

## Kansas Educator Preparation Program Standards for Vocal Music (PreK-12)<sup>1</sup>

**\*\*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 vocal music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.**

*[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]*

Content Knowledge	Professional Skills
1.1 CK The teacher understands vocal repertoire appropriate for various developmental stages.	1.4 PS The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and/or large ensembles.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.	1.5 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher develops vocal 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 functional knowledge of various band and orchestra instruments for instructional purposes.
	1.8 PS The teacher demonstrates singing effectively for instructional purposes.

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

*[Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]*

Content Knowledge	Professional Skills
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.	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.

<sup>1</sup> Modifications of the current standards have been informed by the recent revisions of the national music standards (NAfME, 2014).  
Vocal Music educator preparation program standards, April 19, 2016

	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 vocal music has skills in reading and writing music.**

*[Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	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 vocal music has skills in listening to, analyzing, describing, and performing music.**

*[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
4.1 CK The teacher knows technical and symbolic vocabulary of music.	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.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

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

*[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	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 vocal music can assess musical knowledge and skills.**

*[Aligns with InTASC Instructional Practice Standards 6]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
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.	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 vocal music demonstrates professional responsibility and reflective practice.**

*[Aligns with InTASC Professional Responsibility Standards 9,10]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	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.