

Kansas Curricular Standards for Music



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Kansas Curricular Standards

for

Music



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Introduction

Prelude

Music and all arts have always been a significant part of the creative and intellectual capital that drives our economy. They infuse our lives on nearly all levels – generating a significant part of the creative, innovative, and intellectual capital of our state and nation. The fact that music and all of the arts provide this important foundation confirms their value in Kansas' schools. Nurturing our children, then, necessarily means that we must provide all students—not just those identified as "talented"—with a well-rounded education that includes music. By doing so, we are fulfilling the needs of our students, laying the foundations for their success and the success of our schools and, ultimately, the success of our state and nation.

The Kansas Curricular Standards for Music are designed to meet the learning needs of all students and instructional needs of all educators. While these standards are not curriculum, they are meant to guide rather than dictate the structure and content of learning in music for Kansas students. The central purposes of these standards are to identify the learning our students need and to drive improvement in the system that delivers that learning.

While aligned to the 5 Rose Capacities and the Goals for the Kansas State Board of Education, these standards address what students should know and understand in preparation for college and careers beyond high school. Toward that end, they emphasize the process-oriented nature of experiencing music that guides the continuous and systematic operations of instructional improvement by:

- Defining musical/artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes at the forefront of the work as cognitive and physical actions by which music learning and making are realized.
- Specifying Enduring Understandings and Essential Questions that provide conceptual understandings that are intended to endure when details and certain minimal skills fade away, articulating value and meaning within music.
- Incorporating Performance Standards that function as benchmarks in meeting the Enduring Understandings.
- Identifying Anchor Standards as the bridge for the application of the Artistic Processes across all fine art disciplines.

The Standards Process

Musical/Artistic Literacy

The goal of these standards is to assist teachers in developing curriculum that assists in enhancing musical and artistic literacy among learners. Artistic Literacy (is) the ability to encode and decode ("read" and "write") aesthetic wisdom that is expressed and received in symbolic and metaphoric forms. Combs, E., Charles. (2009, February 4). Wisdom Lost: Artistic Literacy as a 21st-Century Skill. Retrieved from http://www.artslearning.org/node/463 . Artistic Literacy supports how to make good judgments about qualitative relationships. Eisner, W., Elliot (October 2004). *Arts and the Creation of Min.* Yale University Press. It helps develop knowledge and understanding to enhance problem solving and innovative thinking. Artistic Literacy affords the opportunity to develop personal value systems within our 21st Century world through the discernment of historical and cultural information to foster growth in making informed decisions in order to live and work successfully and well with others.

To this end, we begin with Philosophical Foundations and Lifelong Goals to help guide in understanding what it means to be or become musically/artistically literate. These goals are the basis for the revised Kansas Curricular Standards for Music.

Philosophical Foundation and definition	**Lifelong Goal definition**
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Artistic Processes

These music standards are organized into three major categories known as processes. They are Creating, Performing, and Responding, with a fourth area of Connecting that is embedded within the three aforementioned processes. These 3 processes are now our Kansas Standards. Combined, these processes cultivate wisdom, innovative thinking, and intrinsic values; processes not easily quantified, but vital to lifelong learning in an increasingly technological, commercial, and global society.

Creating	**Performing**	**Responding**
Conceiving and developing new musical ideas and work.	Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how music conveys meaning.

Process Components

Each artistic process branches into process components**.** Process components are the actions musicians carry out as they address each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The process components serve as the action verbs that collectively build toward the artistic processes. As such, the process components translate the processes into measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

Process Components		
Creating	Performing	Responding
Students will: 1. **Imagine** *Generate musical ideas for various purposes and contexts*. 2. **Plan and Make** *Select and develop musical ideas for defined purposes and contexts*. 3. **Evaluate and Refine** *Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria*. 4. **Present** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	*Students will:* 4. **Select** *varied musical works to present based on interest, knowledge, technical skill, and context.* 5. **Analyze** *the structure and context of varied musical works and their implications for performance*. 6. **Interpret** *Develop personal interpretations that consider creators' intent*. 7. **Rehearse, Evaluate and Refine** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.* 8. **Present** *expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context*	*Students will:* 9. **Select** *Choose music appropriate for a specific purpose or context*. 10. **Analyze** *how the structure and context of varied musical works inform the response*. 11. **Interpret** *Support interpretations of musical works that reflect creators'/performers' expressive intent*. 12. **Evaluate** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

Enduring Understandings

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an enduring understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality art education.

Essential Questions

Essential questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential questions also guide students as they uncover enduring understandings. Wiggins and McTighe assert that essential questions are those that encourage, hint at, even *demand* transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence. Wiggins, Grant and McTighe, Jay (2005). 2nd Edition. Association for Supervision & Curriculum Development

Performance Indicators

Performance indicators are grade-by-grade articulations of student achievement toward developing the process component in PK-8 music and at five proficiency levels for ensemble classes across middle school and high school (novice, intermediate, proficient, accomplished and advanced). If there is more than 1 Performance Indicator for a grade or skill level under a Process Component, they are then marked with a, b, c, etc. to show their order.
The three high school levels are listed below with their definitions. As such, the performance standards translate the enduring understandings and process components into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

HS - Proficient

Students at the Proficient level have developed the foundational technical and expressive skills and understandings in music necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand music to be an important form of personal realization and wellbeing, and can make connections between other arts, history, culture and other learning.

HS - Accomplished

Students at the Accomplished level are -- with minimal assistance -- able to identify or solve musical problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine music products, that demonstrate technical proficiency, personal communication and expression. They use music for personal realization and wellbeing, and have the necessary skills for and interest in participation in musical activity beyond the school environment.

HS - Advanced

Students at the Advanced level independently identify challenging musical problems based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using at least one music form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as music learners. They are capable of taking a leadership role in music activity within and beyond the school environment.

Instructional Learning Opportunities

Provide examples that can be used in instruction in meeting the performance indicators.

Anchor Standards

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the fine arts address through instruction. They bind the fine arts and demonstrate the knowledge and understandings that all the fine arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all fine arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards.

Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standards Code

Each Performance Standard has a code for identification purposes. Here is an example: VA:Cr1.1.PK
VA refers to the discipline, Visual Arts; Cr refers to the process. In this case it is the Creating process. The number one refers to the first Anchor Standard. As mentioned above, there are eleven. The next number (one in this example) refers to the Process Component. Some Anchor Standards have more than one process component. The final element to the code refers to the grade. In this example, it is pre-kindergarten.

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