Music Education

Curriculum Guidelines & Comprehensive Model of Assessment
Curriculum Guidelines for Music

A systematic process was used to juxtapose the state and national standards. As evidenced throughout this report, each discipline has standards that overlap and others that do not. After examining different methods, we found that the aligning each set of standards made the most sense for the purpose of the project. Thus, we aligned standards, benchmarks, and grade-level expectations by creating crosswalks in order to guide us in our future recommendations. By analyzing both the state and national standards, the following competencies were developed by the researchers as a way to capture the intent of both the NGSSS and the NAfME (which has adopted NCCAS) Standards.

NAfME/NCCAS’s Standards for Music

The National Coalition for Core Arts Standards (NCCAS), which was founded in 2011, is a partnership of leading national arts education organizations, including the National Association for Music Education (NAfME). Together, these associations have agreed on a set of standards that reflect a national level of music literacy expected in K-12 education. These standards were updated in January 2014 and implemented in June 2014 after web-based field testing. These standards are based on four overarching artistic processes: creating, performing, responding, and connecting. Each artistic process branches into two or three anchor standards, which branch out further into descriptive performance standards. The four processes are:

- **Process 1: Creating** - Conceiving and developing new artistic ideas and work
- **Process 2: Performing** - Realizing artistic ideas and work through interpretation and presentation
- **Process 3: Responding** - Understanding and evaluating how the arts convey meaning
- **Process 4: Connecting** - Relating artistic ideas and work with personal meaning and external context

Florida’s Next Generation Sunshine State Standards for Music

The Next Generation Sunshine State Standards (NGSSS) for the performing arts were revised in 2010, updated in 2013 with a final standard added and field tested in 2014. Similar to NCCAS, the Florida standards for music were divided into five Big Ideas (major organizing points for the standards), three Enduring Understandings per Big Idea, and various Benchmarks per Enduring Understanding. The five Big Ideas are:

- **Big Idea 1** - Critical thinking and reflection
- **Big Idea 2** - Skills, techniques, and processes
- **Big Idea 3** - Organizational structure
- **Big Idea 4** - Historical and global connections

* NCCAS and NGSSS standards were compared point-by-point, and a summary of the results and process can be found in Race to the Top FLDOE Developed Student Growth Models for Hard-to-Measure Course Content Areas (Music, Visual Arts, and Physical Education): Phase II, Vol. III, pg. 17.
• **Big Idea 5** - Innovation, technology, and the future

**Newly Developed Constructs (merging NCCAS and NGSSS)**

A musically literate individual demonstrates competency in the following:

- **Competency 1** - “Thinking, Reflecting, and Responding to Music”
- **Competency 2** - “Historical and Global Connections in Music”
- **Competency 3** - “Creating Innovative Music”
- **Competency 4** - “Organizing and Presenting Music”
- **Competency 5** - “Connecting Skills, Techniques, and Processes”

Once the competencies were created, professional educators were surveyed in order to determine the most important constructs and corresponding skills. Practicing elementary, middle, and high school teachers deemed five of the five constructs as either important or very important. Using this information as a guide, the developed sample outcomes that should be assessed within the recommendations that follow are included in this document. These sample outcomes should be used as a guide to frame assessment activities within the comprehensive assessment model. It should be noted that these are sample outcomes. Much more thorough work needs to be done in order to determine the effectiveness and quality of these sample outcomes. It is recommended that a team of professional educators and assessment experts develop a final list of outcomes.

**Comprehensive Model of Assessment for Music**

Comprehensive assessment of music should incorporate evidence from three domains: cognitive, affective, and performance. Multiple assessments should be used over time in the evaluation of a student’s entire capacity to become a musically literate individual. Furthermore, authentic assessments that encompass students’ creative development and performance are imperative to a successful evaluation of the teaching and learning process. As such, portfolio assessment provides a means by which student learning, skills, and attitudes can be evaluated by multiple raters. Although a portfolio itself is not an assessment, it does provide a representative collection of evidence that can be used to assess the acquisition of knowledge and skills that have occurred over time.

**Three Domains of the Assessment Model**

**Domain 1: Cognitive Assessment** (35%) – Knowledge-based; Students complete a written test in order to demonstrate their knowledge about various concepts related to music.

