

Content Connections

Secondary 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?	
<u>Element a – Alignment</u>	
Connect Learning Environment	<ul style="list-style-type: none"> Connects learning objective(s) to previous learning, unit goals, and/or real world situations with an intentional sequence Share purpose for lessons with students as related to standard-based curricular goals Students perform music through playing and/or singing Students demonstrate ability to critique/evaluate musical performances
Respond to Student Misconceptions	<ul style="list-style-type: none"> Responds to student misconceptions with re-teaching opportunities Students articulate knowledge of music as it relates to history and culture Responds to what is heard in rehearsal with re-teaching opportunities to clarify performance
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> Collaborates with other school and/or district staff to vertically and horizontally articulate the curriculum Provides opportunities for students to play with/for peers from other schools (including, but not limited to, side-by-side concerts, cluster festivals, and outreach tours)
Prepare Student for Next Level	<ul style="list-style-type: none"> Prepares students for next level of instruction Works with teachers at the next level to increase retention
<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> Provides literacy instruction that enhances 21st century skills (i.e. critical thinking and reasoning, information literacy, collaboration, self-direction, innovation, creativity, inquiry) Share/model connections between composing a musical sequence to composing a piece of text Use music terminology and check for student understanding through demonstration or discussion

	<ul style="list-style-type: none"> ● Share music notation processes(music theory) such as time signatures, rhythmic and pitch symbols, dynamic markings etc.
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Teaches students how to apply literacy skills (reading, writing, speaking and listening) ● Include note-reading, musical symbols, vocabulary, musical manuscript, writing and speaking about music, and elements of a score ● Students respond appropriately to music terminology ● Students use/recognize music vocabulary - English and Italian (tempo, dynamics, etc.) ● Students reflect on concert/program components ● Model the written critique/evaluation process in music ● Students read lyrics of a song ● Students read pitch (absolute or solfege)
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Highlights interdisciplinary connections to math ● Include pitch, musical patterns, form, counting, solfege, dynamics, chords and chord structure, and the physics of sound ● Share/model connections between patterning, meter/rhythmic sequences in music and mathematical processes ● Share music terminology associated with mathematical processes
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Integrates knowledge of math concepts into own content area ● Students demonstrate subdivision, patterns/form ● Students recognize/follow time signatures; simple vs. compound meters ● Students use problem solving processes to evaluate their own skills & ideas
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Develops appropriately sequenced lessons that incorporate multiple opportunities for guided and independent practice as evidenced in lesson planning ● Clearly model, articulate and/or provide visual images of processes in learning and rehearsing music
Explanations and Representations	<ul style="list-style-type: none"> ● Engages students in a variety of explanations and multiple representations of concepts and ideas ● Students apply music theory ● Students articulate historical connections and context in music ● Students synthesize musical knowledge and skills in a variety of learning settings and musical genres
Inquiry Methods	<ul style="list-style-type: none"> ● Uses a variety of inquiry methods to explore new ideas and theories ● Provide a framework or process for deconstructing and or researching music

<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> ● Carefully and clearly builds interdisciplinary and thematic connections for students ● Share/model music composers that are developed from literary, societal, historical, mathematical, and/or scientific themes ● Provide historical or cultural context of music ● Demonstrate a variety of ways music can be created to share topics or ideas in other content genres ● Students use multicultural materials, song, dances, instruments ● Students make authentic connections to general classroom content ● Students make connections to current/world events and music
<u>Element f – Relevance</u>	
Students Make Connections	<ul style="list-style-type: none"> ● Motivates students to make connections to prior learning ● Provide opportunities for students to connect to music from their background and context ● Provide a variety of musical examples developed around well-known stories, television programs, movies, commercials, plays, etc. ● Demonstrate a variety of ways music can be used to share personal feelings and/or emotions ● Students identify connections they make between personal experience and music ● Students identify music of their peer culture as it relates to music theory and history
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Designs lessons and materials to assure that student learning objectives are addressed in ways that are meaningful for diverse learners ● Share and model how to interpret music

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"> ● Creates a classroom environment that values diverse perspectives ● Represent diversity in student population ● Provide opportunities for students to share their musical heritage
Model Respect for Diversity	<ul style="list-style-type: none"> ● Creates a classroom environment that models respect for diversity ● Honor musical heritage of students ● Reflect cultural differences in concert programming

Conducive for Learning	<ul style="list-style-type: none"> ● Creates a classroom environment that is conducive for all students to learn ● Foster an atmosphere in which students understand their roles and responsibilities in the ensemble ● Differentiate musical demands based on balance of student comfort and challenge ● Clearly communicates lesson objectives
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> ● Establishes routine processes that result in a strong sense of community among students ● Foster an environment where students feel responsible for their musical contributions and physical space in ensemble ● Foster an environment where students feel safe playing in front of their peers
Effective Student Interactions	<ul style="list-style-type: none"> ● Establishes routine processes that result in effective interactions among students ● Give students a clear understanding of rehearsal norms and routines
Respect for Differences	<ul style="list-style-type: none"> ● Establishes routine processes that result in respect for individual differences ● Honor a variety interpretive ideas and levels of musical accomplishment
Positive Social Relationships	<ul style="list-style-type: none"> ● Establishes routine processes that result in positive social relationships ● Give opportunities for students to give and receive critical feedback from/to peers
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Probes students’ learning by asking challenging questions ● Challenge students to make interpretive decisions
Scaffold Questions	<ul style="list-style-type: none"> ● Probes students’ learning by scaffolding questions
Wait Time	<ul style="list-style-type: none"> ● Probes students’ learning by giving wait time equitably
Flexible Grouping	<ul style="list-style-type: none"> ● Probes students’ learning by flexibly grouping students ● Group students in small groups throughout the rehearsal process
Total Student Participation	<ul style="list-style-type: none"> ● Probes students’ learning by ensuring that all students participate ● Engage students in rehearsal
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Solicits input from colleagues and specialists to understand students’ learning needs ● Challenge students appropriately ● Ensure that students are able to achieve a high level of success in their music

