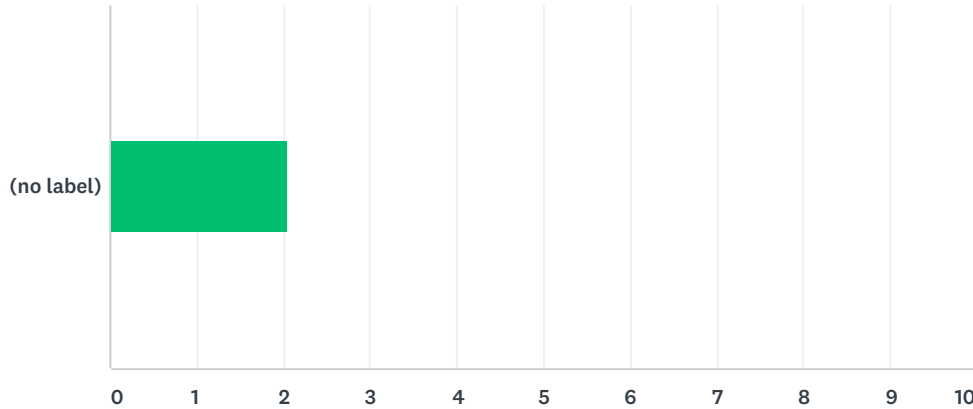


# Q1 The standards in this strand are developmentally appropriate.

Answered: 16 Skipped: 1



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 8	18.75% 3	6.25% 1	25.00% 4	16	2.06

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Grade levels would not be appropriate because ensembles differ markedly in terms of starting grade.	1/31/2019 7:09 PM
2	The novice level may be a little strong for the age level.	1/25/2019 5:57 PM
3	There seems to be a great deal of emphasis on composing music and revising compositions. This seems quite inappropriate for a typical performance-based music ensemble setting. At best, composition belongs within a music theory course, yet even that may not be an appropriate fit. Many to most of the students typically enrolled in an ensemble course will not have had any formal training in music theory, much less composition. Alternative approaches to "Create" might include: - Students could be challenged to create appropriate rubrics for self- and group-evaluation - Students could create advertisements for upcoming public performances - Students could create potential concert programs (literature selection) based on their own research considering style, historical perspective, etc.	1/9/2019 1:44 PM
4	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
5	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
6	Being totally honest I have no idea how to even begin to teach this in MS or HS Choir.	12/24/2018 12:18 PM
7	WAY TOO MUCH EMPHASIS ON COMPOSITION IN AN ENSEMBLE SETTING! These fit the music theory/composition set of standards, not a performing ensemble.	12/7/2018 3:50 PM

## Fine Arts Standards - Music (Ensembles) - Create

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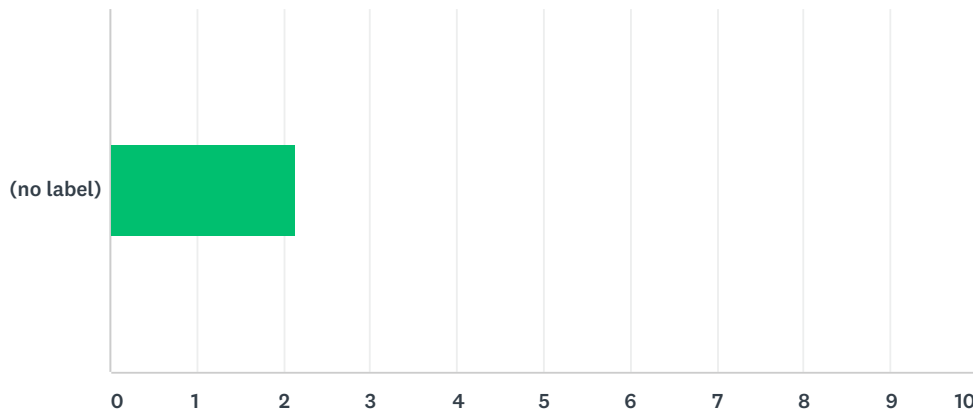
8 Many of these are so broad, they aren't measurable. One standard, "Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres." Do we really want someone to demonstrate attention to, or actual technical accuracy? What level? Grade 1, 2, 3 level of music? These just don't make much sense.

