

Instrumental Music Endorsement Competencies P-12

2007 Standards
<p>1.0 Instrumental Music Common Core - Concepts, Vocabulary, Skills and Techniques: <i>Competent instrumental 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 the skills and techniques necessary to play wind, string, and percussion instruments.</p>
<p>1.5 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>1.6 Understand conducting:</p> <ul style="list-style-type: none"> • Beat patterns and gestures • Diverse repertoire selection • Score preparation • Transposition of wind instruments to concert pitch. • Rehearsal of large and small instrumental ensembles
<p>1.7 Understand 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, and world music
<p>1.8 Understand methods and rehearsal techniques for:</p> <ul style="list-style-type: none"> • Bands and orchestras • Solos and chamber ensembles • Basic performance techniques for winds, strings, percussion
<p>1.9 Concentration in a major applied area (instrument or voice) with experience in:</p> <ul style="list-style-type: none"> • Solo performances

<ul style="list-style-type: none"> • Small ensembles • Large ensembles
2.0 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 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 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 vocal ensembles. • Awareness of methods and rehearsal techniques for vocal ensembles. • Awareness of basic performance techniques for the singing voice. • Awareness of compositional skills in choral writing. • Awareness of appropriate choral repertoire for different ages and ensembles. • 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.
5.0 Instrumental Music Common Core - Teaching as a Profession: <i>Competent instrumental 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 methods and materials.
5.5 Understand technology used to enhance music instruction and performance.
5.6 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

6.0 Common Core - Instructional Methodology: <i>Music Competencies, Concepts, Vocabulary, Skills and Techniques.</i>
6.1 Demonstrate composition skills including: <ul style="list-style-type: none"> • Written notation • Improvisation • Orchestration and arranging • Computer software applications
6.2 Demonstrate advanced performance techniques to facilitate growth in students: <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 instrumental ensembles
6.4 Demonstrate understanding of appropriate repertoire for different ages and ensembles: <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, and world music
6.5 Demonstrate understanding of methods and rehearsal techniques for: <ul style="list-style-type: none"> • Bands (i.e.: concert band, jazz ensemble, marching band, etc.), and orchestras (i.e. full orchestra, string orchestra, chamber ensemble, etc.) • Solos and chamber ensembles • Jazz ensembles • Marching band
6.6 Demonstrate ability to create accurate and musically expressive performances with various types of performing groups and general classroom situations.
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.
6.8 Demonstrate ability to play keyboard and other classroom instruments appropriate to his/her teaching needs. <ul style="list-style-type: none"> • Demonstrate ability to use the singing voice as a teaching tool. • Demonstrate ability to use wind, string, and percussion instruments as teaching tools.
6.9 Demonstrate aural skills including: <ul style="list-style-type: none"> • Singing and playing from notation • Rhythmic, melodic, and harmonic dictation • Error detection and correction

<ul style="list-style-type: none"> • Recognize historical, cultural, and stylistic contexts • Blend and balance
The Artistic Process:
6.10 Explains the use of creating, performing and responding processes.
Communication:
6.11 Selects a repertoire that utilizes a variety of expressive ideas and feelings.
6.12 Creates lessons and performance opportunities in which music is selected for a specific purpose
Connections:
6.13 Creates lessons integrating music and other content areas.
Teaching as a Profession:
6.14 Demonstrate the ability to adapt music teaching techniques, methods, and materials to meet the needs of special populations.
6.15 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
6.16 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.
6.17 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.
6.18 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
6.19 Uses individual and group assessments to determine instruction.
6.20 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

6.21 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, and 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