

## THE MUSIC CREDENTIAL

*Music is an aural art form that satisfies our human need to respond to life experiences through creating, writing or arranging, singing, listening, and/or playing a musical instrument.*

**The Criterion:** *The school reflects a commitment to facilitating and developing the students' acquisition of a deep appreciation for and an understanding of music as an expressive and creative art form and as an essential component of the social and cultural fiber of our society. This commitment is demonstrated by the breadth and depth of the school's music education offerings and the participation by a significant portion of the school's students in these courses and activities. The school's music education and performance program is accepted, understood, and supported by the governance, staff members, parents, students, and the school's community. A quality curriculum and instructional program provided by qualified and musically talented educators using effective and varied educational and co-curricular programs and activities provide students with numerous opportunities to develop and demonstrate their acquired skills, knowledge, and talent. The school's music education and performance program is well defined, vertically articulated, age and grade level appropriate, and supports the development of individual and group performance proficiencies, knowledge, and skills. The music education and performance curriculum encompasses music history, theory and appreciation, the music of various cultures, and the opportunity to perform, arrange, and/or compose music.*

### The Indicators of Quality

#### **Vision of the Music Education Program**

MU1.) The school and its music education and performance program reflect a strong commitment to providing all students with access to a balanced, comprehensive, and sequential program of instruction in music, music theory and appreciation, performance opportunities, and skill development that will allow every student to realize her or his maximum musical potential.

MU2.) The school and its music education and performance program reflect a commitment to facilitating and developing the students' skills and their acquisition of a deep appreciation for and an understanding of music as an expressive and creative art form.

MU3.) The school's governance, staff, parents, and broader educational community understand and accept the value and benefits of the study of music and support the school's music education and performance program by providing it with appropriate resources (financial, human, physical, time, etc.).

MU4.) The school and its music instructors maintain a constant focus on the optimal development of the students' knowledge, skills, and talents along with the frequency and breadth of performance opportunities.

MU5.) Evaluations of the music education and performance program are based on the quality and development of the individual student's knowledge, skills, and talents as well as the quality of the performance groups.

MU6.) At the successful completion of each music course, the school strives to have students demonstrate that they have developed, or are developing, sufficient knowledge and skills in musical analysis and evaluation that will enable them to pursue and recognize excellence in music and music performance.

### **School Climate and Organization**

MU7.) The climate and culture of the school and the music that is studied and/or performed demonstrate respect for the cultural and religious differences, backgrounds, and influences of other individuals.

MU8.) The school recognizes the cultural and religious diversity of its student population when scheduling music performances and activities.

MU9.) The school recruits and hires qualified teachers of music who are also accomplished and appropriately trained musicians.

MU10.) The teachers of music are of the necessary number and have the qualifications to achieve the expectations and goals established by the school community.

MU11.) The school's professional development program for music educators provides training in the effective use of research-based instructional and assessment practices.

MU12.) Best practices in music education guide the selection of teaching strategies, learning activities and materials, resources, and assessment.

### **Curricula for Music Courses and Programs**

MU13.) The curricula for the school's music education and performance programs are clearly defined, approved by the governing body, and consistent with the school's philosophy/mission.

MU14.) The curricula reflect the alignment of teaching strategies, learning activities, instructional support, instructional resources, and the assessment of learning.

MU15.) The curricula are designed to develop the students' skills in musical analysis, evaluation, and synthesis that enable them to recognize and pursue excellence in their own performance(s) and musical experiences while in school and in their future lives.

MU16.) Evaluation of student performance and competence is based on areas of focus as established by external standards of excellence recognized by the profession.

MU17.) External standards of excellence as recognized by the profession provide the basis for determining attainable targets and the basic concepts, skills, and knowledge required for successful completion of each music course at the appropriate grade level(s).

MU18.) The content and delivery of the courses and programs are designed to train and enable students to recognize, know, discuss, use, and demonstrate a variety of appropriate elements and principles of music to produce, review, revise, and/or perform original, standard, and creative musical works and compositions.

MU19.) The curricula include instruction in the use of modern and traditional technologies in creating and performing music.

MU20.) Multiple entry points in the music program are available for students who wish to enter or change the focus of their musical studies and/or skills development.

MU21.) The curricula are designed to promote active involvement of students in both the learning and assessment processes, thus allowing them to take responsibility for their own musical development.

MU22.) The written curricula for all courses within the program have established priorities, objectives, and goals that are based on clearly defined expectations for all students.