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12/6/2018 1:45 PM

## Q2 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 15 Skipped: 2



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	46.67% 7	20.00% 3	6.67% 1	26.67% 4	15	2.13

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	MU: Cr3A.E.5-8a: These are vague compared to the HS levels. MU:Cr3A.E: All of these vary on criteria ranging from "teacher-provided," "collaboratively developed," "established," "personally developed," and "appropriate." I agree with scaffolding the criteria from more teacher support at the novice level to less and the advanced levels, but I find this wording unclear. "Teacher provided" and "established" criteria seem equivalent to me. If that was the goal, use identical terms. "Appropriate criteria" is too vague. I should hope that all levels of criteria are appropriate, not just the advanced level. I would order these from novice to advanced as such: "teacher-provided," collaboratively developed, "teacher-provided," "collaboratively developed," and "personally developed" (as the most advanced level). In general use more consistent language and fix the sequencing.	1/31/2019 4:14 PM
2	This resource would be easier to read and understand if the path through "Levels" only showed the additions needed to progress from one level to the other. Each level after Novice would assume that the content of the previous levels is required. This would make each level much easier to read and to break down what is needed to progress.	1/16/2019 1:57 PM
3	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
4	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way	1/3/2019 8:13 AM

## Fine Arts Standards - Music (Ensembles) - Create

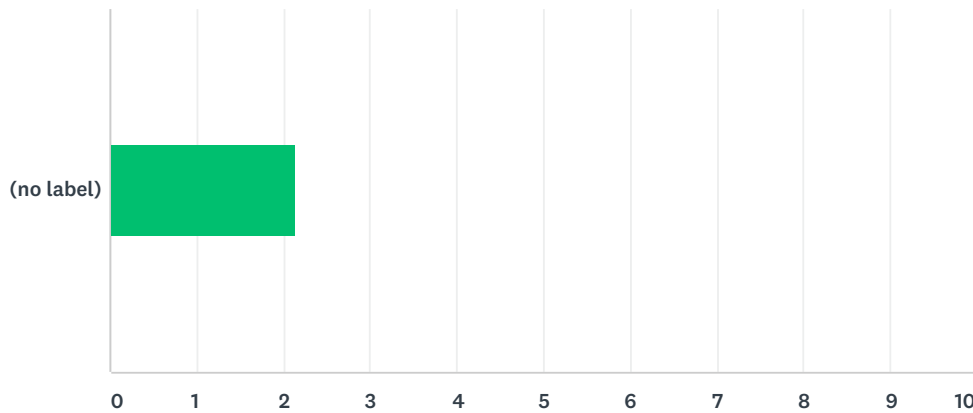
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5	Same as above. I understand, but I have never added this in my choirs.	12/24/2018 12:18 PM
6	These standards should not be in an ensemble based class. They are for a music theory and composition based classroom, where small groups can work on a computer to compose.	12/7/2018 3:50 PM
7	"Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music." What does this even mean? If we are wanting students to describe how a person interprets the form and structure or elements of performance can manipulated to affect an audience response, then say that. The way this is written, it makes no sense. There is no coherent path...they are too broad.	12/6/2018 1:45 PM

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### Q3 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 16 Skipped: 1