**Domain 2: Affective Assessment** (25%) – Attitudinal/Value-based; Students complete reflections and self-assessments regarding their feelings about and experiences in the development of selection, interpretation, and creation of music.
Domain 3: Performance Assessment (40%) – Skills & Techniques; Students apply skills and techniques in the various performance and creative settings necessary to demonstrate literacy in music.

What and When to Collect Artifacts

It is important to collect enough artifacts to provide evidence of student progress. As such, there are some general guidelines to follow to enhance the likelihood of making valid and reliable decisions about student learning. It is recommended that breadth of music education is documented in the early and middle grades and depth is documented in the upper grades. Therefore, as a general guideline, portfolios should include a minimum of seven to ten artifacts incorporating the majority of the sample assessments listed above. It is imperative that students are afforded the opportunity to not only self-evaluate; but also, to reflect on their performance, learning, behavior, and overall level of proficiency.

In order to demonstrate progress over time, a variety of artifacts should be collected at multiple points throughout the academic year. For example, baseline evidence should be captured and documented in the portfolio during the early days of the school year. Then, at a minimum, various artifacts should be collected at least two additional times during the year. By collecting multiple pieces of evidence at various points throughout the year, it is more likely that student progress can be evaluated more accurately.

Sample artifacts include:

- **Checklists & rubrics** – used as tools by multiple raters to evaluate specified criteria
- **Student logs** – used as a record of participation in various activities that demonstrate actions over time, such as rehearsing; also used as a means to document progress toward goals established for performances
- **Student journals** – used as a record of students reflections about their performance, attitudes, and feelings toward creating, performing, and appreciating music
- **Student projects/work samples** – used as artifacts to demonstrate knowledge about and skills in music
- **Written tests/worksheets** – used as artifacts to demonstrate knowledge about music
- **Student responses to items on questionnaires** – used as artifacts to demonstrate appreciation, interpretation, analysis, critique, and evaluation of music
- **Performance records/event tasks** – accuracy scores or other evidence to demonstrate appropriate skill and technique acquisition; performed during a single instructional period

Competency 1: Thinking, reflecting, and responding to music
Competency 1 focuses on building the skills necessary to appreciate and interpret music, and all three assessment domains are covered in these topics. Cognitive appraisal of music concepts may be measured through knowledge-based instruments, while affective values can be addressed through more personal, individualized artifacts such as reflections. Performance assessment can be used in some formats for the selected outcomes, though more formal assessments are suggested in later competencies to evaluate skills and techniques.

**Sample Assessments** for Competency 1: Thinking, reflecting, and responding to music

- **Student logs** – students can keep track of what they have listened to and when, as a way to assess trends in their appreciation of musical content
- **Student journals** – students can reflect on musical choices both in performance and listening contexts to develop analytic skills
- **Written tests/worksheets** – in addition to building skills for self- and peer-assessment, musical theory and concepts should become decipherable as education progresses and may be tested using multiple choice or short-answer tests
- **Student responses to items on questionnaires** – teachers may provide prompts to guide students in musical interpretation, e.g. suggesting an author’s intent and the student can agree or disagree
- **Performance records/event tasks** – students should show evidence of creating music in casual contexts, either through video/audio recordings or in-class performances

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*

**Competency 1: Thinking, Reflecting, and Responding to Music – Associated Skills Deemed Appropriate by Florida Practitioners**

<table>
<thead>
<tr>
<th>Elementary (K – 5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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</thead>
<tbody>
<tr>
<td>Appreciating music</td>
<td>Appreciating music</td>
<td>Appreciating music</td>
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<tr>
<td>Interpreting music</td>
<td>Interpreting music</td>
<td>Interpreting music</td>
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<td>Creating music</td>
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<td>Evaluating music</td>
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<tr>
<td>Analyzing music</td>
<td>Analyzing music</td>
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</tbody>
</table>

* Highlighted items were rated as ‘very important’ in a survey of teachers across Florida. For more detailed information, see the Race to the Top FLDOE Developed Student Growth Models for Hard-to-Measure Course Content Areas (Music, Visual Arts, and Physical Education): Phase II, Vol. II, pg. 15 & Vol. III, pg. 28.*
Competency 1: Thinking, reflecting, and responding to music

