:</b> <ul style="list-style-type: none"><li>Phrases, melodic structure, and expressive shape to musically express the piece being performed.</li><li>Effective rehearsal planning techniques that enhance ensemble performance.</li><li>Vocabulary: marcato, staccato, legato, tenuto, vibrato, crescendo, diminuendo, unison, harmony, phrase, climax, pp, p, mf, f, ff, expressive shape.</li></ul> <b>Skills:</b> Ability to: <ul style="list-style-type: none"><li>Rehearse in small ensembles with one student on a part.</li><li>Evaluate a performance by comparing it to similar or exemplary models.</li><li>Apply an ever increasingly complex set of criteria for making informed critical evaluations regarding personal participation in music.</li></ul>	<b>Using the assigned practice log, the student will:</b> <ul style="list-style-type: none"><li>Cite specific area in the music on which they rehearse clearly explaining of how the musical elements present (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) and/or organizational principles (unity and variety or repetition and contrast) are had been improved upon in their rehearsal.</li><li>Explain how the stylistic features in the sections define the expressive value for an enhanced musical performance.</li></ul>

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.		
Ensembles		
Process Component Pr.4: Rehearse, Evaluate and Refine - <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		
Essential Question: How do musicians improve the quality of their performance?		
Performance Indicators – • <b><i>Bold italics</i></b> represent what is new beyond the earlier level		Instructional Learning Opportunities
Novice ..... <i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</i>		The Student Will: <ul style="list-style-type: none"><li>• Rehearse in small ensembles with one student on a part.</li><li>• Evaluate a performance by comparing it to similar or exemplary models.</li><li>• Apply an ever increasingly complex set of criteria for making informed critical evaluations regarding personal participation in music.</li><li>• Create and implement effective rehearsal planning techniques that enhance ensemble performance.</li></ul>
Intermediate ..... <i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</i>		
Proficient ..... <i>Five or more years of study in addition to general music.</i>		
Accomplished ..... <i>Proficiency exceeding average performance proficiency for high school study.</i>		
Advanced ..... <i>Preparing for collegiate study in music.</i>		
Novice	Pr.4.N Use <b><i>self-reflection and peer feedback to refine</i></b> individual and ensemble performances of a varied repertoire of music.	
Intermediate	Pr.4.I Develop <b><i>strategies to address technical challenges</i></b> in a varied repertoire of music and <b><i>evaluate their success</i></b> using feedback from ensemble peers and other sources to refine performances.	
Proficient	Pr.4.P Develop strategies to address <b><i>expressive challenges</i></b> in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	
Accomplished	Pr.4.Ac Develop and <b><i>apply appropriate rehearsal strategies to address individual and ensemble challenges</i></b> in a varied repertoire of music, and evaluate their success.	
Advanced	Pr.4.Ad Develop, apply, and <b><i>refine</i></b> appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	

School Program Designed Curriculum and Student Learning Assessments

Learning  
Targets

Essential  
Skills &  
Knowledge

# One More Thought About **Connecting...**

Standard 4: <b>Connecting</b> – <i>Relating artistic ideas and work with personal meaning and external context.</i>		Process Component 1: - Synthesize - Synthesize and relate knowledge and personal experiences to make art.	
<b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		<b>Essential Question:</b> How do musicians make meaningful connections to creating, performing, and responding?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<b>The Student Will:</b>  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>The Student Will:</b>	<b>The Teacher Will:</b>	
	<b>Vocabulary</b>		

# *Writing Curriculum: Other Things to Remember*

## Enduring Understandings & Essential Questions

- If you lose your way – refer back to these....they will remind you of the big picture and direction

## Process Components

- These also provide intent and direction in relation to the Standard
- Discuss and clarify with your group (i.e. analyze vs interpret)

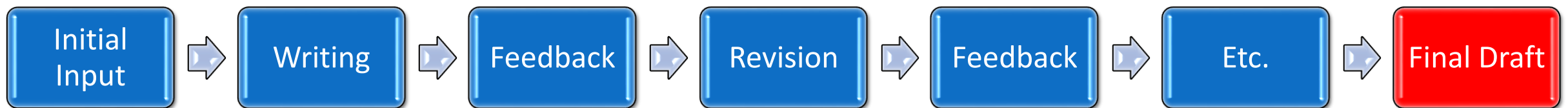
## Vocabulary, Assessment, Instructional Strategies

***Prior to beginning:***

***Agree upon a process for saving draft documents.***

# *Curriculum Writing is a Process*

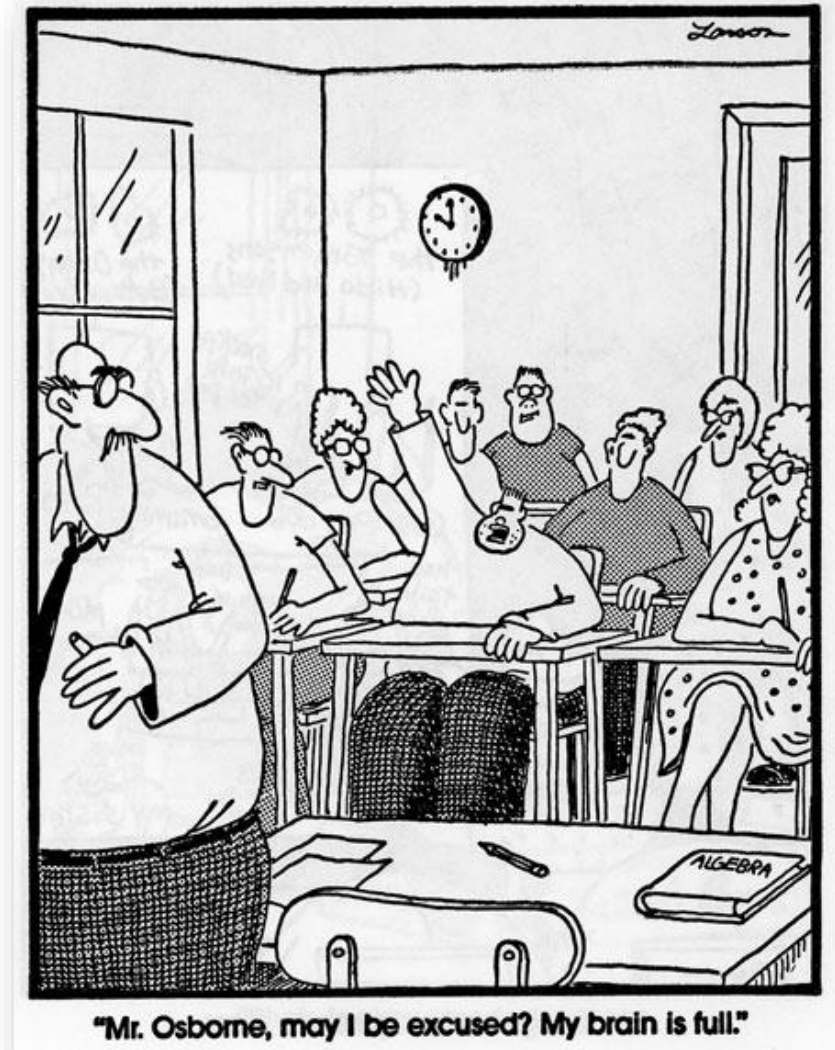
*Be sure to include all stakeholders in providing initial input and periodic feedback.*



# Wrapping It Up...

Questions?

What additional training/support would be helpful?





Thank you!

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