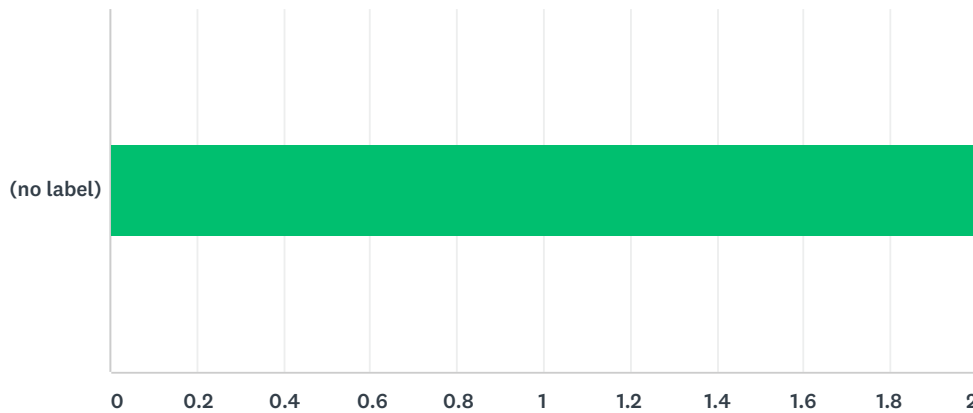


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 8	18.75% 3	0.00% 0	31.25% 5	16	2.13

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards would establish creativity as a new expectation. This would increase the expectations that we place on students and better prepare them for future life.	1/31/2019 7:09 PM
2	Create standards, as they are, seem inappropriate for a music ensemble course and better geared toward a course in music theory.	1/9/2019 1:44 PM
3	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
4	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
5	Yes this is rigorous and something that I would need to see sample lessons, assessments, and rubrics to implement.	12/24/2018 12:18 PM
6	WAY TOO MUCH EMPHASIS ON COMPOSITION IN AN ENSEMBLE SETTING! These fit the music theory/composition set of standards, not a performing ensemble.	12/7/2018 3:50 PM
7	These standards are so broad, there is no way to even determine how rigorous they would be interpreted.	12/6/2018 1:45 PM

## Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 15 Skipped: 2

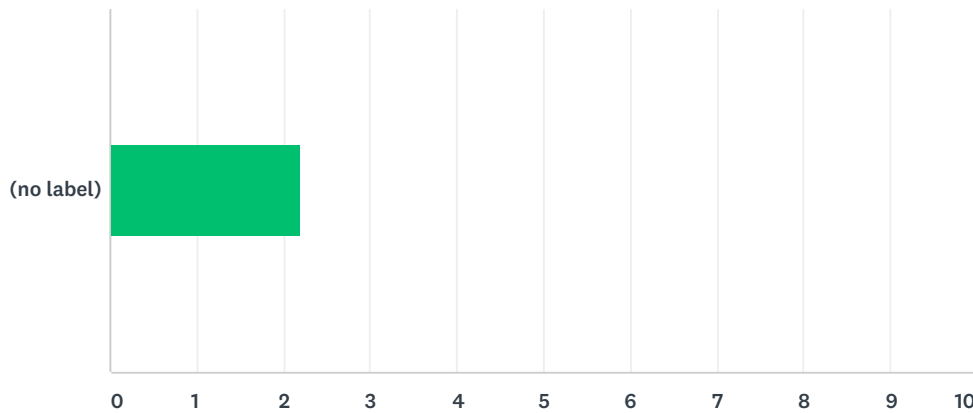


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	53.33% 8	20.00% 3	0.00% 0	26.67% 4	15	2.00

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	There are many tools that can be used in assessing creativity, although they are not frequently used in Missouri schools.	1/31/2019 7:09 PM
2	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
3	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
4	I would need help in developing the assessments besides the lessons.	12/24/2018 12:18 PM
5	WAY TOO MUCH EMPHASIS ON COMPOSITION IN AN ENSEMBLE SETTING! These fit the music theory/composition set of standards, not a performing ensemble. Many large performing ensembles, from 60-200 students do not have the access to technology in the classroom to perform these standards in the performing ensemble setting...not easily assessed in the classroom.	12/7/2018 3:50 PM
6	How can you assess something that is as broad as these are? The data would mean nothing...	12/6/2018 1:45 PM

## Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 16 Skipped: 1

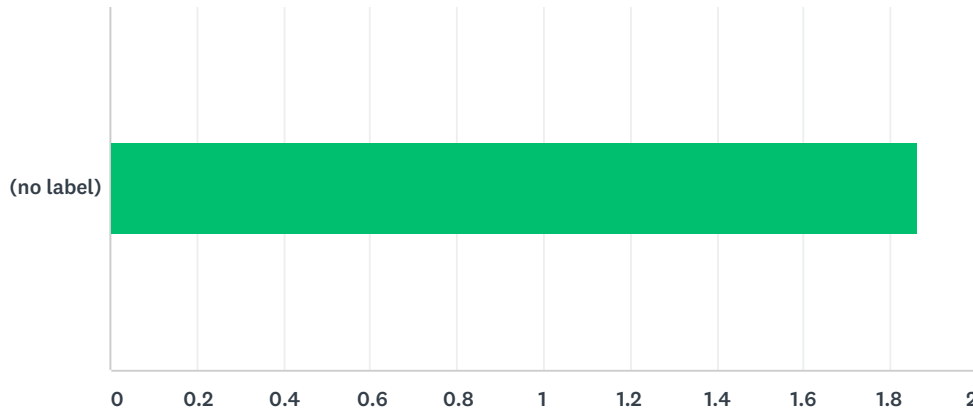


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(no label)	43.75% 7	25.00% 4	0.00% 0	31.25% 5	16	2.19

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards are not understandable to educators because this would require change from existing instructional approaches in most districts.	1/31/2019 7:09 PM
2	Much of the language is not approachable to non musicians.	1/16/2019 1:57 PM
3	I would feel uncomfortable explaining the create standards to parents as they currently are proposed	1/9/2019 1:44 PM
4	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
5	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
6	Maybe - I am not sure that students, parents, or other stakeholders would really understand this intent. It would have to be developed slowly because the community culture is "learn to sing" not have other homework etc..	12/24/2018 12:18 PM
7	There is too much emphasis on composition in the performing ensemble classroom. So it not understandable to me, and I would NOT be able to support this towards my students or parents.	12/7/2018 3:50 PM

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 14 Skipped: 3



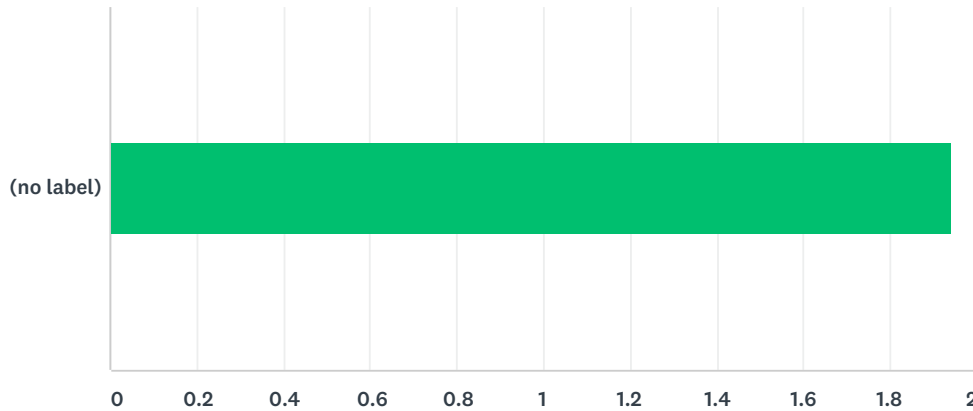
	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 8	21.43% 3	0.00% 0	21.43% 3	14	1.86

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
2	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
3	Yes, especially those going into music, although I am not sure that this shouldn't reside more in the Theory and Composition Standards. I have never really seen anything like this in ensembles, except in Jazz Band.	12/24/2018 12:18 PM
4	This represents necessary content for the Music composition classroom...NOT the performing ensemble.	12/7/2018 3:50 PM



## Q7 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 16 Skipped: 1



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	56.25% 9	18.75% 3	0.00% 0	25.00% 4	16	1.94

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The standards reflect the artistic process of creating.	1/31/2019 7:09 PM
2	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
3	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
4	Perhaps I have missed the mark. Why is this standard included?	12/24/2018 12:18 PM

