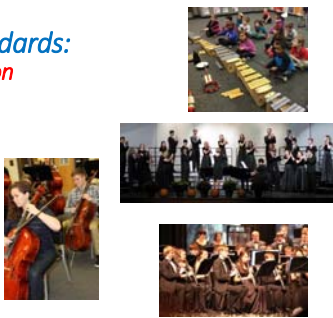


Kansas State Music Standards: Next Step – Curriculum Revision

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



KMEA 2017 STANDARDS CLINIC - GABEL 1

Where Can I Find the Standards and Resources for Support?

Resources

Music Standards



KMEA Website
ksmea.org

KMEA 2017 STANDARDS CLINIC - GABEL 2

National Music Standards	
<i>Comparing 1994 to 2014</i>	
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

KMEA 2017 STANDARDS CLINIC - GABEL 3

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

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...**

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

The diagram illustrates the structure of a standard page. It shows a table with columns for 'Process Component', 'Standard', 'Strand/Grade Levels', and 'Essential Question'. The 'Standard' column contains the text of Standard 1. Creating - Composing and developing new artistic ideas and works. The 'Enduring Understanding' column lists statements summarizing important ideas. The 'Essential Question' column lists complex questions. The 'Strand/Grade Levels' column lists the applicable strands and grade levels. The 'Essential Question' column lists questions that stimulate thought and inquiry. The 'Fine Arts Anchor Standard' column lists the applicable anchor standards.

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.

Instructional Learning Opportunities

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

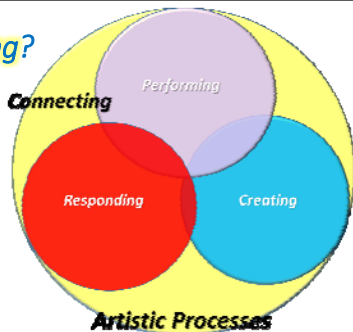
Designed to help teachers **develop** district **curriculum**

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**.

What About Connecting?



Kansas State Music Standards

Help Our Student Develop

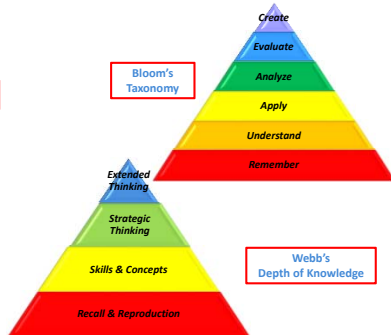
- Deeper Understanding of Content
- Independence
- Musical Literacy



Compare...

Kansas State Music Standards

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



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

Authentic

Artistic Processes & Process Components

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

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

Writing Curriculum: *Getting Started*

Before Writing:

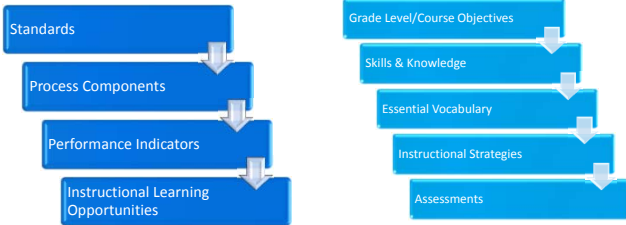
- **Review previous curriculum**
 - What is working/not working?
 - What is missing/should be removed?
- **Review the State Standards**
 - Compare to previous curriculum to identify similar content and potential areas for growth
- **Scope & sequence - program/content**
 - Review, discuss, and or develop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



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



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.