Differentiated Strategies	<ul style="list-style-type: none"> ● Uses differentiated strategies to teach and assess students ● Honor varying speeds of skill acquisition ● Give opportunity for students to demonstrate skill mastery in a variety of ways
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Adapts instructional strategies to meet student needs ● Adapt music when necessary ● Provide fluid and varied rehearsal strategies
Challenge and Support Students	<ul style="list-style-type: none"> ● Challenges and supports all students to learn to their greatest ability ● Challenge high-achieving students
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Partners with families and significant adults to help students meet education goals ● Communicate practice expectations and strategies with parents
Coordinate Information	<ul style="list-style-type: none"> ● Coordinates information from families and significant adults with colleagues who provide student services ● Work to connect interested students with private lesson instructors, outside ensembles, and programs
Seek Services and Resources	<ul style="list-style-type: none"> ● Seeks services and resources to meet the diverse needs of students ● Bring in sectional coaches, guest artists, private lesson instructors (when possible and appropriate)
Frequent Family Communication	<ul style="list-style-type: none"> ● Information to families is frequent and successfully conveyed in a culturally appropriate manner ● Communicate to ensure parents are aware of classroom expectations, curriculum, events, and student performances
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Standards of conduct are clearly understood by all students
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Maintains an emotionally safe and orderly environment
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Teacher response to misbehavior is appropriate and successful and respects the students' dignity
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Makes maximum use of instructional time

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"> Adapts lessons to address students’ strengths and weaknesses
Implement Modifications and Accommodations	<ul style="list-style-type: none"> Implements modifications and accommodations for individuals as prescribed in individualized plans, and supplements these modifications with other strategies as needed Modify music when appropriate Provide challenging music experiences for high-achieving students
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> Applies knowledge of current developmental science to address student needs Increase the complexity of musical concepts and demands
Collaboration with Colleagues	<ul style="list-style-type: none"> Collaborates with colleagues regarding the ways in which learning takes place and the appropriate levels of intellectual, social, and emotional development of their students
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> Monitors instruction against student performance and makes real-time adjustments
Encouraging Academic Risk	<ul style="list-style-type: none"> Encourages students to take academic risks based on assessment results Adjust musical demands and ensemble roles for students based on performance in assessments
Student Success	<ul style="list-style-type: none"> Makes sure students meet learning objectives while increasing proficiency levels Assess students
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> Makes lesson objectives clear to the students
Create Authentic Discussion	<ul style="list-style-type: none"> Teacher creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion
Student Reflection on Learning	<ul style="list-style-type: none"> Sets the expectation that students will reflect on and communicate about their learning
Varied Instructional Strategies	<ul style="list-style-type: none"> Effectively uses appropriate and varied instructional strategies

<u>Element d – Technology</u>	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Researches effectiveness of instructional technology approaches and activities
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Uses available technology to develop students’ knowledge and skills
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Uses available technology to provide engaging, creative, and motivating learning experiences
Digital Resources	<ul style="list-style-type: none"> ● Provides digital resources/tools as support for rigorous tasks
<u>Element e – Critical Thinking</u>	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Challenges all students to meet high expectations with support
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Systematically and explicitly fosters opportunities for higher-order thinking and problem-solving skills
<u>Element f – Student Collaboration</u>	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Adjusts team composition based on lesson objectives and student needs
Varied Groups	<ul style="list-style-type: none"> ● Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other ● Vary the classroom groupings, including small sectionals, ensembles (student-led or otherwise), and solo opportunities
Students’ Collaborative Efforts	<ul style="list-style-type: none"> ● Supports students’ collaborative efforts in group work
<u>Element g – Communication Skills</u>	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Models and teaches effective skills ● Play and sing with students ● Communicate effectively through conducting
Practice Communication Skills	<ul style="list-style-type: none"> ● Provides opportunities for students to practice communication skills ● Include feedback from students in assessments and activities
<u>Element h – Feedback</u>	
Frequent Feedback	<ul style="list-style-type: none"> ● Provides frequent, timely, specific, and individualized feedback about the quality of student work ● Give students specific feedback about their performances, using playing assessments

Students Using Feedback	<ul style="list-style-type: none">● Teaches students to use feedback in their learning● Have students reflect on their own playing● Encourage students to use musical vocabulary
Informal Assessment Methods	<ul style="list-style-type: none">● Use a variety of informal assessment methods during classroom instruction● Use informal assessments of the whole group and individuals to make real-time adjustments to rehearsal