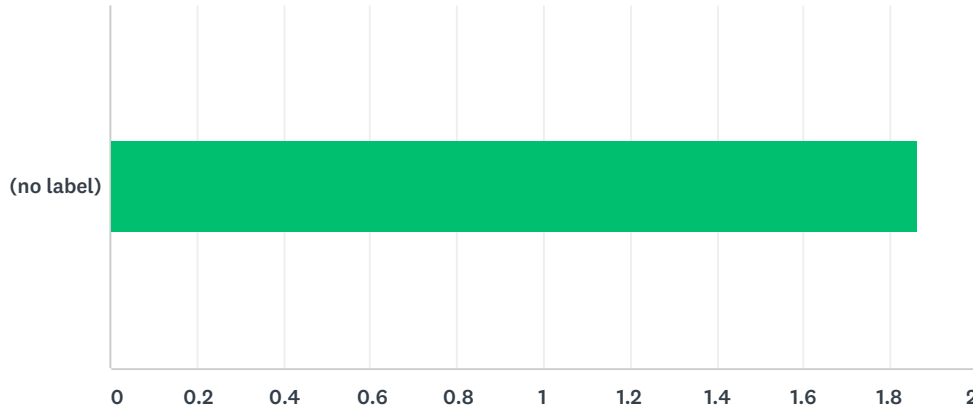


# Q1 The standards in this strand are developmentally appropriate.

Answered: 22 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% 11	22.73% 5	18.18% 4	9.09% 2	22	1.86

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	MU:Cr3A.PK--1a and MU:Cr3B.PKa: I am not sure that PK could evaluate self/others, even with lots of support. I would suggest aiming this more broadly at proper use of voice: singing vs. Talking vs. Yelling voices for PK--1st grade. However, this is sort of addressed by MU:Pr4B.PKa and MU: Pr4C.PKa. In regards more specifically to "revised personal ideas with peers," I am not sure that Pre K and K would be able to revise performances.	1/31/2019 3:41 PM
2	Include 'Matching Pitch vocally' beginning in Grade 4.	1/31/2019 8:44 AM
3	Standards need to have the recommended age appropriate skills and knowledge added to the strands so that students have knowlege to actually create from.	1/28/2019 4:44 PM
4	Some sample guides of the music literacy skills, which would be appropriate for a grade level.	1/23/2019 11:25 AM
5	The standards skip many of the basic building blocks of music and expect students to create at a high level without having a strong foundation.	1/11/2019 3:39 PM
6	Students need the basic building blocks of music that are built upon every year before they can generate their own musical ideas. There is very little mention of these in the new standards, and very little guidance on how to expand upon them in each successive grade level.	1/11/2019 3:38 PM
7	Standards are wordy and verbose. Kid friendly language is needed to be more understandable by teachers and administration. For example, "for a specific purpose" is vague and leaves the teacher with a lack of direction.	1/4/2019 3:40 PM
8	The standards are identical to the National Core Arts standards. These were developed over several years with input from educators in all 50 states. However, these standards could be made more clear with particular reference in what is referred to in the document as "Big Ideas." These are also referred as an anchor standards in the National Standards. 1. Generate musical ideas and work for various purposes and contexts. 2. Select, organize and develop musical ideas and work for defined purposes and contexts. 3. Refine artist work. This would help to clarify the developmental progression across each of the big ideas.	1/2/2019 3:15 PM

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

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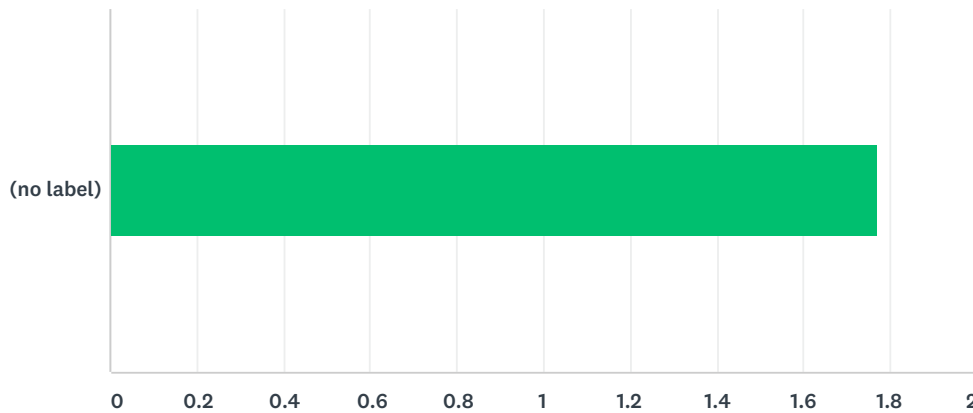
9 This is a sixth grade example: " Evaluate their own work, applying teacher provided criteria such as application of selected elements of music, and use of sound sources" Why even write anything different from grade to grade. There is nothing specific about this, and a teacher could develop anything they wanted to meet this standard regardless of grade. We are better than this.