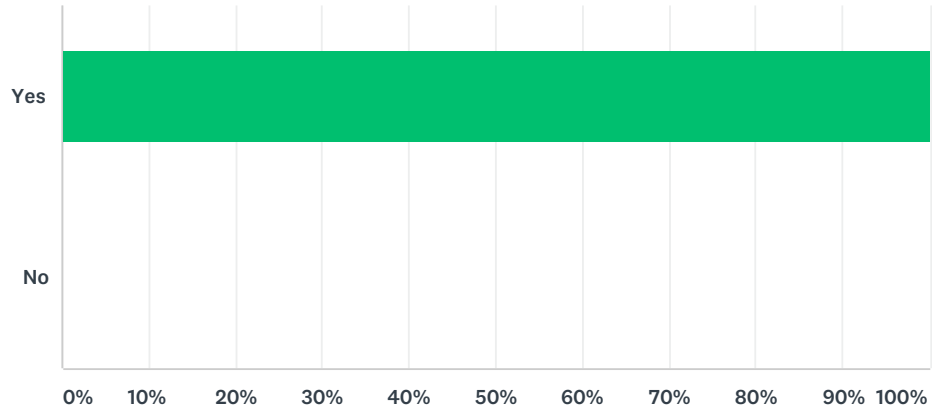
## Q8 Overall comments regarding the proposed standards for Music Ensembles (Create)

Answered: 10 Skipped: 7

#	RESPONSES	DATE
1	The inclusion of enduring understanding and essential questions would make the Grade Level Expectations more usable. The adoption of these expectations would create new challenges for programs but this would be a worth change for students.	1/31/2019 7:09 PM
2	*I am so glad to see the Music standards giving some weight to the creating aspect of music. It is important for students to be given the time and space to explore this part of the craft. Music is more than playing other people's music. These standards help support the breadth and depth that is music. I hope DESE will help teachers make the transition to these standards by connecting teachers and offering PD.	1/31/2019 4:29 PM
3	These were mostly okay. I would check for more consistently use of language when scaffolding criteria from novice to advanced.	1/31/2019 4:14 PM
4	Depending on location of the school district, the levels may be somewhat high for students.	1/25/2019 5:57 PM
5	Not sure these standards should be in the ensemble category. We have classes available for this kind of in-depth creation. Ensemble classes can address creation but this level needs to be taught in music theory/general music classes.	1/8/2019 10:04 AM
6	This standard should not apply to all ensembles. At the Jr High And High School level there is rarely opportunity to practice, develop or refine musical ideas as a compositional exercise. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent composing. These should not be the concern of the Jr High school ensemble, and in most cases should not be the concern of the High School ensemble - nor should they be assessed (and realistically could not be assessed) in a standardized way.	1/3/2019 8:13 AM
7	If this standard does not refer to Choir please ignore my comments. If it is, I am unsure how to proceed with integrating this standard in my classes. I would need a lot of guidance and sample lessons, examples, rubrics, and assessments to incorporate this in daily lessons for MS and HS Choir.	12/24/2018 12:18 PM
8	The standards are clear and easy to understand. I like format of the National Core Arts Standards, but they are too broad. The MO are easuer to follow and build on from year to year.	12/7/2018 5:35 PM
9	3 out of 11 standards are directly to music composition...in the music performance classroom... In these music theory type standards...it DOES NOT EVEN ADDRESS the background knowledge of music theory.... It does not even use the basic terms of key signatures, rhythms, pitch, harmony, melody, chords etc. to describe how one would even compose.	12/7/2018 3:50 PM
10	I have to say I am embarrassed that this is the best we could develop with all of the money that has been spent on this. We need to start over, and develop standards that are measurable and specific. IF not, then we shouldn't have them at all.	12/6/2018 1:45 PM