Sample student performance indicators associated with skills listed above: (evidence should be included in the portfolio for the following sample outcomes)

Grade K: The student will be able to (Merged from NGSSS and NAfME/NCCAS):
- Share opinions about selected pieces of music
- Identify various sounds in a piece of music
- Sing songs of limited range appropriate to the young child and use the head voice

Grade 1: The student will be able to:
- Differentiate between music performed by one singer and music performed by a group of singers
- With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent
- Create short melodic and rhythmic patterns based on teacher-established guidelines

Grade 2: The student will be able to:
- Identify appropriate listening skills for learning about musical examples selected by the teacher
- Respond to a piece of music and discuss individual interpretations, including how music concepts may influence the creator’s and/or performer’s intent
- Improvise rhythmic and melodic patterns and musical ideas for a specific purpose
- Identify strengths and needs in classroom performances of familiar songs

Grade 3: The student will be able to:
- Describe listening skills and how they support appreciation of musical works
- Respond to a musical work by describing its structure and personal influence and compare individual interpretations
- Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context
- Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback

Grade 4: The student will be able to:
- Develop effective listening strategies and describe how they can support appreciation of musical works
• Describe characteristics that make various musical works appealing
• Present the final version of created music for others, and explain connection to expressive intent
• Critique specific techniques in one's own and others performances using teacher-established criteria

**Grade 5: The student will be able to:**
• Discuss and apply listening strategies to support appreciation of musical works
• Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work
• Define criteria and describe changes, using correct music vocabulary, to critique one's own and others performance
• Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent

**Grades 6 – 8: The student will be able to:**
• Develop strategies for listening to unfamiliar musical works
• Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent
• Compose a short musical piece
• Critique personal composition, improvisation, or performance, using simple criteria, to generate improvements with guidance from teachers and/or peers
• Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal
• Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image
• Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose
• Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre
• Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose
Grades 9 – 12: The student will be able to:

- Apply listening strategies to promote appreciation and understanding of unfamiliar musical works
- Develop and explain interpretations of varied works, demonstrating an understanding of either the composer's' intent or the elements of music (depending on specialization)
- Evaluate and make appropriate adjustments to personal performance in solo and ensembles
- Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music
- Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context
- Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener

Competency 2: Historical and global connections in music

Competency 2 focuses on honoring people and cultures that can offer insight to the development of music in unfamiliar contexts. It also identifies the presence of musical concepts in other academic disciplines, which students should learn to observe and utilize. This requires cognitive and affective processes that are evidenced by presentations of knowledge and respectful communication regarding other societies and time periods.

Sample Assessments for Competency 2: Historical and global connections in music

Checklists & rubrics – used in classroom or small group discussions and presentations to document the student’s thorough coverage of a topic

Student journals – reflection and personal application of cross-cultural principles can be recorded in journal entries, or prompted by teacher-written starters

Student projects/work samples – can show evidence of skill transfer and recognition of music in other subjects, such as the mathematical components of a written notation

Written tests/worksheets – historical knowledge, such as composer biographies, can be tested using these methods

Student responses to items on questionnaires – students can identify their own cultural influences through questionnaire-style activities that may ask about preferences and experiences (e.g. an interest inventory)
Skills (highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):

Competency 2: Historical and Global Connections in Music – Associated Skills Deemed Appropriate by Florida Practitioners

<table>
<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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<tbody>
<tr>
<td><strong>Honoring others</strong></td>
<td><strong>Honoring others</strong></td>
<td><strong>Honoring others</strong></td>
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<td><strong>Honoring the world in which others live</strong></td>
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<td>Relating music with cultural trends</td>
<td>Relating music with cultural trends</td>
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<td><strong>Relating music with historical events</strong></td>
<td><strong>Relating music with historical events</strong></td>
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<td>Explaining how music has emerged</td>
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<tr>
<td>Connecting music to other disciplines</td>
<td>Connecting music to other disciplines</td>
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Competency 2: Historical and global connections in music

Sample student performance indicators associated with skills listed above: (evidence should be included in the portfolio for the following sample outcomes)

Grade K: The student will be able to (Merged from NGSSS and NAfME/NCCAS):

- Respond to music from diverse cultures through singing and movement
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers

