

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

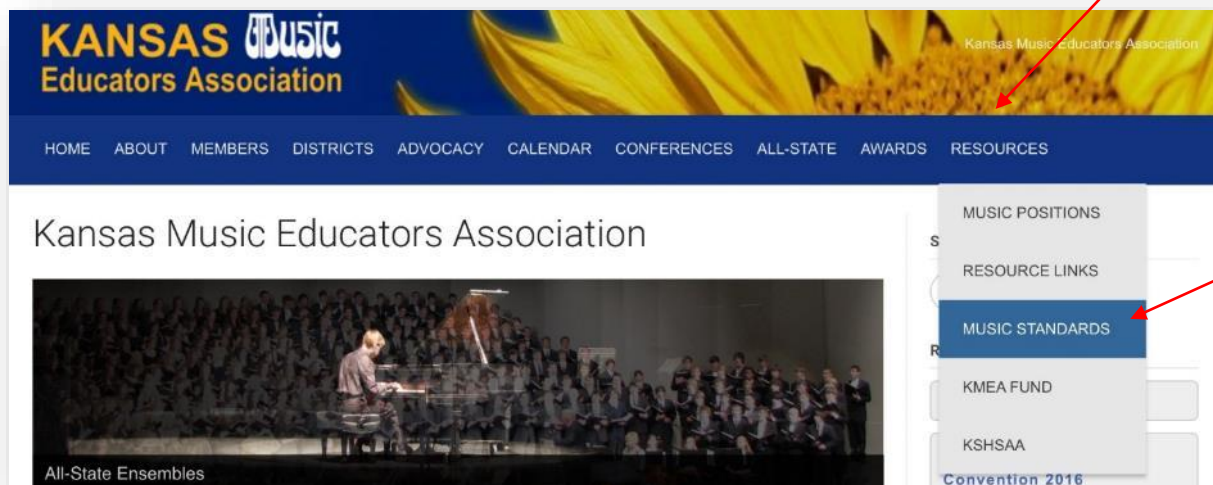
Fine Arts Coordinator, Olathe Public Schools
KMEA Vice-President



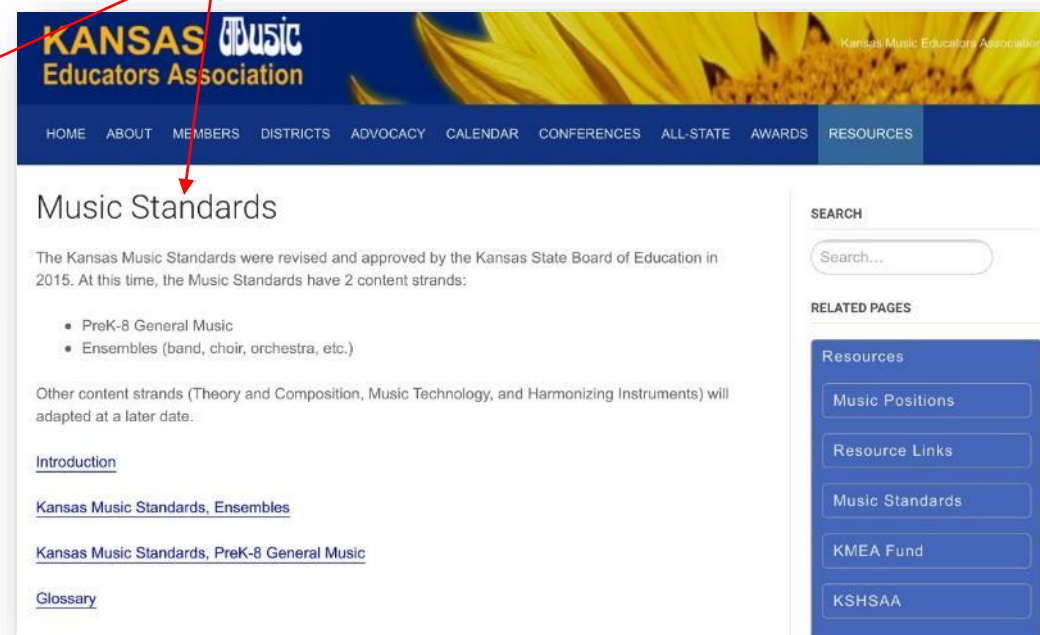
Where Can I Find the Standards and Resources for Support?



