

Endorsement Competencies for Choral Music P-12

| 2007 Standards |
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| <p>1.0 Common Core - Concepts, Vocabulary, Skills and Techniques: <i>Competent vocal/choral music teachers understand and are able to demonstrate skill in music theory and practice.</i> (EALR 1)</p> |
| <p>1.1 Understand music notation systems and vocabulary.</p> |
| <p>1.2 Understand the common elements of music (beat, rhythm, pitch, melody, harmony, texture, timbre/tone color, form, and expression (dynamics, style, tempo, phrasing) and their interaction:</p> <ul style="list-style-type: none"> • Theory • Form and analysis • Composing • Arranging • Performance |
| <p>1.3 Understand a variety of musical styles, literature of diverse cultural sources, and music of various historical periods.</p> |
| <p>1.4 Understand physical problems that may develop if the voice is used inappropriately, and other basics of choral instruction, including the changing voice.</p> |
| <p>1.5 Understand the organization, training, and placement of singers in a choral setting.</p> |
| <p>1.6 Understand advanced performance techniques adequate to facilitate growth in students:</p> <ul style="list-style-type: none"> • Tone Production • Extended range • Intonation • Improvisation • Musicality |
| <p>1.7 Understand conducting:</p> <ul style="list-style-type: none"> • Beat patterns and gestures • Diverse repertoire selection • Score preparation • Rehearsal of large and small choral ensembles |
| <p>1.8 Understand appropriate repertoire for different ages and ensembles.</p> |
| <p>1.9 Understand methods and rehearsal techniques for:</p> <ul style="list-style-type: none"> • Choirs • Solos and chamber ensembles • Basic performance techniques for voice |
| <p>1.10 Concentration in a major applied area (instrument or voice) with experience in:</p> <ul style="list-style-type: none"> • Solo performances • Small ensembles • Large ensemble |
| <p>2.0 Common Core - Artistic Processes:</p> |

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| (EALR 2) |
| 2.1 Understand the creative process in composition or improvisation. |
| 2.2 Understand the performing process as a soloist and member of small and large ensembles |
| 2.3 Understand the use of a responding process in music. |
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| 3.0 Common Core - Communication through Music: (EALR 3) |
| 3.1 Understand that music can be used to express ideas and feelings. |
| 3.2 Understand that music can communicate for a specific purpose. |
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| 4.0 Common Core – Connections: (EALR 4) |
| 4.1 Understands the relationship of choral, general, and instrumental music. <ul style="list-style-type: none"> • Awareness of conducting techniques for band and orchestra. • Awareness of methods and rehearsal techniques for band and orchestra. • Awareness of basic performance techniques for winds, strings and percussion. • Awareness of skills in composition and orchestration. • Awareness of appropriate band and orchestra repertoire for different ages and ensembles. • Awareness of wind, string, and percussion as teaching tools. • Awareness of current general music approaches and materials (e.g. Orff-Schulwerk, Kodaly, Dalcroze). |
| 4.2 Understands the relationship of music to the other arts. |
| 4.3 Understands the relationship of music to the other content areas. |
| 4.4 Understands and identifies careers related to music. |
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| 5.0 Common Core - Teaching as a Profession: <i>Competent choral music teachers have necessary music teaching competencies.</i> |
| 5.1 Understand the role of the music teacher as a resource person in integrating music into the total school curriculum. |
| 5.2 Understand child growth and development, including areas of exceptionality (example: highly capable to special needs) and principles of learning as they relate to music. |
| 5.3 Understand a variety of assessment techniques. |
| 5.4 Understand technology used to enhance music instruction and performance. |
| 5.5 Understand legal and ethical issues regarding integrity and ethical behavior: <ul style="list-style-type: none"> • Professional conduct, as stated in Washington’s Code of Professional Conduct. • Local, state, and federal laws and regulations and ethical practices that affect teaching and learning and the music education profession. • Detailed knowledge of the copyright law as it regards music and music education |
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| 6.0 Common Core - Instructional Methodology: <i>Music Competencies Concepts, Vocabulary, Skills and Techniques.</i> |