Grade 1: The student will be able to:

- Explain the work of a composer
- Perform simple songs, dances, and musical games from a variety of cultures
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants

Grade 2: The student will be able to:
Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures

Discuss how music is used for celebrations in American and other cultures

Create a musical performance that brings a story or poem to life

Grade 3: The student will be able to:

- Identify significant information about specified composers and one or more of their musical works
- Identify musicians in the school, community, and media
- Compare indigenous instruments of specified cultures
- Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds

Grade 4: The student will be able to:

- Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments
- Perform, listen to, and discuss music related to Florida's history
- Identify ways in which individuals of varying ages and cultures experience music
- Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context

Grade 5: The student will be able to:

- Identify the purposes for which music is used within various cultures
- Compare stylistic and musical features in works originating from different cultures
- Examine the contributions of musicians and composers for a specific historical period
- Describe how musical processes can be transferred to other disciplines, including technology

Grades 6 – 8: The student will be able to:

- Describe how American music has been influenced by other cultures
- Describe the influence of historical events and periods on music composition and performance
- Identify connections among music and other content areas and contexts through interdisciplinary collaboration and discuss how its absence would affect those areas

Grades 9 – 12: The student will be able to:
• Analyze the evolution of a music genre
• Analyze music within cultures to gain understanding of authentic performance practices
• Examine the effects of technology or apply knowledge of science and math to music to demonstrate, through a performance medium, how sound production affects musical performance
• Evaluate the social impact of music on specific historical periods

**Competency 3: Creating innovative music**

Competency 3 centers on creativity and communication skills related to making music, so the performance and affective assessment domains are needed to measure progress in these areas. For example, creative risk-taking would involve a mental process as well as an end product, and one or both can be selected to show that the skill has been mastered.

**Sample Assessments** for Competency 3: Creating innovative music

- **Student journals** – writing ideas for music composition and trains of thought that influenced the creative process for a project would allow the student to identify and explain musical development
- **Student projects/work samples** – audio clips or written notations of open-ended creative tasks assigned by the teacher can serve as artifacts documenting risk-taking and originality in music composition/arrangement (e.g. a familiar song could be modified to show divergent thought and the written or audio recording could be included as an artifact)

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom)*:

**Competency 3: Creating Innovative Music – Associated Skills Deemed Appropriate by Florida Practitioners**

<table>
<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
</tr>
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<tbody>
<tr>
<td>Generating musical ideas</td>
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<td>Explaining the process of</td>
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</table>
Competency 3: Creating innovative music

Sample student performance indicators associated with skills listed above: (*evidence should be included in the portfolio for the following sample outcomes*)

**Grade K: The student will be able to (Merged from NGSSS and NAfME/NCCAS):**

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- With guidance, generate musical ideas (such as movements or motives)
- With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas

**Grade 1: The student will be able to:**

- With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose
- Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements
- Describe how he or she likes to participate in music

**Grade 2: The student will be able to:**

- Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple)
- Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent

**Grade 3: The student will be able to:**

- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter
- Rearrange melodic or rhythmic patterns to generate new phrases
- Describe how context (such as personal and social) can inform a performance

**Grade 4: The student will be able to:**

- Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement
• Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters

• Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts

**Grade 5: The student will be able to:**

• Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes

• Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements

• Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process

**Grades 6 – 8: The student will be able to:**

• Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements

• Create an original composition that reflects various performances that use "traditional" and contemporary technologies

• Describe the rationale for refining personal works by explaining the choices, based on evaluation criteria

**Grades 9 – 12: The student will be able to:**

• Generate melodic, rhythmic, and harmonic ideas for improvisations or compositions (depending on specialization)

• Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines

• Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines

**Competency 4: Organizing and presenting music**

Competency 4 focuses on deciphering and explaining the structure of musical pieces. The skills addressed are primarily cognitive and can also be measured through performance in the form of a presentation. Students should be able to select and interpret selections for presentation, while showing the ability to incorporate feedback from self and others to revise work.

**Sample Assessments** for Competency 4: Organizing and presenting music
Checklists & rubrics – using these tools, student discussions or presentations can be assessed on whether they included enough information on the organization of a piece and used the proper vocabulary.