3rd Grade General Music Curriculum Example

Standard 1: Creating – Conceiving and developing new artistic ideas and work.				
Process Component 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.			Essential Question: How do musicians generate creative ideas?	
<p>Curriculum Example <i>Creating</i> General Music 3rd Grade</p>	<p>Instrument/focal technique(s); rhythmic; note duration(s); tone with accurate duration of note; pitch to self and others to improvise; or melodic response to musical rhythm and form.</p>	<p>W.3.3b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations (rhythmic question and answer). SL.3.4-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).</p>	<p>Cross-Curricular Connections (CCCS)</p>	
Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources
<p>The student will:</p> <ul style="list-style-type: none"> • C.3.1.a improvise rhythmic and melodic ideas and describe the connection to specific genres and contexts (such as personal and social). • C.3.1.b generate musical ideas based on rhythmic and melodic motifs within a given tonality and/or meter. 	<ul style="list-style-type: none"> • rhythmic improvisation on melodic improvisation on • rhythmic composition on melodic composition standard music notation 	<ul style="list-style-type: none"> • brainstorm • graphic organizer • modeling/role play • mnemonic device • project-based learning • feedback • questions • practice • summarizing • sing • play instrument • improvise • read • rotate 	<ul style="list-style-type: none"> • rhythmic improvisation rubric • melodic improvisation rubric • rhythmic composition rubric • melodic composition rubric 	<ul style="list-style-type: none"> • Spotlight on • Most Grade's 3 • World Music: Drumming • The Accidental Drum Circle • Sound Ideas • Together in Rhythm • Outside the Lines • Teacher-created projects

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 creator's intent.			
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.		Essential Question: How do performers interpret musical works?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<p>The student will:</p> <ul style="list-style-type: none"> • 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. 	<p>The student will:</p> <ul style="list-style-type: none"> • 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 <p>Vocabulary Mood</p>	<p>The Teacher will:</p> <ul style="list-style-type: none"> • 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 level, sensitive to age and gender • Provide extended learning materials related to cultural context of selected literature 	<ul style="list-style-type: none"> • Warm ups • Bell work • MAP Scores

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8th Grade Band Curriculum Sample

Standard 4: Responding – Evaluating and reacting to music and music-making			
Process Component 4: Analyze – Analyze musical works and music-making			
Enduring Understanding: Through their use of elements and structures of color, mood, and performance provide clues to their expressive intent.		Essential Question: How do we discern the musical creator's and performer's expressive intent?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<p>The student will:</p> <ul style="list-style-type: none"> • Describe interpretations of the expressive intent and meaning of a limited repertoire of musical works and performances 	<p>The student will:</p> <ul style="list-style-type: none"> • Interpret and explain the musical and extramusical elements and enhancements of a musical work or performance <p>Vocabulary</p>	<p>The Teacher will:</p>	
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
<p>The student will:</p> <ul style="list-style-type: none"> • Develop criteria to evaluate the qualities of selected music and music performances 	<p>The student will:</p> <ul style="list-style-type: none"> • Critique musical performances citing specific examples of musical strengths and weaknesses • Analyze the merits of a selected piece of music citing compositional strengths and weaknesses <p>Vocabulary</p>	<p>The Teacher will:</p>	

Curriculum Example

Responding
Ensemble: Middle School Band

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.		
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
<p>Pr.A.P. Develop strategies to address expressive challenges in a varied repertory of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Phrases, melodic structure, and expressive shape to musically express the piece being performed. Effective rehearsal planning techniques that enhance ensemble performance. Vocabulary: marcato, staccato, legato, tenuto, vibrato, crescendo, decrescendo, unison, harmony, phrase, climax, pp, p, mf, f, ff, expressive shape. <p>Skills: Ability to:</p> <ul style="list-style-type: none"> Rehearse in small ensembles with one student on a part. Evaluate a performance by comparing it to similar or exemplary models. Apply an ever-increasingly complex set of criteria for making informed critical evaluations regarding personal participation in music. 	<p>Using the assigned practice log, the student will:</p> <ul style="list-style-type: none"> Cite specific areas in the music on which they rehearse clearly explaining how the musical elements present (pitch, rhythm, harmony, dynamics, timbre, texture, form, and stylization) and/or organizational principles (unity and variety or repetition and contrast) are to be improved upon in their rehearsal. Explain how the stylistic features in the sections define the expressive value for an enhanced musical performance.

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.

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graph LR
    A[Initial Input] --> B[Writing]
    B --> C[Feedback]
    C --> D[Revision]
    D --> E[Feedback]
    E --> F[Etc.]
    F --> G[Final Draft]
    
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