

Music Standards

FINAL

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MUSIC STANDARDS

- Standard I.*** The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
- Standard II.*** The music teacher sings and plays a musical instrument.
- Standard III.*** The music teacher has a comprehensive knowledge of music notation.
- Standard IV.*** The music teacher creates and arranges music.
- Standard V.*** The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.
- Standard VI.*** The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.
- Standard VII.*** The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.
- Standard VIII.*** The music teacher understands and applies appropriate management and discipline strategies for the music class.
- Standard IX.*** The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
- Standard X.*** The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p>
<p>1.1k the standard terminology used to describe and analyze musical sound;* and</p> <p>1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances.*</p>	<p>1.1s identify and interpret music symbols and terms;*</p> <p>1.2s perceive performance problems and detect errors accurately;*</p> <p>1.3s identify vocal and instrumental sounds;*</p> <p>1.4s use standard music terminology;*</p> <p>1.5s distinguish among timbres;*</p> <p>1.6s identify different rhythms and meters;*</p> <p>1.7s identify specific intervals;</p> <p>1.8s use appropriate techniques of musical performance for instruments and voice;</p> <p>1.9s use appropriate performance techniques for small and large ensembles;</p> <p>1.10s use appropriate conducting techniques for small and large ensembles;</p> <p>1.11s interpret music through performance;</p> <p>1.12s analyze musical performances using standard terminology;</p> <p>1.13s analyze intervals, music notation, chordal structure, harmonic progressions, rhythm, meter, and harmonic texture using standard notation;</p> <p>1.14s analyze musical forms in performance and listening repertoire, and characteristics of style and expression in musical performance;</p>
<p>* Generalists for grades EC–4 will be expected to have a basic understanding of this content.</p>	

Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

- 1.15s recognize and describe melody, harmony, and texture of a musical work;*
and
- 1.16s identify music forms.*

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Standard II. The music teacher sings and plays a musical instrument.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 2.1k methods and techniques for singing and for playing a musical instrument;**
- 2.2k techniques for performing vocally and instrumentally as a part of a group; and
- 2.3k a varied musical repertoire for vocal and instrumental performance.

** Generalists for grades EC–4 will be expected to be able to sing *or* play an instrument.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 2.1s sing and play an instrument, demonstrating accurate intonation and rhythm;**
- 2.2s demonstrate advanced techniques on a principal instrument or voice using literature at all levels of difficulty;
- 2.3s demonstrate, through performance, knowledge of musical styles using appropriate literature;
- 2.4s perform a varied repertoire of music representing styles from diverse cultures, including music of the United States;
- 2.5s perform music expressively from memory and notation; and
- 2.6s demonstrate basic performance skills on a range of instruments, including voice.

Standard III. The music teacher has a comprehensive knowledge of music notation.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 3.1k how to read, recognize aurally, and interpret music notation;* and
- 3.2k how to write standard music notation.*

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 3.1s read and write standard music notation;*
- 3.2s recognize clefs, keys, and meters;*
- 3.3s interpret rhythmic and melodic phrases both aurally and from notation;
- 3.4s interpret music symbols and terms both aurally and from notation;
- 3.5s sight-read melodies in various modes and tonalities; and
- 3.6s read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters.

Standard IV. The music teacher creates and arranges music.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k methods and techniques of musical composition and improvisation; and</p> <p>4.2k how to arrange music for specific purposes and settings.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>4.1s transpose music;</p> <p>4.2s improvise melodically, rhythmically, and harmonically;</p> <p>4.3s compose and arrange simple vocal and instrumental music;</p> <p>4.4s utilize compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution); and</p> <p>4.5s arrange vocal and instrumental music for specific purposes and settings.</p>

Standard V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 5.1k music of diverse genres, styles, and cultures;
- 5.2k major periods, styles, and individuals in the history of music and their significance;
- 5.3k how music can reflect elements of a specific society or culture;* and
- 5.4k various music vocations and avocations.*

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 5.1s characterize and classify examples of music by genre, style, culture, or historical period;
- 5.2s analyze various purposes and roles of music in society and culture;*
- 5.3s analyze the effects music can have on society, culture, and technology;
- 5.4s explain a variety of music and music-related career options;
- 5.5s recognize and describe music that reflects the heritage of the United States and Texas;*
- 5.6s identify concepts from other fine arts and their relationships to music concepts; and
- 5.7s define the relationships between the content, concepts, and processes of music, the other fine arts, and other subjects.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 6.1k the criteria used to evaluate and critique musical compositions; and
- 6.2k the criteria used to evaluate and critique musical performances and experiences.*