Student projects/work samples – presentation slides or written essays would be appropriate for measuring communication about music.

Written tests/worksheets – traditional testing methods can be used to evaluate the students’ knowledge about musical structure and sequence of the creative process.

Skills (highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):

**Competency 4: Organizing and Presenting Music –**

**Associated Skills Deemed Appropriate by Florida Practitioners**

<table>
<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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<tbody>
<tr>
<td>Understanding the organizational structure of an art form as the foundation of appreciating music</td>
<td>Understanding the organizational structure of an art form as the foundation of appreciating music</td>
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<td>Selecting musical work for presentation</td>
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<td>Using appropriate language to document works of music</td>
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</table>

Competency 4: Organizing and presenting music

Sample student performance indicators associated with skills listed above: *(evidence should be included in the portfolio for the following sample outcomes)*

**Grade K:** The student will be able to *(Merged from NGSSS and NAfME/NCCAS)*:
- Respond to and explore music through creative play and found sounds in the music classroom
- With guidance, apply personal and expressive preferences in the evaluation of music

**Grade 1: The student will be able to:**
- Respond to music concepts (e.g. contrast) as a foundation for understanding structure
- With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes

**Grade 2: The student will be able to:**
- Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas

**Grade 3: The student will be able to:**
- Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole
- Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts

**Grade 4: The student will be able to:**
- Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles

**Grade 5: The student will be able to:**
- Explain how context (such as social, cultural, and historical) informs performances
- Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context

**Grades 6 – 8: The student will be able to:**
- Compare how the elements of music and expressive qualities relate to the structure within programs of music
- Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each
- Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context
• Identify and compare the context of music from a variety of genres, cultures, and historical periods
• Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent

**Grades 9 – 12: The student will be able to:**
• Explain the criteria used to select a varied repertoire to study based on an understanding of characteristics related to the chosen specialization
• Identify and implement strategies for improving the technical and expressive aspects of multiple works
• Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge

**Competency 5: Connecting skills, techniques, and processes**
Competency 5 is centered on creating musical works. As such, the most useful assessment technique is performance, with some potential for cognitive and affective pieces. Students should provide evidence of skill development using their own work and personal experiences.

**Sample Assessments** for Competency 5: Connecting skills, techniques, and processes

**Checklists & rubrics** – teachers can supervise practice of skills, techniques, and processes and record student engagement using these tools

**Student logs** – students could log the time spent on various techniques

**Student journals** – observation and reflection journals may be included to aid students in exploring how to use their personal experiences

**Student projects/work samples** – student work is the main focus of this competency, so artifacts showing a range of skill should provide evidence of progression in at least one chosen style

**Performance records/event tasks** – students who are selected to take part in performances or music competitions outside of class can include documentation as an artifact of skill development

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*
### Competency 5: Connecting Skills, Techniques, and Processes – Associated Skills Deemed Appropriate by Florida Practitioners

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<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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</thead>
<tbody>
<tr>
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<td>Engaging learners in the processes of responding to music</td>
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### Competency 5: Connecting skills, techniques, and processes

Sample student performance indicators associated with skills listed above: *(evidence should be included in the portfolio for the following sample outcomes)*

**Grade K: The student will be able to (Merged from NGSSS and NAfME/NCCAS):**

- Respond to music to demonstrate how it makes one feel
- Identify similarities and differences in melodic phrases and/or rhythm patterns
- Match pitches in a song or musical phrase in one or more keys
- Imitate simple rhythm patterns played by the teacher or a peer
- Improvise a response to a musical question sung or played by someone else
- With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music

**Grade 1: The student will be able to:**

- With limited guidance, perform music for a specific purpose with expression
- Improvise a four-beat response to a musical question sung or played by someone else
• Show visual representation of simple melodic patterns performed by the teacher or a peer
• Match simple aural rhythm patterns in duple meter with written patterns
• Sing or play songs, which may include changes in verses or repeats, from memory
• Perform appropriately for the audience and purpose

**Grade 2: The student will be able to:**

• Interpret and apply personal, peer, and teacher feedback to revise personal music
• Identify basic elements of music in a song or instrumental excerpt
• Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent
• Perform music for a specific purpose with expression and technical accuracy
• Improvise short phrases in response to a given musical question
• Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else