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| <p>6.1 Demonstrate composition skills including:</p> <ul style="list-style-type: none"> • Written notation • Improvisation • Arranging for choral ensembles • Computer software applications |
| <p>6.2 Demonstrate advanced performance techniques to facilitate growth in students:</p> <ul style="list-style-type: none"> • Tone production • Extended range • Intonation • Improvisation • Musicality |
| <p>6.3 Demonstrate ability to conduct:</p> <ul style="list-style-type: none"> • Beat patterns, gestures, and a kinesthetic interpretation of the score • Diverse repertoire selection • Score preparation, reading, and analysis • Rehearsal and performance of choral ensembles |
| <p>6.4 Demonstrate understanding of appropriate repertoire for different ages and ensembles:</p> <ul style="list-style-type: none"> • Evaluation and comparison of a variety of method books • Selection of repertoire appropriate for large and small ensembles • Diverse genres of music including choirs, chamber ensembles, and world music. |
| <p>6.5 Demonstrate understanding of methods and rehearsal techniques for:</p> <ul style="list-style-type: none"> • Choirs • Solos and chamber ensembles • Vocal jazz ensembles |
| <p>6.6 Demonstrate ability to create accurate and musically expressive performances with various types of performing groups and general classroom situations.</p> |
| <p>6.7 Demonstrate ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations including transposing scores to better suit vocal ranges.</p> |
| <p>6.8 Demonstrate ability to play keyboard and other classroom instruments appropriate to his/her teaching needs.</p> |
| <p>6.9 Demonstrate ability to use the singing voice as a teaching tool.</p> |
| <p>6.10 Demonstrate aural skills including:</p> <ul style="list-style-type: none"> • Singing and playing from notation • Rhythmic, melodic, and harmonic dictation • Error detection and correction • Recognize historical, cultural, and stylistic contexts • Blend and balance |
| <p>6.11 Demonstrate the ability to teach effective use of the voice.</p> |
| <p>6.12 Demonstrate the ability to teach appropriate choral techniques individually, in small groups, and in larger classes.</p> |

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| The Artistic Process: |
| 6.13 Explains the use of creating, performing and responding processes. |
| Communication: |
| 6.14 Selects a repertoire that utilizes a variety of expressive ideas and feelings. |
| 6.15 Creates lessons and performance opportunities in which music is selected for a specific purpose. |
| Connections: |
| 6.16 Creates lessons integrating music and other content areas. |
| Teaching as a Profession: |
| 6.17 Demonstrate the ability to adapt music teaching techniques, methods, and materials to meet the needs of special populations. |
| 6.18 Demonstrate administrative aspects of the music program, including: <ul style="list-style-type: none"> • Scheduling to optimize music instruction • Recruitment • Support groups • Selection, purchase and maintenance of resource materials • Equipment and performance attire • Budget management • Performance • Field trips |
| 6.19 Manage the instructional environment including: <ul style="list-style-type: none"> • Developing effective delivery skills, including a sense of pacing and an ability to analyze tasks and respond to student behavior • Facilitating individual and group discovery, inquiry, and performance of diverse types and styles of music • Establishing and maintaining good rapport with students • Communicating classroom and performance expectations to students and families in a fair, legal and consistent manner • Establishing and maintaining consistent and fair standards of classroom behavior • Creating a safe environment conducive to music learning |
| 6.20 Ability to demonstrate effective classroom and rehearsal management techniques at various levels to different age groups and in a variety of classroom and ensemble settings. |
| 6.21 Demonstrate ability to apply a variety of individual and group assessment techniques: <ul style="list-style-type: none"> • Monitor student understanding, progress and performance • Provide oral and written feedback • Adjust instructional strategies |
| 6.22 Uses individual and group assessments to determine instruction. |
| 6.23 Demonstrate ability to plan instruction, based on: <ul style="list-style-type: none"> • Washington Essential Academic Learning Requirements (EALRs) • Understanding children’s musical development • Curriculum development and assessment • Integration with the other arts and non-arts disciplines • Diverse student population |

- Genres and styles from various cultures
- Appropriate use of technology
- Scheduling

6.24 Demonstrate ability to foster professionalism in school and community settings including:

- Understanding professional organizations and associations; professional publications, journals, materials, and resources, continuing education, professional development and lifelong learning
- Cultivating professional relationships and collaborating with school colleagues, organizations, and other community agencies to improve student learning
- Awareness of characteristics of the community and its schools with respect to religion, ethnicity, culture, and socio-economic environment
- Communicating effectively with parents or guardians, other agencies, and the community at large
- Involvement in professional organizations and associations, continuing education, professional development and lifelong learning
- Knowledge of professional journals, materials and resources