Resources



Music Standards



KMEA Website
ksmea.org

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

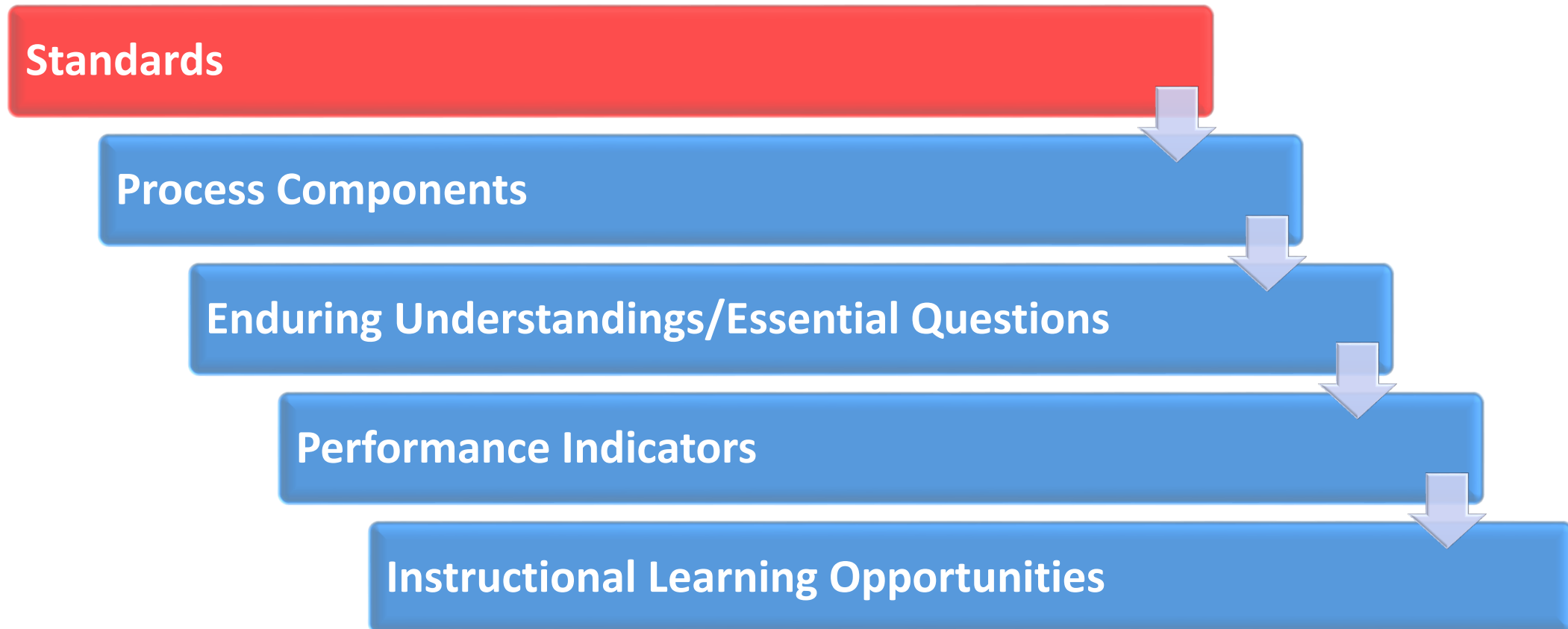
- Successes
- Areas to Grow

4. Unpacking the Standards

- Writing Learning Targets



Kansas State Music Standards



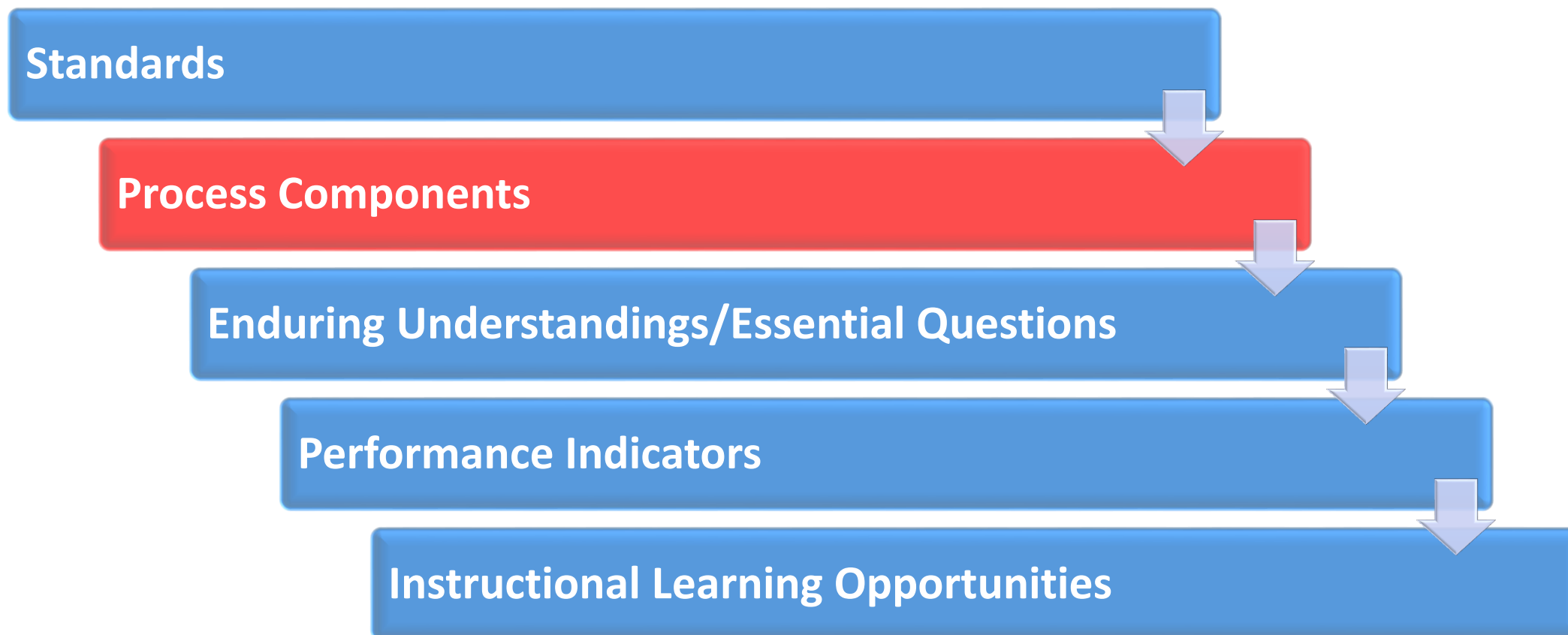
Kansas State Music Standards

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

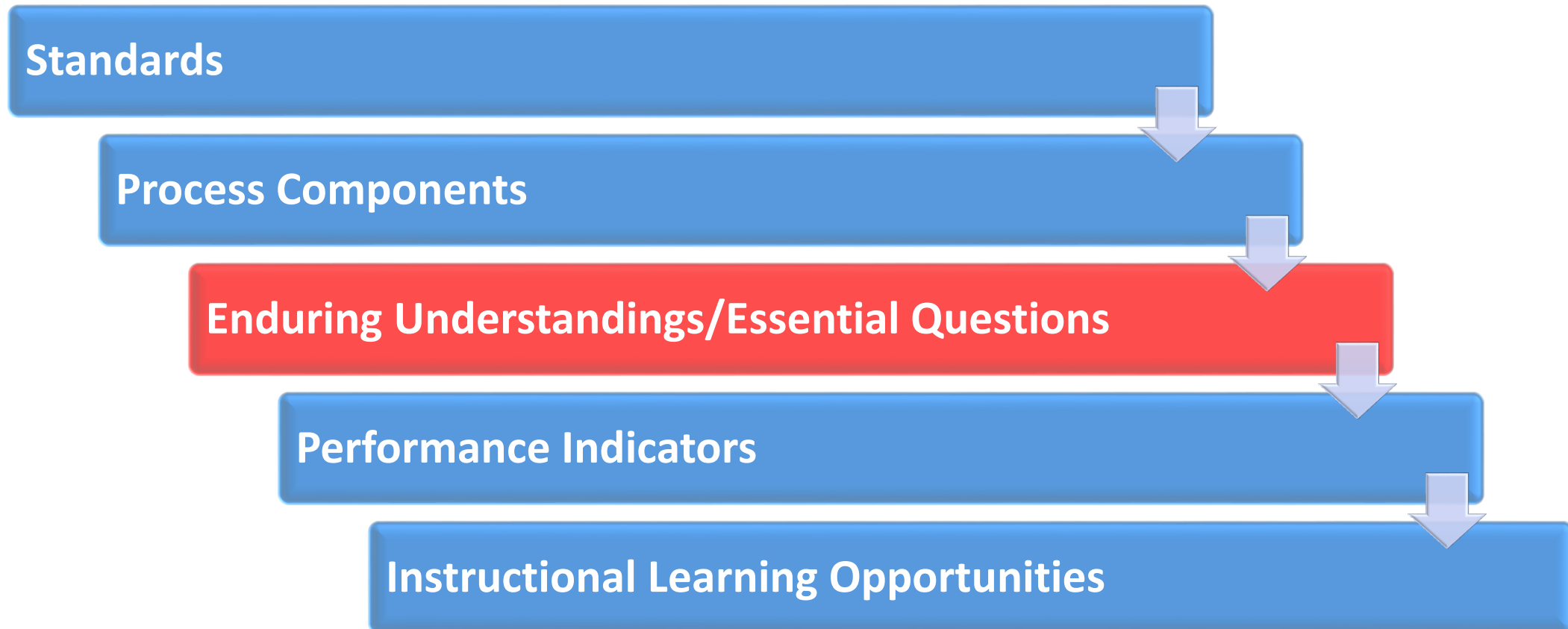


Process Components

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

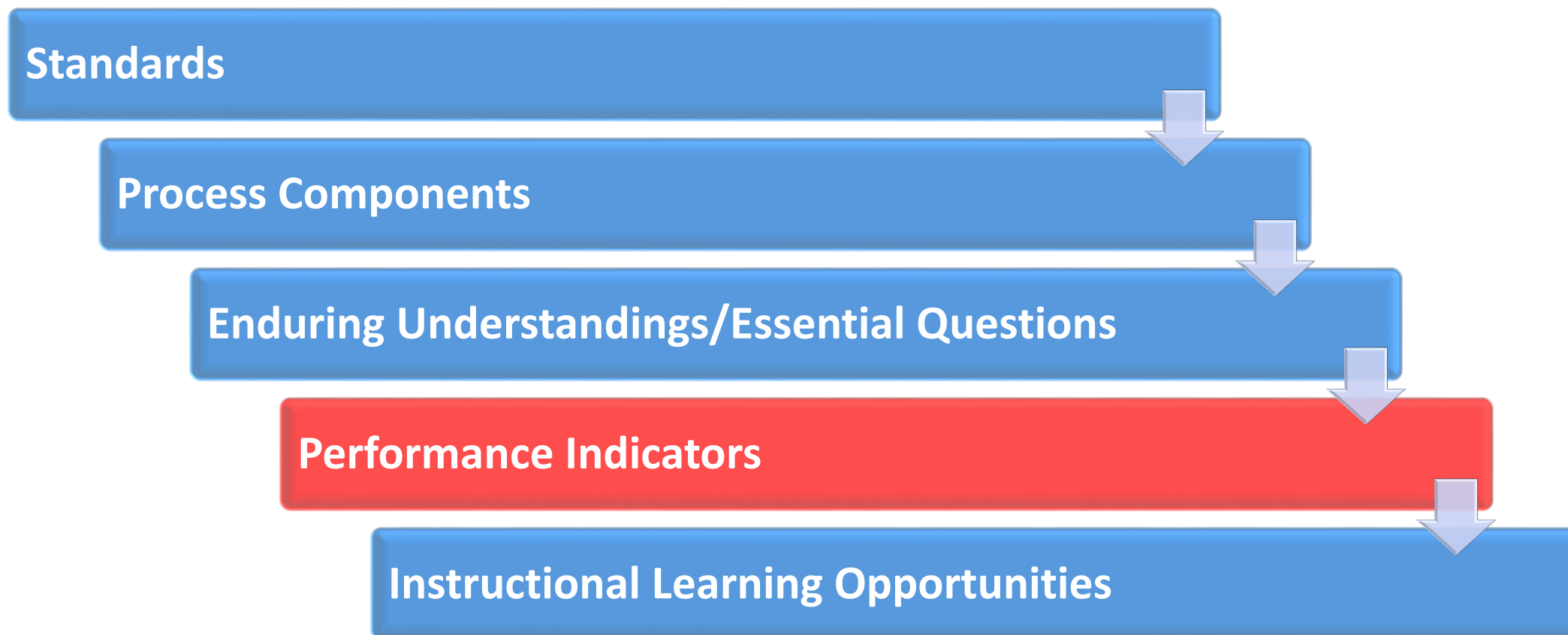
Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2		
Process Component Cr.2: Plan and Make: <i>Select and develop musical ideas for defined purposes and contexts.</i> <i>Connect: Synthesize and relate knowledge and personal experiences to make music.</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
Pre K	Cr.2.PreK.a With <i>substantial guidance, explore</i> favorite <i>musical ideas</i> (such as <i>movements, vocalizations</i> , or instrumental accompaniments).	The Student Will: <ul style="list-style-type: none">• Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.• Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance.• Arrange a simple piece for voices or instrument other than that for which the piece was written.• Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.• 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).• Notate melodic and/or harmonic patterns or phrases using traditional notation.• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.
	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.	
Kindergarten	Cr.2.K.a With guidance, <i>demonstrate and choose</i> favorite <i>musical ideas</i> .	
	Cr.2.K.b With guidance, <i>organize</i> personal <i>musical ideas</i> using iconic notation and/or recording technology.	
1 st Grade	Cr.2.1.a With <i>limited</i> guidance, <i>demonstrate and discuss</i> personal reasons <i>for selecting musical ideas that represent expressive intent</i> .	
	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.	
2 nd Grade	Cr.2.2.a Demonstrate and <i>explain</i> personal reasons for selecting <i>patterns and ideas for music</i> that represent expressive intent.	
	Cr.2.2.b Use iconic or standard notation and/or recording technology to <i>combine, sequence</i> , and document personal musical ideas.	

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 – 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.

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: Analyze: <i>Analyze the structure and context of varied musical works and their implications for performance.</i> Connect: <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 rd 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"> Identify and describe the various musical elements used within musical works from various cultures and historical eras. Identify musical patterns to determine the form of a selected work. Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges. Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.
4 th 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 th 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

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.

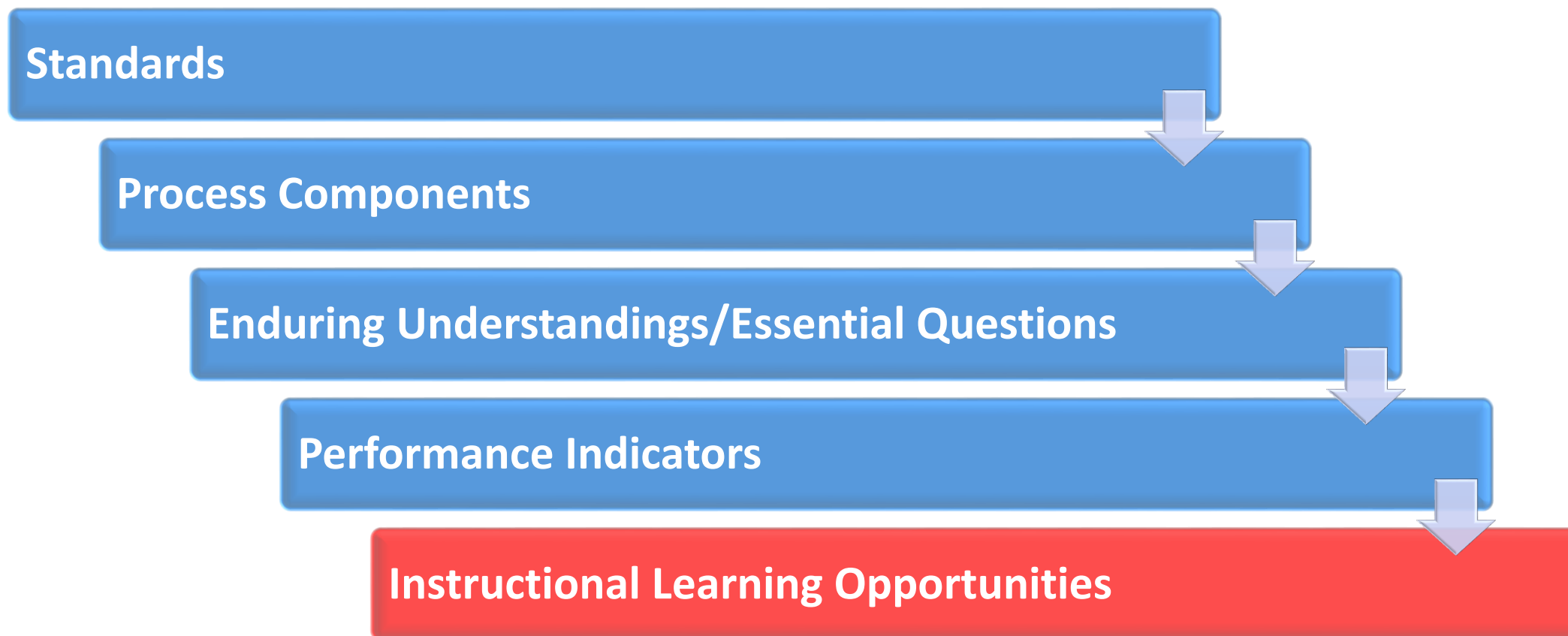
Performance Indicators for each Skill Level