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12/6/2018 1:54 PM

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

Answered: 22 Skipped: 1

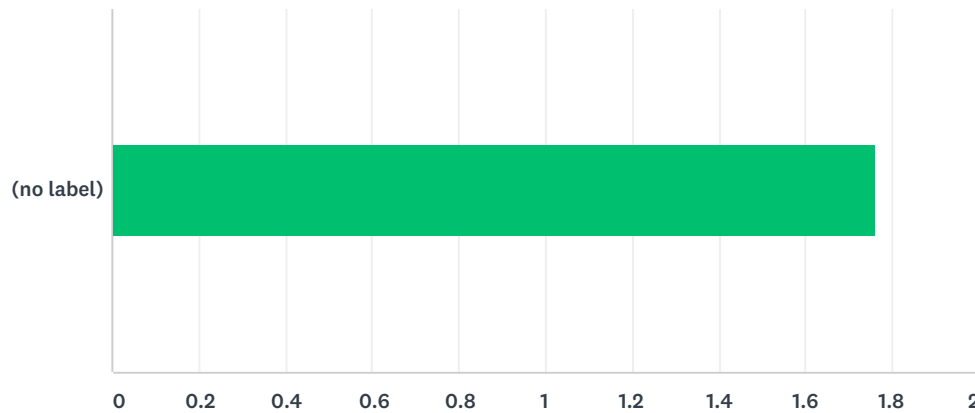


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	59.09% 13	13.64% 3	18.18% 4	9.09% 2	22	1.77

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Again - creating from what?	1/28/2019 4:44 PM
2	While the standards follow a coherent path, they do not start with the basic building blocks of music, making it impossible for younger students to generate their own music.	1/11/2019 3:39 PM
3	Technically, they follow a coherent path. However, they don't begin with or expand upon the basics enough for younger students to be able to generate their own musical ideas.	1/11/2019 3:38 PM
4	While the standards are copied verbatim from the National Standards, it lacks reference to a conceptual framework. As a document that will be eventually used to develop local curricula, it is vital to provide a conceptual basis for the curricula ideas presented. The National Standards were designed based upon a contemporary definition of disciplinary literacy and upon the Backwards Design concept of Wiggins and McTighe. This is a very student-centered conception of a curriculum based upon understandings not content. Without including this conceptual information, the standards lack coherence across grade levels. This approach to curriculum requires the inclusion of Enduring Understandings and Essential Questions. Revising the standards with this frame of reference, the standards will have an acceptable level of coherence.	1/2/2019 3:15 PM
5	How do we measure whether one can demonstrate an understanding of this? "Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form ) in music selected for performance" This is so broad that just about any answer would do.	12/6/2018 1:54 PM

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

Answered: 21 Skipped: 2

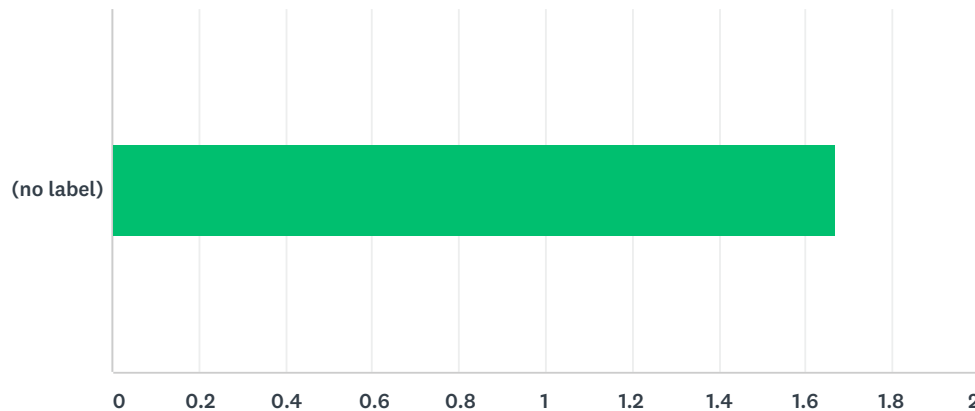


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(no label)	57.14% 12	19.05% 4	14.29% 3	9.52% 2	21	1.76

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Does the recommended rigor require that students be able to read music by the time they leave elementary?	1/28/2019 4:44 PM
2	The rigorous path of high expectations may be a little to high on the Pre-K and Kdg. leve	1/25/2019 5:21 PM
3	How are these standards affected by time and space provided.? Some music educators see students once a week for 50 minutes, others twice a week for 30 minutes. Some educators have a well-equipped music room, others are on a cart with limited resources and a space set up for another purpose.	1/23/2019 11:25 AM
4	The emphasis on peer review at a young age seems out of place. Students seem to be expected to spend a lot of time describing their musical ideas instead of actually doing and experiencing music.	1/11/2019 3:39 PM
5	There is too much emphasis on peer feedback too early on. Students need more time to develop musically and socially before providing extensive feedback to each other.	1/11/2019 3:38 PM
6	Rigor? No...	12/6/2018 1:54 PM

