

# Higher Education Teacher Preparation Standards

Music: Instrumental grades PreK-12



*Kansas leads the world in the success of each student.*

# INSTRUMENTAL MUSIC

Early Childhood through Late Adolescence/Adulthood

PreK-12, adopted April 19, 2016

“**Learner(s)**” is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

**Standard 1:** *The teacher of instrumental music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.*

## Content Knowledge

- 1.1 CK The teacher understands instrumental repertoire appropriate for various developmental stages.
- 1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.
- 1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.

## Professional Skills

- 1.4 PS The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and large ensembles.
- 1.5 PS The teacher demonstrates the ability to access musical and literary resources for instrumental music.
- 1.6 PS The teacher develops instrumental pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
- 1.7 PS The teacher demonstrates singing effective for instructional purposes.
- 1.8 PS The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

**Standard 2:** *The teacher of PK-12 music has skills in creating, arranging, and improvising.*

**Content Knowledge**

2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.

**Professional Skills**

2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.

2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.

2.4 PS The teacher creates music appropriate for various developmental stages.

2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

**Standard 3:** *The teacher of instrumental music has skills in reading and writing music.*

**Content Knowledge**

3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.

**Professional Skills**

3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

3.3 PS The teacher performs music notation at sight vocally and instrumentally.

3.4 PS The teacher notates music from aural sources.

3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

**Standard 4:** *The teacher of instrumental music has skills in listening to, analyzing, describing, and performing music.*

**Content Knowledge**

- 4.1 CK The teacher knows technical and symbolic vocabulary of music.
- 4.2 CK The teacher understands the organization of sound in musical forms.
- 4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.

**Professional Skills**

- 4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
- 4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
- 4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

**Standard 5:** *The teacher of instrumental music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education*

**Content Knowledge**

5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.

**Professional Skills**

5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.

5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

5.4 PS The teacher facilitates student self-evaluation of music and musical performances.

5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

**Standard 6:** *The teacher of instrumental music can assess musical knowledge and skills.*

**Content Knowledge**

6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.

**Professional Skills**

6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

**Standard 7:** *The teacher of instrumental music demonstrates professional responsibility and reflective practice.*

**Content Knowledge**

- 7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.
- 7.2 CK The teacher is aware of the impact of a music program within a community.
- 7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.

**Professional Skills**

- 7.4 PS The teacher articulates a philosophy of music education.
- 7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
- 7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.
- 7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
- 7.8 PS The teacher operates and maintains musical instruments and equipment.
- 7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
- 7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

For more information, contact:

Teacher Licensure  
785-296-2288  
[HEAccreditation@ksde.gov](mailto:HEAccreditation@ksde.gov)



Kansas State Department of Education  
900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
[www.ksde.gov](http://www.ksde.gov)

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