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
NoviceBeginning or an equivalent to 2 years of study in an ensemble in addition to general music. IntermediateMiddle level or an equivalent to 4 years of study in an ensemble in addition to general music. ProficientFive or more years of study in addition to general music. AccomplishedProficiency exceeding average performance proficiency for high school study. AdvancedPreparing for collegiate study in music.		The Student Will: <ul style="list-style-type: none"> Identify and explain the stylistic features of a given musical work and its relationship to historical and cultural content. 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. Based on prior knowledge, analyzes the stylistic features of a given musical work. Research the historical and/or cultural content of the musical work. Demonstrate the ability to read (sight-read) accurately and expressively through performance and by describe how the elements of music are used. 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. Demonstrate extensive knowledge of vocabulary unique to appropriate literature. Interpret nonstandard notation symbols used by some 20th and 21st century composers.
Novice	Pr.2.N Demonstrate , using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	
Intermediate	Pr.2.I Demonstrate, using music reading skills where appropriate, <i>how the setting and formal characteristics of musical works contribute to understanding the context of the music in</i> prepared or improvised performances.	
Proficient	Pr.2.P Demonstrate, using music reading skills where appropriate, <i>how compositional devices employed and theoretical and structural aspects of musical works impact and inform</i> prepared or improvised performances.	
Accomplished	Pr.2.Ac 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.	
Advanced	Pr.2.Ad 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



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*.

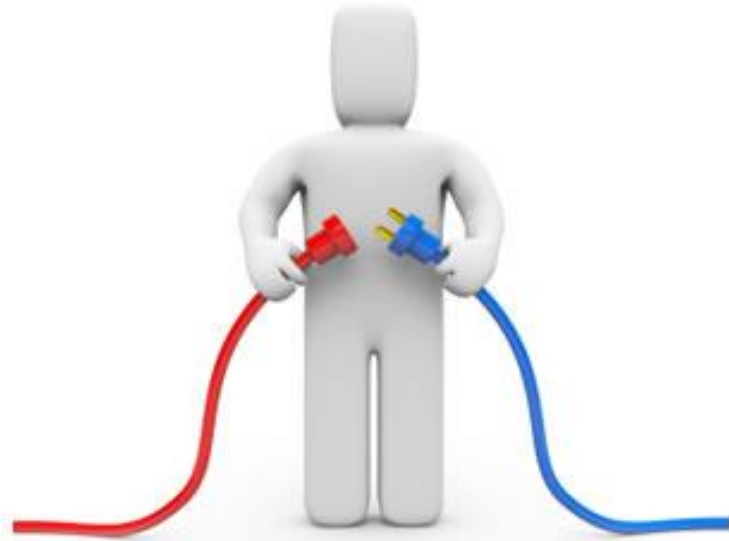
Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2			
Process Component Re.3: Interpret: <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>			
Enduring Understanding: <i>Through their use of elements 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 <i>substantial</i> guidance, explore music's expressive qualities (such as dynamics and tempo).	The Student Will: <ul style="list-style-type: none"> 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. 	
Kindergarten	Re.3.K With guidance, <i>demonstrate awareness of</i> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.		
1 st Grade	Re.3.1 With <i>limited</i> guidance, demonstrate <i>and identify</i> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.		
2 nd Grade	Re.3.2 Demonstrate <i>knowledge of music concepts and how they support</i> creators'/performers' expressive intent.		