### Q9 Do you work or reside in Missouri?

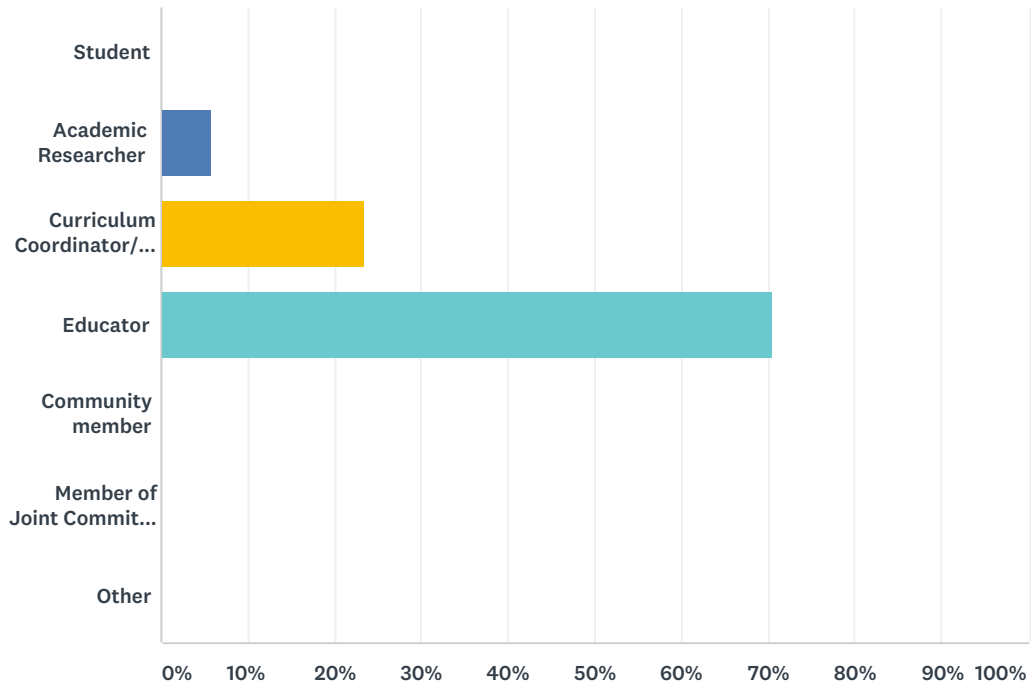
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	17
No	0.00%	0
TOTAL		17

## Q10 How might you define your relationship to Missouri schools?

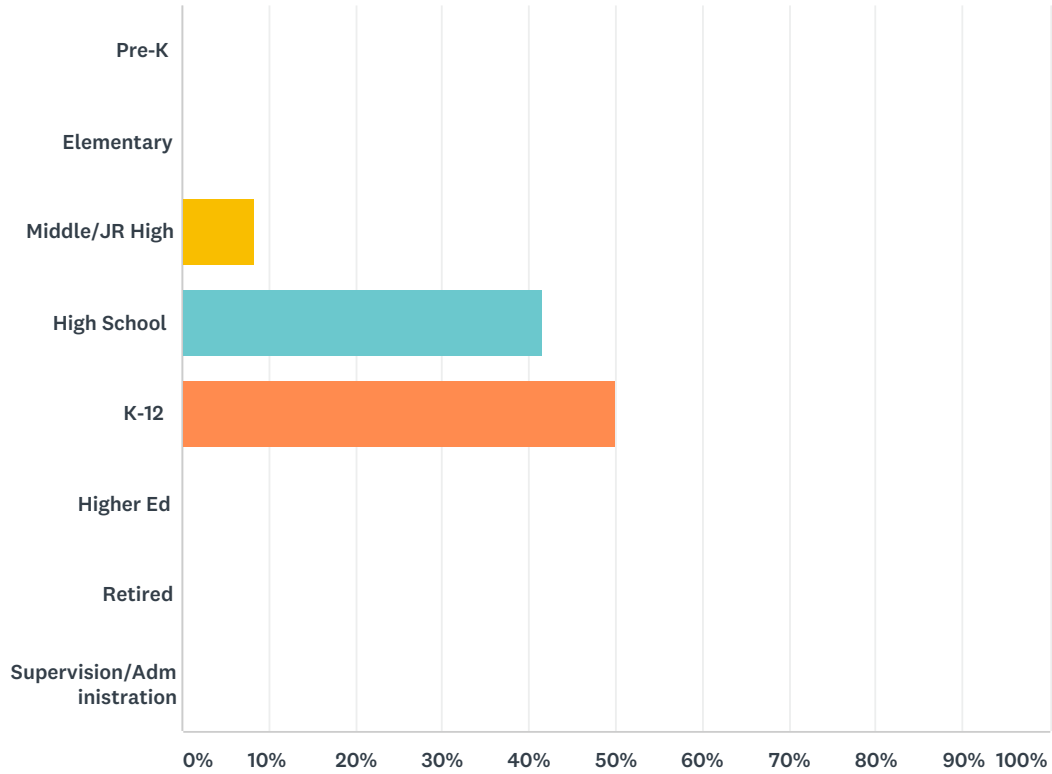
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	5.88%	1
Curriculum Coordinator/Specialist	23.53%	4
Educator	70.59%	12
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	0.00%	0
<b>TOTAL</b>		<b>17</b>

