

Endorsement Competencies for General Music P-12

2007 Standards
1.0 Common Core - Concepts, Vocabulary, Skills and Techniques: <i>Competent general music teachers understand and are able to demonstrate skill in music theory and practice.</i> (EALR 1)
1.1 Understand music notation systems and vocabulary.
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: <ul style="list-style-type: none"> • Theory • Form and analysis • Composing • Arranging • Performance
1.3 Understand a variety of musical styles, literature of diverse cultural sources, and music of various historical periods.
1.4 Understand physical problems that may develop if the voice is used inappropriately, and other basics of vocal instruction, including the changing voice.
1.5 Understand conducting: <ul style="list-style-type: none"> • Beat patterns and gestures • Diverse repertoire selection • Score preparation • Rehearsal of large and small ensembles • Choral and instrumental ensembles
1.6 Understand appropriate repertoire for different ages and ensembles.
1.7 Concentration in a major applied area (instrument or voice) with experience in: <ul style="list-style-type: none"> • Solo performances • Small ensembles • Large ensemble
2.0 General Music Common Core - Artistic Processes: (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.
3.0 General Music 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.
4.0 General Music Common Core – Connections:

(EALR 4)
<p>4.1 Understands the relationship of choral, general, and instrumental music.</p> <ul style="list-style-type: none"> • Awareness of conducting techniques for choir, band and orchestra. • Awareness of methods and rehearsal techniques for choir, band and orchestra. • Awareness of basic performance techniques for choir, winds, strings and percussion. • Awareness of skills in composition and orchestration. • Awareness of appropriate choir, band and orchestra repertoire for different ages and ensembles. • Awareness of wind, string, and percussion as teaching tools.
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.
5.0 General Music Common Core - Teaching as a Profession: <i>Competent general 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 current general music approaches, philosophies and materials: (e.g. Orff-Schulwerk, Kodaly, Dalcroze)
5.5 Understand technology used to enhance music instruction and performance.
<p>5.6 Understand legal and ethical issues regarding integrity and ethical behavior:</p> <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.
6.0 Common Core - Instructional Methodology: <i>Music Competencies Concepts, Vocabulary, Skills and Techniques</i>
<p>6.1 Demonstrate composition skills including:</p> <ul style="list-style-type: none"> • Written notation • Improvisation • Orchestration and arranging • Computer software applications
<p>6.2 Demonstrate performance techniques to facilitate growth in students:</p> <ul style="list-style-type: none"> • Tone production • Extended range • Intonation • Improvisation • Musicality
6.3 Demonstrate ability to conduct:

<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 vocal and instrumental 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 bands, choirs, orchestras, chamber ensembles, jazz and world music
<p>6.5 Demonstrate knowledge of approaches and rehearsal techniques for general music classroom ensembles: (e.g. Orff-Schulwerk, Kodaly, Dalcroze, world music, percussion)</p>
<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.</p>
<p>6.8 Demonstrate ability to play keyboard and other instruments appropriate to his/her teaching needs including transposing accompaniments to better suit vocal ranges and/or available classroom instruments.</p>
<p>6.9 Demonstrate the use of wind, string, and percussion instruments appropriate to the general music classroom.</p>
<p>6.10 Demonstrate ability to use the singing voice as a teaching tool.</p>
<p>6.11 Demonstrate the ability to teach effective use of the voice.</p>
<p>6.12 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>6.13 Demonstrate the ability to teach appropriate vocal techniques individually, in small groups, and in larger classes.</p>
<p>The Artistic Process:</p>
<p>6.14 Explains the use of creating, performing and responding processes.</p>
<p>Communication:</p>
<p>6.15 Selects repertoire that utilizes a variety of expressive ideas and feelings.</p>
<p>6.16 Creates lessons and performance opportunities in which music is selected for a specific purpose.</p>
<p>6.17 Creates lessons integrating music and other content areas</p>
<p>Teaching as a Profession:</p>
<p>6.18 Demonstrate the ability to adapt music teaching techniques, methods, and materials to meet the needs of special populations.</p>
<p>6.19 Demonstrate administrative aspects of the music program, including:</p> <ul style="list-style-type: none"> • Scheduling to optimize music instruction • Recruitment

<ul style="list-style-type: none"> • Support groups • Selection, purchase and maintenance of resource materials • Equipment and performance attire • Budget management • Performance • Field trips
<p>6.20 Manage the instructional environment including:</p> <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
<p>6.21 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</p>
<p>6.22 Demonstrate ability to apply a variety of individual and group assessment techniques to:</p> <ul style="list-style-type: none"> • Monitor student understanding, progress and performance • Provide oral and written feedback • Adjust instructional strategies
<p>6.23 Demonstrate ability to plan instruction, based on:</p> <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
<p>6.24 Demonstrate ability to foster professionalism in school and community settings including:</p> <ul style="list-style-type: none"> • 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