Instructional Learning Opportunities

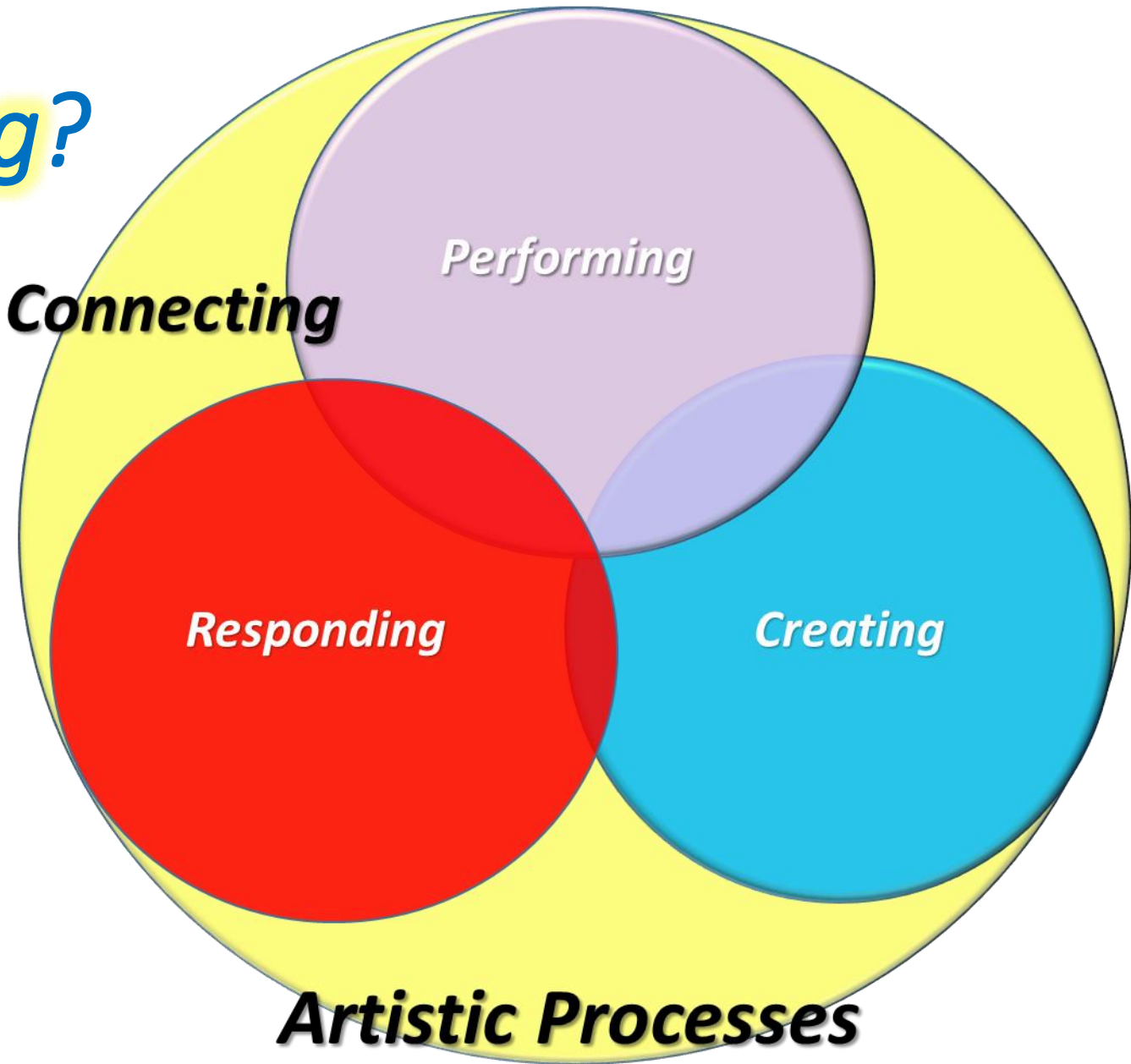
Fine Arts Anchor Standard 8: Interpret intent and meaning in artistic work.

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

*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"> <i>Bold italics</i> represent what is new beyond the earlier level 		The Student Will: <ul style="list-style-type: none"> 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.
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 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	
Intermediate	Cr.1.I Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	
Proficient	Cr.1.P 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.	
Accomplished	Cr.1.Ac 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.	
Advanced	Cr.1.Ad Compose and improvise musical ideas for a variety of purposes and contexts.	

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.

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School Program Designed Curriculum and Student Learning Assessments

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?



