

In addition to the Arkansas Teaching Standards, the teacher of Vocal/Choral 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 <del>beginning</del> 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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	5.3 Ability to interpret the expressive and meaning in music
<b>6. Connecting</b>	<p>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.</p> <p>6.2 Synthesize and relate personal knowledge and experiences to music making</p>
<b>7. Vocal/Choral Music</b>  NAFME: Standards 1, 2, 3 NASM: Standard IX.O.3.c(2)	<p>7.1 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music</p> <p>7.2 Vocal and pedagogical skill sufficient to teach effective use of the voice</p> <p>7.3 Ability to teach vocal techniques individually, in small groups, and in larger classes</p> <p>7.4 Ability to use at least one instrument as a teaching tool</p>
<b>8. Pedagogical Competencies in Music</b>  NAFME: Standards 1 - 9 NASM: Standard IX.O.4.d	<p>8.1 Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings</p> <p>8.2 Ability to understand child growth and development and an understanding of principles of learning as they relate to music</p> <p>8.3 Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs</p> <p>8.4 Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization</p> <p>8.5 Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations</p> <p>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</p> <p>8.7 Demonstrate dispositions of a professional music educator**</p> <p>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</p>
<b>9. Disciplinary Literacy*</b> CCSS-ELA	<p>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.</p> <p>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</p> <p>9.2 Read/listen to music and analyze its component parts and form</p>

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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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