

Content Connections

Elementary Music



This past year, BVSD music teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does "Effective" look like in the classroom?

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Element a – Alignment	
Connect Learning Environment	<ul style="list-style-type: none"> ● Use a teacher curriculum map for scope and sequence
Respond to Student Misconceptions	<ul style="list-style-type: none"> ● Assessing students, evaluating progress, and meeting all students needs through re-teaching
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> ● Collaborate with other teachers on curriculum
Prepare Student for Next Level	<ul style="list-style-type: none"> ● Aware of vertical articulation in music curriculum (understands K-12 needs for each music standard)
Element b – Literacy	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Music notation reading and writing ● Uses written lyrics ● Music vocabulary; support school-wide processes for literacy (grammatical markings, grade level writing/reading expectations) ● Books about music
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Kids making connections between music and everyday life (using vocabulary)
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Rhythmic understanding and notation ● Time signatures ● Beat divisions, measures, fractions ● Form and patterns
Knowledge of Math Concepts	

<u>Element d – Content</u>	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> When appropriate, teacher has pairs, groups, or independent practice (of a piece of music, rhythms, notations, instruments...)
Explanations and Representations	<ul style="list-style-type: none"> Uses musical knowledge to differentiate instruction Demonstrates concepts through notation, listening to music, YouTube of international performances or concepts...
Inquiry Methods	
<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> Music is not taught in isolation, songs are chosen for specific purpose based on musical or thematic elements
<u>Element f – Relevance</u>	
Students Make Connections	<ul style="list-style-type: none"> Connections are made to prior years and to future instruction (band and orchestra instruments, choir skills)
Addresses Learning Objectives	<ul style="list-style-type: none"> Students can show understanding through a variety of ways including singing, moving, reading, writing

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
<u>Element a - Learning Environment</u>	
Value Diverse Perspectives	<ul style="list-style-type: none"> Audience etiquette; while we're making music we don't interrupt with questions until song is finished; we listen to music respectfully; respectfully listen to whomever is speaking, singing Respect for opinion, kids singing; respect for what a child brings to the table, performance, discussion Respect for preferences for music Shows general interest for musical preferences and cultural backgrounds
Model Respect for Diversity	
Conducive for Learning	
<u>Element b - Community</u>	
Sense of Community	<ul style="list-style-type: none"> Evidence of routines for students to provide input, ask questions and share experiences Partner and group work

	<ul style="list-style-type: none"> ● Appreciation/applause ● Accepting of ideas and opinions in groups ● Respecting of peer feedback
Effective Student Interactions	<ul style="list-style-type: none"> ● Use partner and group work
Respect for Differences	<ul style="list-style-type: none"> ● Foster students to be accepting of ideas and opinions in groups
Positive Social Relationships	<ul style="list-style-type: none"> ● Model effective peer feedback
<i>Element c – Student’s Strengths</i>	
Ask Challenging Questions	
Scaffold Questions	<ul style="list-style-type: none"> ● Teachers crafts guiding questions that takes into account students musical background ● Uses visual aids to make questions more understandable
Wait Time	
Flexible Grouping	<ul style="list-style-type: none"> ● Pair share ● Considering musical background when grouping students
Total Student Participation	<ul style="list-style-type: none"> ● Variety of strategies for selecting students to participate ● Encouraging full class participation ● Pair share ● All students show a non-verbal response (thumbs-up, finger number choice) ● Concerted effort to make one-on-one connection with each child
<i>Element d – Differentiation</i>	
Solicit Input	<ul style="list-style-type: none"> ● Teacher has a system in place for communicating with other teachers/specialists
Differentiated Strategies	<ul style="list-style-type: none"> ● Having different parts for students to progress through and choose from in instrumental and vocal arrangements
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Multi-sensory approach ● Scaffolding vocabulary ● Checks for understanding
Challenge and Support Students	<ul style="list-style-type: none"> ● Provides opportunities for extension especially in composing and improvising ● Provides more challenging repertoire when appropriate

Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> • Email • Digital newsletters • Websites • Parent/Teacher Conferences • Notes home • Notes with report cards
Coordinate Information	<ul style="list-style-type: none"> • Takes advantage of district resources
Seek Services and Resources	
Frequent Family Communication	
Element f – Management for Learning	
Expectations Understood by Students	
Safe and Orderly Environment	<ul style="list-style-type: none"> • Knows school and district policies • Understands and adheres to school PBIS plan
Appropriate Response to Misbehavior	
Maximum Use of Instructional Time	<ul style="list-style-type: none"> • Fluid transitions • Teacher has planned class • Conscious of student time needs

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> • Use a multi-sensory approach
Implement Modifications and Accommodations	<ul style="list-style-type: none"> • Has a system in place for communicating with teachers/specialists about individual student needs, provides modified instrument and vocal parts as needed, modifies written work as needed, gives extended time for assignments as needed

Knowledge of Current Developmental Science	<ul style="list-style-type: none"> • Selects music that is age appropriate and developmentally • Appropriate, spirals the curriculum with progressively more difficult instrumental and vocal parts
Collaboration with Colleagues	
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> • Corrects and adjusts musical errors in pitch, rhythm, timbre, expression and other musical elements, re-teaches concepts based on student performance, provides students with specific and immediate feedback
Encouraging Academic Risk	<ul style="list-style-type: none"> • Include opportunities for students to take risks through improvisation
Student Success	<ul style="list-style-type: none"> • Clearly communicates musical learning goals, continuing to add more elements of complexity as students repeat a performance
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> • Posted or verbally communicated learning objectives
Create Authentic Discussion	<ul style="list-style-type: none"> • Engages students through questions, not just lecture. Active student/teacher dialogue.
Student Reflection on Learning	<ul style="list-style-type: none"> • Provides music vocabulary for students to use in their reflections. Gives students the opportunity to reflect on their musical performance. Use self and peer evaluation. Teacher shows rubrics and clear expectations.
Varied Instructional Strategies	<ul style="list-style-type: none"> • Multi-sensory approach. Uses a variety of music learning strategies: moving, singing, playing, notating, listening
Element d – Technology	
Research Effective Technology Approaches	
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> • Uses available technology such as interactive white boards, internet resources such as YouTube videos, iPads, music notation software on computers,
Engaging and Motivating Experiences	<ul style="list-style-type: none"> • Uses technology to maximize instructional time and motivate students. Uses technology to allow students to create when possible.
Digital Resources	<ul style="list-style-type: none"> • Teacher website with digital resources.

<u>Element e – Critical Thinking</u>	
Meet High Expectations with Support	<ul style="list-style-type: none"> • Having different parts for students to progress through and choose from in instrumental and vocal arrangements
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> • Use of focus questions
<u>Element f – Student Collaboration</u>	
Grouping Matches Task and Needs	
Varied Groups	<ul style="list-style-type: none"> • Student performances
Students' Collaborative Efforts	<ul style="list-style-type: none"> • Teacher assigns roles on group work, student conductors
<u>Element g – Communication Skills</u>	
Model and Teach Effective Skills	<ul style="list-style-type: none"> • Teacher sings and plays instruments with appropriate technique and tone
Practice Communication Skills	<ul style="list-style-type: none"> • Students discuss musical elements, students communicate with musical questions and answers
<u>Element h – Feedback</u>	
Frequent Feedback	<ul style="list-style-type: none"> • Teacher gives feedback on student performances (formal and informal)
Students Using Feedback	<ul style="list-style-type: none"> • Rehearsal strategies
Informal Assessment Methods	<ul style="list-style-type: none"> • Pitch matching, rhythm cards, video/audio recordings