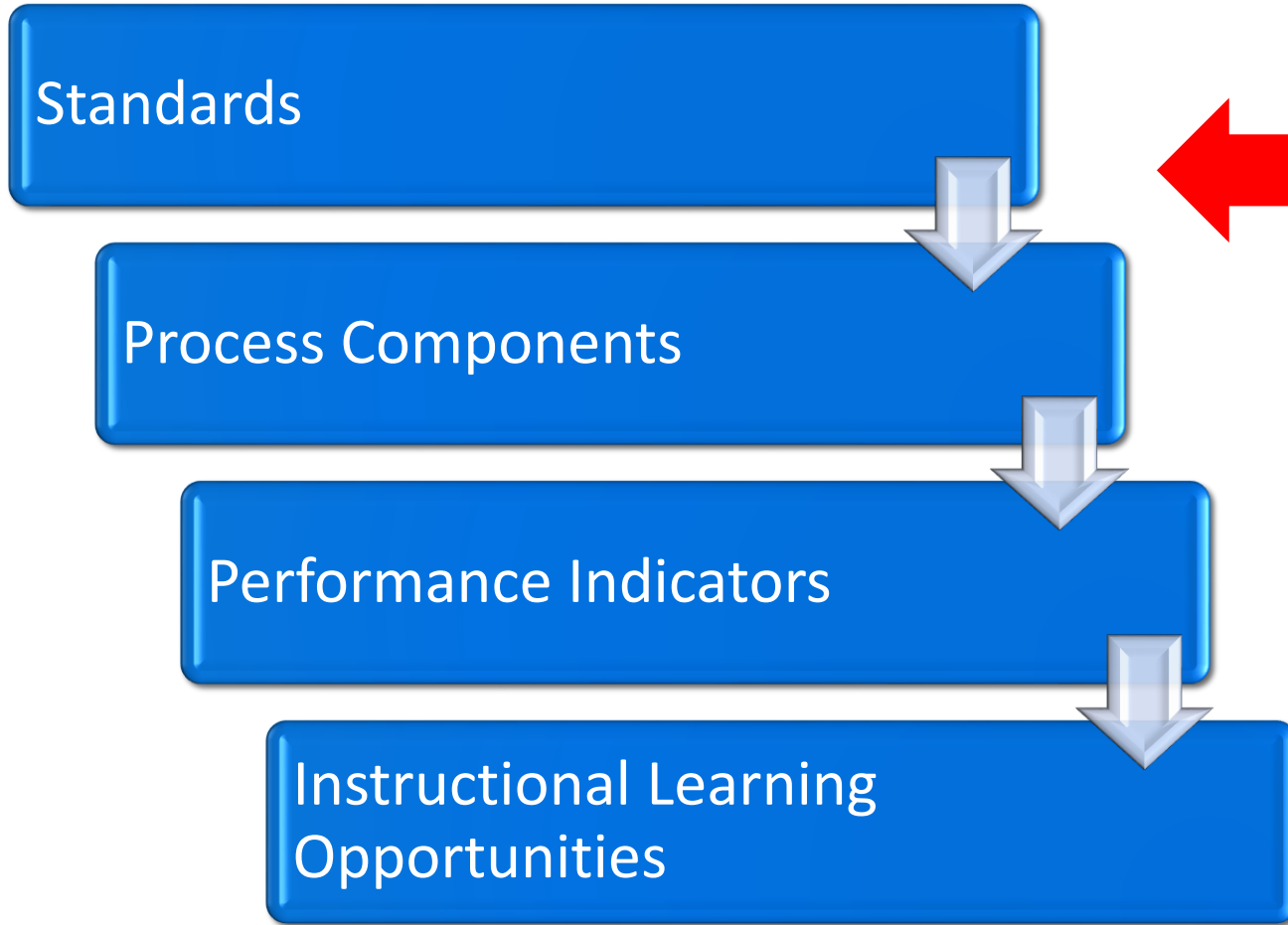
#1 – What do we want them to learn?

#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



Kansas State Music Standards

Help Our Student Develop

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

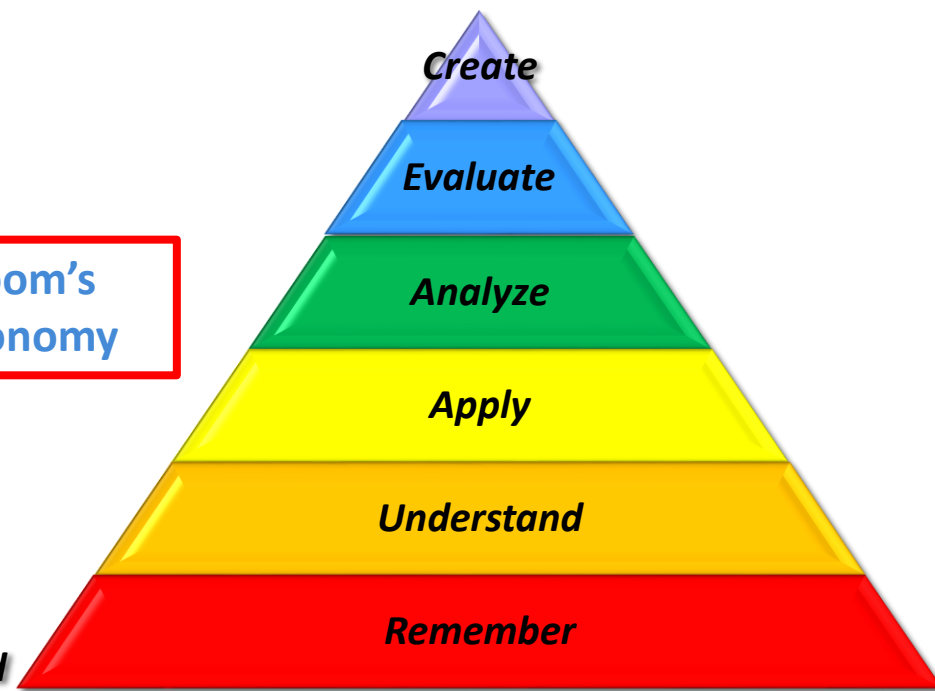


Compare...