**Grade 3: The student will be able to:**

• Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges
• Describe how tempo and dynamics can change the mood or emotion of a piece of music
• Identify patterns in songs to aid the development of sequencing and memorization skills.
• Notate simple rhythmic and melodic patterns using traditional notation
• Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments
• Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)

**Grade 4: The student will be able to:**

• Create variations for selected melodies
• Identify how expressive elements and lyrics affect the mood or emotion of a song
• Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre
• Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance
• Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation
• Describe, using correct music vocabulary, what is heard in a specific musical work

**Grade 5: The student will be able to:**
• Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)
• Create a new melody from two or more melodic motifs
• Compose short vocal or instrumental pieces using a variety of sound sources
• Play melodies and accompaniments, by ear, using classroom instruments

**Grades 6 – 8: The student will be able to:**
• Create a composition, manipulating musical elements and exploring the effects of those manipulations
• Compare performances of a musical work to identify artistic choices made by performers
• Compare written notation to aural examples and analyze for accuracy of rhythm and pitch
• Develop and demonstrate efficient rehearsal strategies to apply skills and techniques
• Sing and/or play age-appropriate repertoire expressively
• Identify and apply teacher, collaboratively, and personally-provided criteria to rehearse, refine, and determine when a piece is ready to perform

**Grades 9 – 12: The student will be able to:**
• Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer
• Arrange or transpose a musical work by manipulating two or more aspects of the composition
• Improvise or compose music for voices and/or acoustic, digital, or electronic instruments.
• Perform and notate and sight-read melodies by ear, independently and accurately
• Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy

**In the following appendices are four sample assignments for various grade levels with multiple competencies being assessed in each lesson. The lessons include the competencies, skills, and performance indicators assessed along with suggestions of how to assess them.**
Elementary Lesson – Grade 2

Assignment: The students will learn and sing a song from another country using the appropriate pronunciations of the language from that country (the teacher will use phonetic pronunciations to make sure the students are pronouncing word correctly). The song will be sung from memory. After the song is learned the students will play simple written accompaniments and/or improvise accompaniments on classroom instruments (or, if available, on instruments form the country of the song). As the class is working on the song, the students should be questioned about what the class is doing well and what can be improved. The students will be assessed by observation by the teacher. A rubric can be used to make sure certain elements are assessed (example: singing on pitch, singing in rhythm, using correct pronunciations, improvising skill on the instruments, etc.)

Extended assignment: The assignment can be extended by receiving oral responses to questions about the country of the music or by a simple written test asking questions about the culture.

Competencies, Skills, and Performance Indicators Assessed

Competency 1: Thinking, reflecting, and responding to music.
   Skills: Appreciating music and Interpreting music
   Sample performance indicators:
   1. Identify strengths and needs in classroom performances of familiar songs

Competency 2: Historical and Global Connections in Music
   Skills: Honoring the world in which others live
   Sample performance indicators:
   1. Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures

Competency 5: Connecting skills, techniques, and processes
   Skills: Engaging learners in the in the process of responding to music, Use appropriate vocabulary to communicate about music, Progressing through defined stages of skill development
   Sample performance indicators:
   1. Identify basic elements of music in a song or instrumental excerpt
   2. Perform music for a specific purpose with expression and technical accuracy

Elementary Lesson – Grade 5

Assignment: The students will collaboratively create songs (with teacher input) about states and capitals. The tunes used will be well-known classroom songs (or the students can create their own melodies or a mix of both). The songs will include the name of each state, the name of its capital, and 2 or 3 facts about the state. As the students decide what facts to include in the song, the teacher can guide the students to help them fit the names and facts into the chosen tunes. The final version of the songs will be performed at an assembly or for parents and the community. The assignment can be assessed by teacher observation or by rubric to assess specific items (participation, singing on pitch, singing in rhythm, performance etiquette, etc.).

Extended assignment: The students can create accompaniments for the songs on classroom instruments.

