
Discipline-Based Professional Teaching Standards For Teachers Of Music

I. Knowledge of Music

Music teachers research and are knowledgeable about a variety of music from diverse cultural traditions and historical periods, including contemporary. Key domains of knowledge include:

- representative musical works and composers;
- distinguishing characteristics of representative music genres;
- performance practices for representative music genres; and
- exemplary conductors, performers and performing groups.

II. Applied Musicianship

Music teachers communicate about, respond to, create and perform music accurately and artistically. Key domains include the ability to:

- convey artistry and musical ideas through conducting and expressive gesture;
- respond to (select, analyze, interpret and evaluate the quality of) music and music performance with artistic insight;
- create (imagine, plan, make, evaluate, refine, present) improvised and/or composed melodies, accompaniments, arrangements and variations;
- perform (select, analyze, interpret, rehearse, evaluate, refine and present) a varied repertoire, and/or appropriate accompaniments;
- sight-sing simple melodies;
- perform music accurately and artistically from notation on at least one primary instrument; and
- demonstrate appropriate tone and performance techniques on a variety of secondary instruments, including voice, keyboard instrument, standard beginning-level band and orchestral instruments, and standard classroom instruments.

III. Importance of Music

Music teachers draw on an understanding of the nature and significance of music and its relationship to other arts and disciplines, to communicate its aesthetic, educational and societal value.

IV. Creating Music

Music teachers plan and provide sequential, developmentally appropriate instruction that empowers students to independently **create** (imagine, plan, make, evaluate, refine and present) music through improvisation, arranging, harmonization and composition. Music teachers help students develop the skills and understandings – aural, theoretical, notational, technical – and personal “voice” which provide the foundation for creating music that is both technically sound and expressive.

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V. Performing Music

Music teachers plan and provide sequential, developmentally appropriate instruction that empowers students to independently **perform** (select, analyze, interpret, rehearse, evaluate, refine and present) music. Music teachers help students develop the skills and understandings – aural, technical, notational, stylistic, expressive – necessary to perform accurately and artistically.

VI. Responding to Music

Music teachers plan and provide sequential, developmentally appropriate instruction that empowers students to independently **respond** to (select, analyze, interpret and evaluate) music. Music teachers help students develop the aural and theoretical skills and understandings, vocabulary and familiarity with representative musical examples that provide the foundation for understanding and communicating about music.

VII. Learning Environment

Music teachers establish and maintain a positive environment, conducive to developing students' independent musicianship and future participation in music.

VIII. Reflection and Professional Growth

Music teachers pursue lifelong learning through reflective practice, musical and professional development, and participation in music making.

IX. Leadership

Music teachers help their school and community develop an appropriate vision of, and commitment to providing, a quality music/arts education for all students.