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

Answered: 21 Skipped: 2

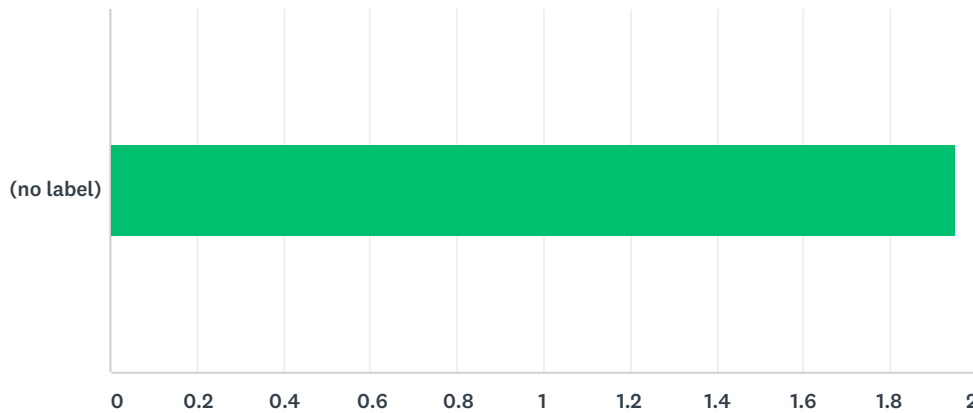


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	61.90% 13	19.05% 4	9.52% 2	9.52% 2	21	1.67

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Are the assessments subjective or objective?	1/28/2019 4:44 PM
2	Without a specific set of music literacy standards it would be difficult to assess progress on a standardized state assessment. Assessing performance and creative work would require time and money.	1/23/2019 11:25 AM
3	While they can be assessed, the standards as written seem like they would take a much longer amount of time to teach and assess than what we have available to us by seeing students only 50 minutes per week.	1/11/2019 3:39 PM
4	The standards as written seem like they would take more time with the students than we are given. They can be assessed, but they look very time intensive in comparison with the other standards.	1/11/2019 3:38 PM
5	The standards can be assessed but the examples provided in the document (pp. 17, 190 - 191) do not reflect the proposed standards accurately. The criteria used to differentiate grade expectations by using superficial criteria.	1/2/2019 3:15 PM

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

Answered: 20 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)	55.00% 11	15.00% 3	10.00% 2	20.00% 4	20	1.95

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	I find the levels of "novice, intermediate, proficient, accomplished, and advanced" used on all of the secondary standards helpful. I realize those are used to distinguish since grade levels are combined for ensembles and such, but parents and other stakeholders (especially administration) may benefit from a similar designation on the General Music standards per grade level. Maybe even just 3 levels of achievement per grade level: novice, proficient, advanced.	1/31/2019 3:41 PM
2	Creating something can look different to each person. These are vague and subjective.	1/28/2019 4:44 PM
3	The standards in this strand are understandable to music educators giving the music educators much opportunity to develop in their curriculum at their own discretion but may be a little hard to explain the parents or other stakeholders such as administrators.	1/25/2019 5:21 PM
4	I believe understanding of how to implement these standards is directly related the amount of time the teacher has been in the classroom, and their commitment to continued professional development. (Orff Schulwerk, Kodaly, Dalcroze, MLT)	1/23/2019 11:25 AM
5	Standards are too generic. There is not enough structure to support new educators in which musical concepts should be covered in each grade level. The standards are also not very readable. If I, as a music educator, have to read them multiple times to completely understand them, then normal parents do not have a chance.	1/11/2019 3:39 PM
6	The standards are very generic. There is little mention of the skills and building blocks necessary for students to generate and refine their own personal musical ideas.	1/11/2019 3:38 PM