Competencies, Skills, and Performance Indicators Assessed

Competency 1: Thinking, reflecting, and responding to music.
   Skills: Creating music
   Sample performance indicators:
   1. Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent

Competency 3: Creating Innovative Music
   Skills: Generating musical ideas, taking creative risks
   Sample performance indicators:
   1. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes
   2. Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements

Competency 4: Organizing and presenting music
   Skills: Respecting the creative process, using appropriate language to communicate with the world
   Sample performance indicators:
   1. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express, and explain connection to purpose and context

Competency 5: Connecting skills, techniques, and processes
Skills: Engaging learners in the process of creating music, developing skills used to create music, Developing techniques to create music, Developing processes used to create music

Sample performance indicators:

1. Compose short vocal or instrumental pieces using a variety of sound sources
2. Play melodies and accompaniments, by ear, using classroom instruments (if the extended assignment is used)
Middle School Lesson – Grades 6 – 8

Assignment: The student will choose two classical works from different historical time periods from a teacher provided list of works by famous composers. The student should find 2 or more different performances of the pieces and upload them to their electronic portfolio. (Recordings can be provided by the teacher). The student will write an essay comparing and contrasting the 2 pieces (especially their use of musical elements) using correct music vocabulary. It also should contain information about the historical context in which the pieces were written and some biographical information about the composers. The essay should also contain a comparison and contrast of the 2 performances of each piece. The essay can be graded as written paper or a rubric can be used to make sure certain elements are covered in the paper.

Extended assignment: The assignment can be extended by having the student include a written list of strategies for listening to unfamiliar works

Competencies, Skills, and Performance Indicators Assessed

Competency 1: Thinking, reflecting, and responding to music.
Skills: Appreciating music, interpreting music, reflecting on music, evaluating music, critiquing music, and analyzing music
Sample performance indicators:
1. Develop strategies for listening to unfamiliar music works (if the extended assignment is used)
2. Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent
3. Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image
4. Supply specific criteria to evaluate why a musical work is exemplar in a specific style or genre
5. Select or choose contrasting music to listen to and compare the connections to specific interest or experiences for a specific purpose

Competency 2: Historical and Global Connections in Music
Skills: Honoring the world in which others live, Relating music with historical events
Sample performance indicators:
1. Describe the influence of historical events and periods on music composition and performance

Competency 4: Organizing and presenting music
Skills: Using appropriate language to document works of music
Sample performance indicators:
1. Identify and compare the context of music from a variety of genres, cultures, and historical periods

**Competency 5:** Connecting skills, techniques, and processes

Skills: Engaging learners in the process of responding to music, Use appropriate vocabulary to communicate about music

Sample performance indicators:

1. Compare performances of a musical work to identify artistic choices made by performers
**Band Lesson – Grades 9 – 12**

**Assignment:** The director will record students’ sight reading two or three passages (of 15-20 measures each) from various repertoire that will be performed that semester. The director will upload the recording to the student’s electronic portfolio. The student will then listen to the recording and upload a written evaluation of their playing along with a plan for improvement. The evaluation and improvement plan should include appropriate music vocabulary. After a set amount of time (two to four weeks) the student will then upload their own recording of the same passage showing the implementation of the planned improvements. The sight reading recording and the final recording will be graded with a rubric assessing tone, rhythmic and note accuracy, tempo, style, dynamics, articulation, and musicality. The evaluation and improvement plan can be graded as a written assignment. If the director is looking for key words or concepts in the evaluation and improvement plan (which have been taught already), then a rubric could be used.

**Competencies, Skills, and Performance Indicators Assessed**

**Competency 1:** Thinking, reflecting, and responding to music.  
Skills: Interpreting music, assessing one’s own music, evaluating music  
Sample performance indicators:  
1. Evaluate and make appropriate adjustments to personal performance in solo and ensembles

**Competency 4:** Organizing and presenting music  
Skills: Using appropriate language to document works of music  
Sample performance indicators:  
1. Identify and implement strategies for improving the technical and expressive aspects of multiple works  
2. Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge

**Competency 5:** Connecting skills, techniques, and processes  
Skills: Progressing through defined stages of skill development, Use appropriate vocabulary to communicate about music  
Sample performance indicators:  
1. Perform and notate and sight-read melodies by ear, independently and accurately  
2. Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy

* For more detailed information on recorded performance assessments and useful software, see the Race to the Top FLDOE Developed Student Growth Models for Hard-to-Measure Course Content Areas (Music, Visual Arts, and Physical Education): Phase II, Vol. II, pg. 39.