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 6.1s apply basic criteria for evaluating musical compositions, performances, and experiences;
- 6.2s evaluate specific musical works and styles using appropriate music terminology;
- 6.3s apply evaluative criteria appropriate for the style of given musical works;
- 6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*
- 6.5s diagnose performance problems and detect errors accurately;*
- 6.6s offer meaningful prescriptions for correcting performance problems and errors;
- 6.7s offer constructive suggestions for the improvement of a musical composition; and
- 6.8s apply knowledge of music forms.*

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a music curriculum;*</p> <p>7.2k appropriate sequencing of music instruction and how to deliver developmentally appropriate music instruction;*</p> <p>7.3k a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class;*</p> <p>7.4k learning theory as it applies to music education;*</p> <p>7.5k the importance of helping students develop music skills that are relevant to their own lives;*</p> <p>7.6k the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music;*</p> <p>7.7k strategies and benefits of promoting students’ critical-thinking and problem-solving skills in relation to music;*</p> <p>7.8k procedures and criteria for selecting an appropriate repertoire for the music class;*</p> <p>7.9k various materials and resources available for use in music education;*</p> <p>7.10k how to use technology as a tool in the music class;*</p> <p>* Generalists for grades EC–4 will be expected to have a basic understanding of this content.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS;*</p> <p>7.2s provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful;*</p> <p>7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*</p> <p>7.4s provide instruction that promotes students’ understanding and application of fundamental principles of music;*</p> <p>7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*</p> <p>7.6s use varied materials, resources, and technology to promote students’ creativity, learning, and performance;*</p> <p>7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*</p> <p>7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*</p> <p>7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*</p>

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

- 7.11k the value of and techniques for integrating music instruction with instruction in other subject areas;*
- 7.12k proper health techniques for use during rehearsals and performances;*
- 7.13k appropriate literature to enhance technical skills and provide musical challenges;*
- 7.14k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
- 7.15k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; and
- 7.16k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

- 7.10s teach students concert etiquette;*
- 7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music;*
- 7.12s incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions;*
- 7.13s integrate music instruction with other subject areas;*
- 7.14s promote music as an integral element in students’ lives, whether as a vocation or as an avocation;*
- 7.15s encourage students to pursue musical knowledge independently;*
- 7.16s teach students proper health techniques for use during rehearsals and performances;*
- 7.17s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
- 7.18s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; and
- 7.19s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.

Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>8.1k strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); and</p> <p>8.2k techniques for effectively and efficiently managing varied resources for the music education program.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>8.1s manage time, instructional resources, and physical space effectively for the music class;</p> <p>8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings; and</p> <p>8.3s manage and document the use and condition of musical instruments and other materials in the music program.</p>

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 9.1k the skills needed to form critical judgments about music;*
- 9.2k techniques and criteria for ongoing assessment of students’ musical knowledge and skills;* and
- 9.3k the constructive use of criticism when evaluating musical skills or performances.*

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 9.1s use multiple forms of assessment and knowledge of the TEKS to help determine students’ progress in developing music skills and understanding;*
- 9.2s use ongoing assessment results to help develop instructional plans;*
- 9.3s use standard terminology in communicating about students’ musical skills and performances;* and
- 9.4s offer meaningful prescriptions to correct problems or errors in musical performances.*

Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–12</i></p>	<p><i>Teachers of Students in Grades EC–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>10.1k legal and ethical issues related to the use or performance of music in an educational setting;*</p>	<p>10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting;*</p>
<p>10.2k strategies for maintaining effective communication with other music educators;*</p>	<p>10.2s comply with federal, state, and local policies and regulations concerning the use or performance of music;*</p>
<p>10.3k strategies for communicating with students and others in the school and community about the music program;*</p>	<p>10.3s establish and maintain effective communication with other music educators;</p>
<p>10.4k the value of continuing professional education for the music educator;* and</p>	<p>10.4s collaborate professionally with other music educators to strengthen and promote music education;</p>
<p>10.5k types of professional development opportunities that are available to music educators.*</p>	<p>10.5s maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits;*</p>
	<p>10.6s serve as an advocate on behalf of the music program; and</p>
	<p>10.7s serve as an active member of professional music education organizations.</p>
<p>* Generalists for grades EC–4 will be expected to have a basic understanding of this content.</p>	