## Q11 At what level of education are you associated?

Answered: 12 Skipped: 5

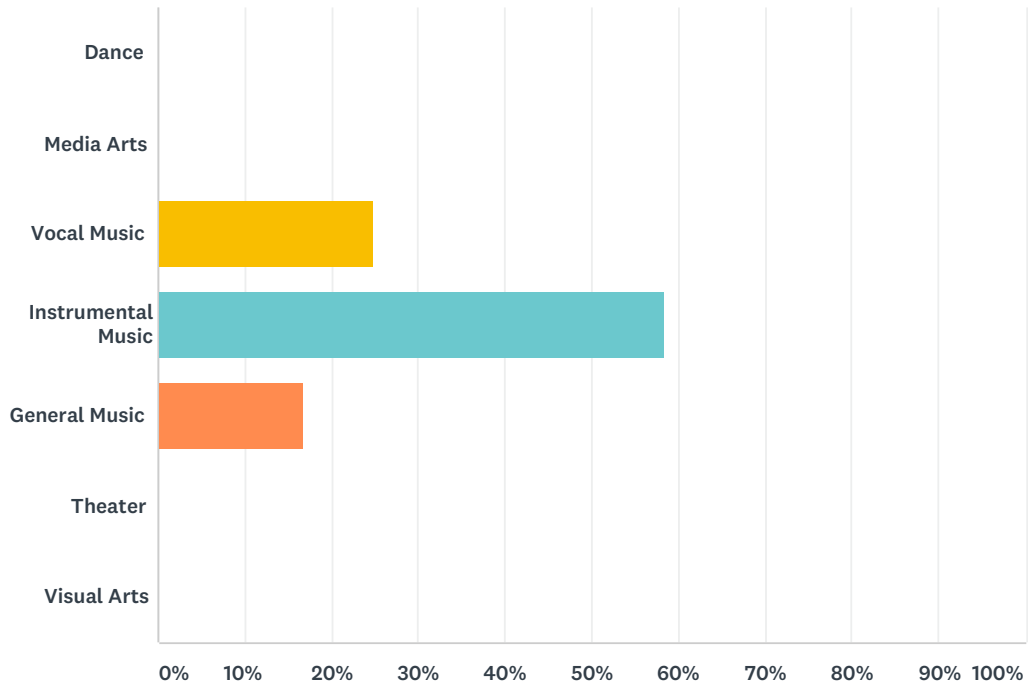


ANSWER CHOICES	RESPONSES
Pre-K	0.00% 0
Elementary	0.00% 0
Middle/JR High	8.33% 1
High School	41.67% 5
K-12	50.00% 6
Higher Ed	0.00% 0
Retired	0.00% 0
Supervision/Administration	0.00% 0
<b>TOTAL</b>	<b>12</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Middle School	1/16/2019 1:57 PM

## Q12 With what content area do you work?

Answered: 12 Skipped: 5



ANSWER CHOICES	RESPONSES
Dance	0.00% 0
Media Arts	0.00% 0
Vocal Music	25.00% 3
Instrumental Music	58.33% 7
General Music	16.67% 2
Theater	0.00% 0
Visual Arts	0.00% 0
<b>TOTAL</b>	<b>12</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Vocal music also	1/25/2019 5:58 PM
2	also 5-12 instrumental music	12/25/2018 2:02 PM
3	General	12/7/2018 5:35 PM

