

# Competencies for Teachers: Instrumental Music, Grades K-12

2016

In addition to the Arkansas Teaching Standards, the teacher of Instrumental Music, grades K-12, will demonstrate knowledge and competencies in the following areas:

<p><b>1. Essential Competencies in Music</b></p> <p>NAfME: Standards 1, 3, 8 NASM: Standard IX.O.4, 5</p>	<p>1.1 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education</p> <p>1.2 Ability to understand the scope, integrative nature, and various functions of technology in music and pedagogy</p> <p>1.3 Knowledge of musicianship, vocal, and pedagogical skills sufficient to teach general music at the K-12 grade levels</p> <p>1.4 Knowledge and skills sufficient to teach students on instruments and/or in voice as appropriate to the chosen areas of specialization</p> <p>1.5 Ability to lead performance-based instruction in a variety of settings</p> <p>1.6 Knowledge of the historical periods and characteristics of Western Art and American Music and the cultural function and traits of world music</p>
<p><b>2. Conducting and Musical Leadership</b></p> <p>NAfME: Standards 1, 5, 6, 7 NASM: Standard IX.O.3.b(1)</p>	<p>2.1 Knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques</p> <p>2.2 Ability to conduct and lead accurate and musically expressive performances with various types of performing groups and in general classroom situations</p> <p>2.3 Knowledge of conducting and the musical leadership skills sufficient to teach effectively in area(s) of specialization</p>
<p><b>3. Creating</b></p> <p>NAfME: Standards 3, 4 NASM: Standard IX.O.3.b(2)</p>	<p>3.1 Ability to arrange and compose music to meet the needs and ability levels of individuals, school performing groups, and in classroom situations</p> <p>3.2 Generate and conceptualize age appropriate music curriculum</p> <p>3.3 Ability to improvise music across a variety of settings</p>
<p><b>4. Performing</b></p> <p>NAfME: Standards 1, 2, NASM: Standard IX.O.3.b(3)</p>	<p>4.1 Functional rehearsal abilities in keyboard, voice, and instruments appropriate to the teaching specialization</p> <p>4.2 Experiences in solo vocal or instrumental performance at a proficient level</p> <p>4.3 Experiences in ensembles (ensembles should be varied both in size and nature)</p> <p>4.4 Develop and refine artistic techniques – works for presentation / performance</p>
<p><b>5. Responding</b></p> <p>NAfME: Standard 9 NASM: Standard IX.O.3.b(4)</p>	<p>5.1 Ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities</p> <p>5.2 Ability to analyze musical elements such as harmony, form, rhythm, etc.</p>

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Praxis II (5113) = Praxis II Music: Content Knowledge

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	5.3 Ability to interpret the expressive intent and meaning in music
<b>6. Connecting</b>	6.1 Ability to connect and relate an understanding of music with respect to styles, literature, multiple cultural sources, and historical developments, both in general and as related to area(s) of specialization  6.2 Synthesize and relate personal knowledge and experiences to music making
<b>7. Instrumental Music</b>  NAfME: Standards 2, 3 NASM: Standard IX.O.3.c(2)	7.1 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music  7.2 Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach students effectively in groups  7.3 Ability to teach instrumental students individually, in small groups, and in larger classes
<b>8. Pedagogical Competencies in Music</b>  NAfME: Standards 1 - 9 NASM: Standard IX.O.4.d	8.1 Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings  8.2 Ability to understand child growth and development and an understanding of principles of learning as they relate to music  8.3 Ability to assess aptitudes, experiential backgrounds, learning styles, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs  8.4 Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization  8.5 Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations  8.6 Ability to understand evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum  8.7 Demonstrate dispositions of a professional music educator**  8.8 Knowledge of professional issues as they relate to teaching music, administrating music programs, and being a good coworker in the K-12 school environment
<b>9. Disciplinary Literacy*</b> CCSS-ELA	Many disciplinary literacy competencies for reading are embedded in the music competencies, specifically 2.1, 4.4, 5.1, 5.2, 5.3, and 6.1; therefore, these embedded disciplinary literacy reading competencies are not repeated in this section of the document.  9.1 Know and be able to teach the current Arkansas Disciplinary Literacy Standards appropriate to music as a technical subject, which includes using music as a text  9.2 Read/listen to music and analyze its component parts and form

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	<p>with the purpose of integrating knowledge and ideas both within and across musical compositions</p> <p>9.3 Demonstrate the following writing competencies, including writing musical notation, as well as writing about music:</p> <ul style="list-style-type: none"> <li>• Writing opinion pieces on topics or texts, supporting a point of view with reasons and information</li> <li>• Writing arguments focused on discipline-specific content</li> <li>• Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes</li> <li>• Producing clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience</li> <li>• Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience</li> <li>• Using technology, including the Internet, to produce, publish, and update individuals or shared writing products in response to ongoing feedback, including new arguments or information</li> <li>• Conducting short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate, or synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively</li> <li>• Drawing evidence from informational texts to support analysis, reflection, and research</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> </ul>
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**\*Disciplinary Literacy Competencies for K-6 and 6-12**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8, 9-10, and 11-12 are presented in grade bands that are divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

\*\* Parkes, K.A., Doerksen, P. & Ritcher, G. (2015, in press). A validation process for measuring dispositions in pre-service music educators. In T. Brophy (Ed.), *Selected papers from the Fifth International Symposium on*

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Assessment in Music Education, Connecting Practice, Measurement, and Evaluation. Chicago, IL: GIA Publications.

Parkes, K. A., Doerksen, P. F., & Ritcher, G. (2014). Measuring professional dispositions in pre-service music teachers in the United States. In T. Brophy (Ed.), *Selected papers from the Fourth International Symposium on Assessment in Music Education, Music Assessment, and Global Diversity – Practice, Measurement, and Policy*. Chicago, IL: GIA publications, pp. 351-386.

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