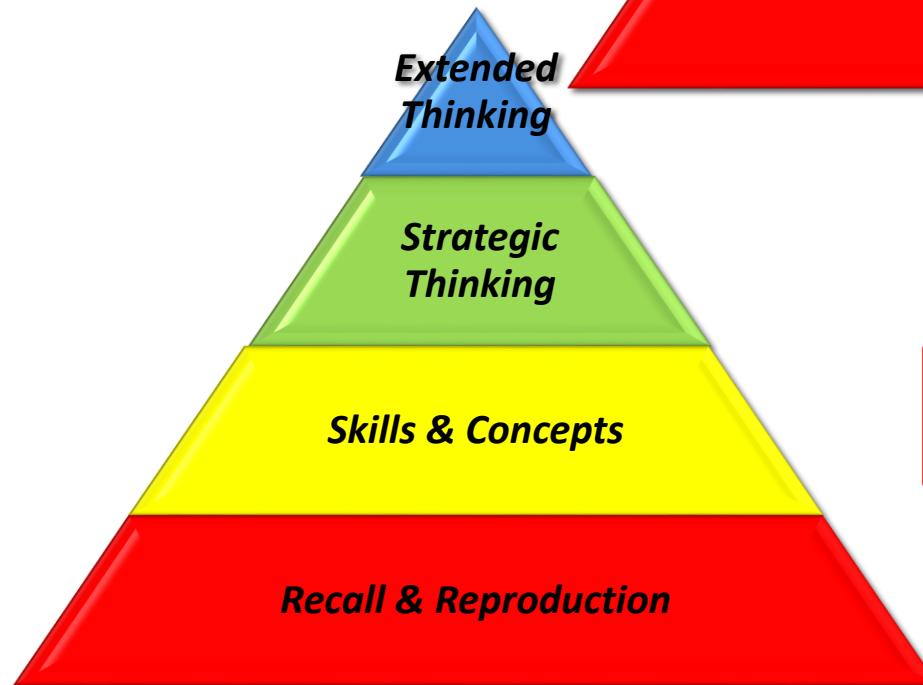
Kansas State Music Standards

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?

Discussion...

Artistic Processes & Process Components

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?

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

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



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: 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.

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.*

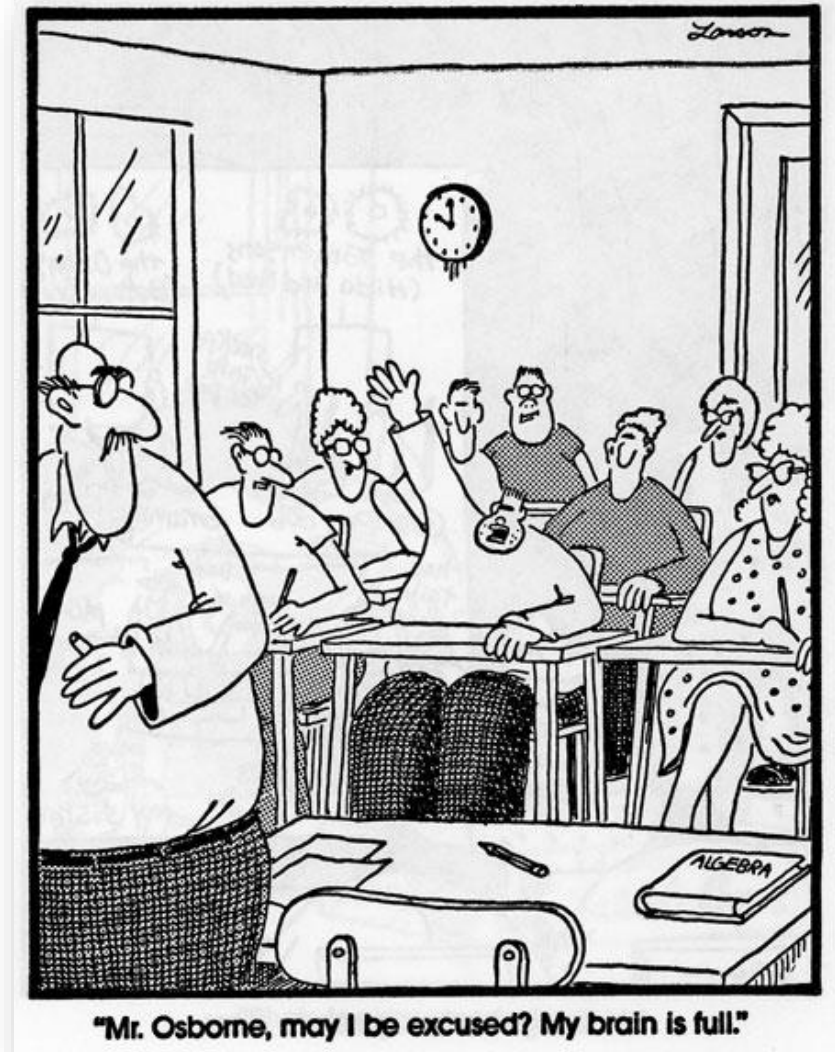
Proficient Ensemble Performance Indicator: Pr.4.P Develop strategies to address ***expressive challenges*** in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Learning Targets:

Wrapping It Up...

Questions?

What additional training/support would be helpful?



Thank you!

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