## Q13 What is your work or residential zip code?

Answered: 15 Skipped: 2

#	RESPONSES	DATE
1	63304	1/31/2019 4:29 PM
2	63501	1/31/2019 4:14 PM
3	63017	1/28/2019 5:30 PM
4	63645	1/25/2019 5:58 PM
5	65559	1/16/2019 1:58 PM
6	64157	1/9/2019 1:44 PM
7	64068	1/8/2019 10:05 AM
8	63084	1/3/2019 8:14 AM
9	63301	1/2/2019 8:28 AM
10	65024	12/25/2018 2:02 PM
11	63764	12/24/2018 12:18 PM
12	65284	12/17/2018 8:28 AM
13	65452	12/7/2018 5:35 PM
14	64429	12/7/2018 3:51 PM
15	63101	12/6/2018 1:46 PM

## Q14 Which Missouri department of higher education institute do you represent?

Answered: 1 Skipped: 16

#	RESPONSES	DATE
1	Missouri State University	1/31/2019 7:12 PM



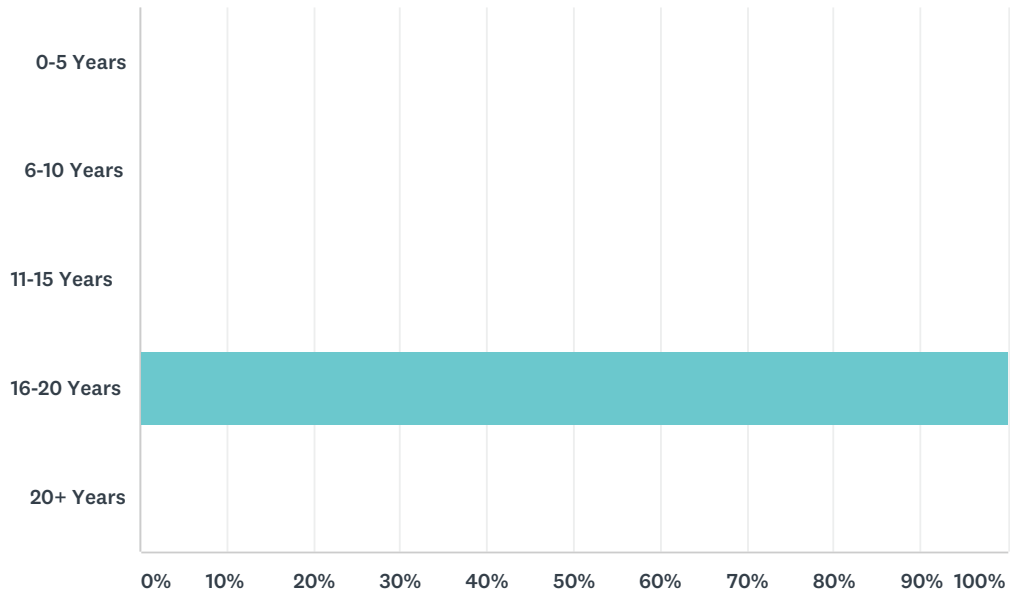
## Q15 What is your current role at this institution?

Answered: 1 Skipped: 16

#	RESPONSES	DATE
1	Associate Professor	1/31/2019 7:12 PM

## Q16 How long have you worked in higher education?

Answered: 1 Skipped: 16



ANSWER CHOICES	RESPONSES
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	100.00% 1
20+ Years	0.00% 0
<b>TOTAL</b>	<b>1</b>

## Q17 List any current course(s) you teach:

Answered: 1 Skipped: 16

#	RESPONSES	DATE
1	Student Teaching Supervision, Student Teaching Seminar, Secondary Instrumental Methods, Current Issues in Music Education--grad, Psychology of Music--grad, History and Philosophy of Music Education--grad, Ethics in Music Education--grad	1/31/2019 7:12 PM

## Q18 Name:

Answered: 0 Skipped: 17

#	RESPONSES	DATE
	There are no responses.	