MU23.) The curricula include learning and performance experiences that promote critical thinking, reasoning, problem solving, decision-making, and study/practice skills.

MU24.) The learning expectations of the curricula address the diverse learning needs of the students without compromising the common concepts and essential knowledge and skills students are expected to learn.

MU25.) The curriculum within the program(s) offers culminating courses that address a range of student abilities and interests including career-based options.

MU26.) The curricula are well-articulated and coordinated between all teachers at each grade/course level and by teachers across grade /course levels.

MU27.) The school has established and implements a process for the regular and systematic review, revision, and development of the music curricula that includes opportunities for appropriate input by members of the staff, parents, community, and students and ensures that music selected for performances and classroom activities is appropriate in terms of the age and skill level of the performers/students.

MU28.) Decisions made in the review, revision, and development of the curricula are based on data about student performance, knowledge of child development, and research about best practices in curriculum, instruction, and assessment.

MU29.) The written curricula are delivered as approved and written.

### **Instruction**

MU30.) Instruction in music courses and programs is based on and is designed to achieve recognized external standards of excellence recognized by the profession.

MU31.) Instructional strategies, techniques, and materials are appropriate for the age and knowledge/skill level of the students.

MU32.) Instruction emphasizes the development of the students' knowledge of notation and performance traditions that enable the students to learn new music independently throughout their lives.

MU33.) Individual and group instruction as well as rehearsals and performances recognize the individual and varied developmental levels and musical abilities of each student.

MU34.) Rote learning/instruction is used only to supplement the development of the students' skills in singing, playing instruments, and/or composing and to enhance the effectiveness of other appropriate instructional strategies.

MU35.) Correction is achieved indirectly through modeling as well as by direct means.

MU36.) The scope and pacing of instruction, lessons, and rehearsals engage the students' interest and provide learning opportunities that challenge but do not tax students' abilities.

MU37.) Class sizes in music classes and rehearsals promote and allow for the development of student proficiency and high quality of performance(s).

MU38.) Technology is used as appropriate and available to enhance teaching and learning.

MU39.) Individual needs are addressed through differentiation, flexible grouping, and additional assistance when needed.

MU40.) Students and teachers demonstrate an understanding of individual and cultural differences by maintaining respect for each other in class.

MU41.) Teachers maintain safe, positive and supportive classroom environments.

MU42.) The school takes advantage of local cultural resources to educate its students and provide performance opportunities for its students.

MU43.) Opportunities for travel and experiences outside the local communities allow for students to experience other cultures and music firsthand.

### **Assessment of Student Learning**

MU44.) The school conducts frequent systematic evaluations of the effectiveness of each program and course through an analysis of factual data developed from the evaluation of the musical knowledge, skills, and performance of the individual students and musical groups based on external standards of excellence and rating systems recognized by the profession for students at the appropriate grade level(s).

MU45.) Multiple measures are used to assess student knowledge, skills, competence, and performance based on external standards of excellence and ratings systems recognized by the profession for students at the appropriate grade level(s).

MU46.) Assessments of student knowledge, skills, competence, and performance mirror instructional tasks as well as evaluate student knowledge and application of musical skills, interpretations, structures, vocabulary, etc.

MU47.) Assessment of student learning and performance is done formally and informally on an on going basis.

MU48.) Teachers review collaboratively and discuss evidence of student learning and performance to develop clearer understanding of the quality and rating of student work and performance. This information is used to improve teaching and learning.

MU49.) Students are provided the results of assessments of learning and performance frequently and throughout the school year and in a form that assists them in improving future learning and performance.

MU50.) Students are able to identify, explain, and analyze common themes, forms, and techniques used in music composition and performance.

MU51.) Students are able to apply appropriate vocabulary and terminology when discussing, rehearsing, or analyzing musical works.

MU52.) Students are able to demonstrate knowledge, understanding, and appreciation of the historical, cultural, and social context of a variety of musical compositions from various historical eras.

MU53.) Students are familiar with and are able to analyze and evaluate the use of traditional and contemporary technologies in producing or performing music.

MU54.) Students are able to organize, evaluate, and analyze the effects and value of individual and/or group rehearsals and practice sessions.

MU55.) Students are informed in advance about the criteria used to assess learning and performance and are given samples or models typical of targeted levels of learning and performance. Students may participate in the identification of criteria and building of rubrics.