

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.519 MUSIC K-12</u>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields;	(a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields; <u>perform solo and small to large ensemble repertoire at a high artistic level in candidate's specialty area;</u>	
(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology;	(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology; perform in both vocal and instrumental ensembles;	
(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;	(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;	
(d) perform solo and small to large ensemble repertoire at a high artistic level;	(d) perform solo and small to large ensemble repertoire at a high artistic level; demonstrate a comprehensive knowledge of musical notation and terminology;	
(e) perform in both vocal and instrumental ensembles;	(e) perform in both vocal and instrumental ensembles;	
(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;	(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;	
(g) arrange and/or transpose music for ensembles and classroom situations;	(g) <u>(e) arrange and/or transpose music in an age and level appropriate manner</u> for ensembles and classroom situations;	



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(h) demonstrate a comprehensive knowledge of musical notation and language;	(h) <u>(f)</u> demonstrate <u>basic competence in performing and teaching voice, winds, string, and percussion instruments, including a comprehensive knowledge of musical notation and language and skill in conducting and score reading, in order to instruct and conduct choral and instrumental ensembles;</u>	
(i) demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;	(i) <u>(g)</u> demonstrate <u>a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles: through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;</u>	
(j) demonstrate aural perception to distinguish tonal and temporal relationships;	(j) <u>(h)</u> demonstrate <u>aural perception to distinguish tonal and temporal relationships; through analysis and performance an understanding of the elements of music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form;</u>	
	<u>(i) demonstrate through analysis and performance knowledge of acoustics and the physics of sound as it relates to instrumental sound production, timbre, and tone quality;</u>	
(k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;	(k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;	
(l) analyze music aurally and visually in terms of musical elements;	(l) analyze music aurally and visually in terms of musical elements;	
	<u>(j) develop an understanding of post K-12 opportunities available to students, including post- secondary, other post K-12 education, and career opportunities related to the study and performance of music and music related fields;</u>	



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(m) demonstrate knowledge of acoustics and the physics of sound;	(m) demonstrate knowledge of acoustics and the physics of sound;	
(n) identify music stylistically and place it in an historical period;	(n) <u>(k) identify music stylistically and place it in a in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal and performance.</u>	
(o) demonstrate knowledge and appreciation of past and present music of Montana's cultures, especially Montana American Indian cultures, and world cultures;	(o) <u>(l) demonstrate knowledge, awareness, and appreciation of past and present music of Montana's cultures, especially Montana American Indian cultures, and world musical cultures, including those of American Indians and tribes in Montana;</u>	
(p) demonstrate knowledge of the relationship of music to other performing and visual arts;	(p) <u>(m) demonstrate knowledge of the relationship of music to other performing and visual arts; understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana;</u>	
(q) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and	(q) <u>(n) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and knowledge of the relationship of music to other performing and visual arts and other disciplines outside the arts;</u>	
(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;	(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;	
(s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction;	(s) <u>(o) demonstrate knowledge and an understanding of how children learn and develop with regard to music instruction. the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and</u>	



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(t) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;	(t) (p) demonstrate <u>knowledge and understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20—1— 501, MCA; <u>how children learn and develop, both as individuals and as a part of a group, with regard to music instruction;</u></u>	
(u) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills;	(u) (q) use a variety of <u>age appropriate</u> instructional strategies to develop students' critical thinking, problem solving, and performance skills;	
	(r) demonstrate competency in promoting student creativity <u>through age and ability appropriate instruction in interpretation, improvisation, and composition;</u>	
(v) structure appropriate learning environments for K-12 music instruction;	(v) (structure appropriate learning environments for K-12 music instruction	
(w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals;	(w) (s) plan instruction based on <u>the candidate's musical knowledge, their and needs of the curriculum, the candidate's students, school, and the community, and curriculum goals;</u>	
	(w) (t) demonstrate understanding of and use varied age <u>appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;</u>	
(x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students;	(x) (u) demonstrate continuing competence in the <u>appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, online resources, amplification, and recording technology and their relationship to acoustics and sound;</u>	



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(y) evaluate the effects of their choices and actions on others; and	(y)(v) evaluate the effects of their choices and actions on others; and <u>demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;</u>	
(z) develop understanding of relationships with colleagues, parents, and community members to support student learning.	(z)(w) develop <u>demonstrate an understanding of the need for positive relationships with colleagues, parents, and community members to support student learning and program continuity;</u>	
	<u>(x) demonstrate an understanding of the impact of teacher decisions and actions on student learning and collegial relationships;</u>	
	<u>(y) demonstrate an understanding of strategies for managing a music program in terms of equipment management and maintenance, instructional materials, co-curricular activities including music performance and participation, and finance management including fundraising, grants, and sponsorships; and</u>	
	<u>(z) demonstrate an understanding of the implementation of age appropriate classroom management consistent with district and school policy; for the music classroom.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

