

APPENDIX J

PROFESSIONAL TEACHING STANDARDS FOR MUSIC AND VISUAL ARTS

Discipline-based professional teaching standards for teachers of music and visual arts, presented on pages 302–305, were published by the Connecticut State Department of Education in *Connecticut's Common Core of Teaching* (1999). These standards represent the unique knowledge, skills and competencies required for successful teachers of art and music. Collectively, the discipline-specific standards and the “foundational skills and competencies” – which are common to all teachers from pre-kindergarten through Grade 12 – outline the knowledge, skills and competencies that teachers in each discipline must develop to help their students learn and perform at high levels.

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.

Discipline-Based Professional Teaching Standards For Teachers Of Visual Arts

I. Knowledge of Visual Arts

Art teachers research and respond knowledgeably to art forms, artists and works from diverse historical and contemporary cultures. Key domains of knowledge include:

- representative artists, art works, artifacts and objects in a variety of media;
- key characteristics of representative genres and styles from diverse cultures, peoples and historical periods;
- traditions in and influences of art, design and the making of artifacts; and
- art criticism and aesthetics.

II. The Making of Art

Art teachers convey meaning through skillful art making in a variety of media. Key domains of knowledge include:

- a high level of technique and expressiveness in at least one visual medium; and
- appropriate technique and processes in a variety of visual media, including:
 - 2-dimensional (such as drawing, painting, print-making and photography),
 - 3-dimensional (such as sculpture, ceramics and crafts), and
 - computers and other electronic media (such as video and film).

III. Importance of the Visual Arts

Art teachers understand the nature and significance of the visual arts and the connections to other arts, other disciplines and daily life to articulate the educational, communicative, historical and cultural values of the visual arts.

IV. Curriculum Planning

Art teachers design comprehensive, sequential curriculum that is developmentally appropriate and empowers students to carry out the artistic processes of creating and responding to art.

V. Knowledge of Students

Art teachers plan and implement instruction that reflects knowledge of students' artistic, intellectual and physical development.

VI. Instructional Resources

Art teachers create, select and adapt a variety of appropriate art works, technologies and other resources to plan and support student learning.

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VII. Instruction

Art teachers use a variety of safe and developmentally appropriate art media, techniques, teaching methods and strategies to promote a high level of understanding and artistic achievement.

VIII. Reflection and Professional Growth

Art teachers pursue lifelong learning and improvement through reflective practice, artistic and professional development, and participation in art making.

IX. Leadership

Art teachers articulate and enhance the role of the arts and arts education in the school and community as well as demonstrate organizational skills and take an active role in educational decision making.