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

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7

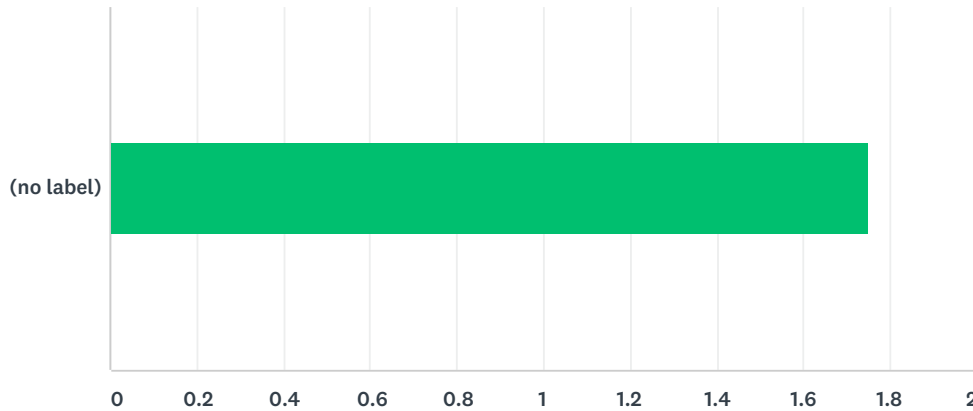
The standards could be made understandable to educators and parents with professional development and supporting materials. The background for understanding creating, performing and responding as processes or literacies could be made clearer graphically and through the development of an appropriate conceptual framework. The national standards from which these standards were extracted made a clear connection with the application of these processes to music engagement in later life. This connection is essential for parents and other stakeholders to understand these connections.

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1/2/2019 3:15 PM

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

Answered: 20 Skipped: 3



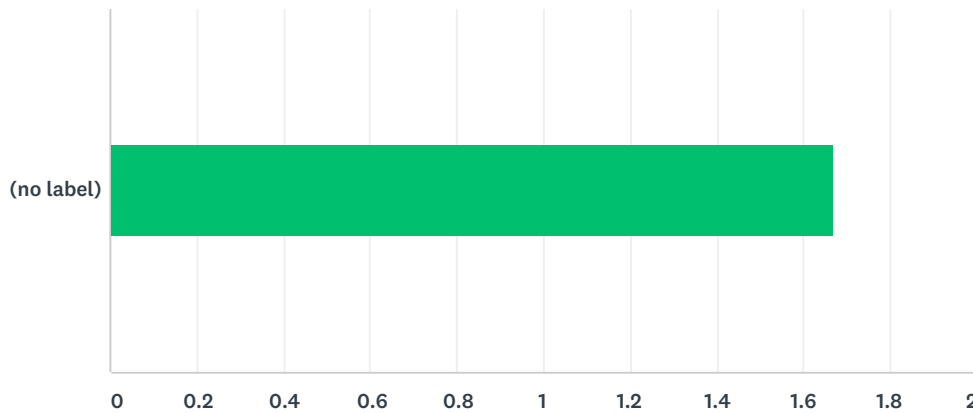
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(no label)	65.00% 13	15.00% 3	0.00% 0	20.00% 4	20	1.75

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Not for Elementary where we are required to teach the fundamental skills and knowledge in order to progress on to secondary music.	1/28/2019 4:44 PM
2	If students do not have the support structure of learning musical basics at a young age, they will not be able to be successful in attaining success in the standards as they continue.	1/11/2019 3:39 PM
3	Again, there are not clear stair steps for each grade level to build upon while learning the musical terms and content they need to generate, refine, and constructively critique other students' musical ideas.	1/11/2019 3:38 PM



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

Answered: 21 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)	61.90% 13	23.81% 5	0.00% 0	14.29% 3	21	1.67

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Too vague	1/28/2019 4:44 PM
2	These standards address the understandings but not content. These standards address processes and do not specify content. The question posed is not really relevant given the nature of the standards that were proposed. These standards are concerned with specifying the depth of student engagement rather the enumerating all specific concepts.	1/2/2019 3:15 PM

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

Answered: 14 Skipped: 9

#	RESPONSES	DATE
1	*I love these new standards! They really allow for a more rounded education in music besides rote skill memorization. I also really love how these new standards incorporate preschool as well. It is so important for all teachers to have a way to connect music in their classrooms. I can see how these will allow for the important aspects of music education that incorporate movement, creative and critical thinking, and joyful expression. Great job!	1/31/2019 4:41 PM
2	Very thorough and understandable. I am curious why music technology is restricted to HS, and not embedded in the creating strand of General Music. Many schools are using these for composition, be it garage band, recording tech, or Finale, etc. Obviously not all schools yet, but enough to warrant adding the use of technology to Creating standards as one possibility of accomplishing them.	1/31/2019 3:41 PM
3	I suggest that we teach students about Notes, and their relationship to other notes. (i.e., Melody, Harmony; Scale Tones; Sharps & Flats. 'Q & A' Phrases in music, etc.) I suggest basics, such as Matching Pitches vocally; Keeping a Tempo with a group; Recognizing some aspects of Musical Notation. Listening for Pitch, Timbre, Melodic Direction. Noticing changes in 'Mood' of a piece - and How the change was made. I suggest teaching the impact of Music on Human Cultures.	1/31/2019 8:44 AM
4	This "create" strand does help to learn to create but not to hold teachers and students to learning fundamental skills and knowledge. Who don't you put a link to the elements of music, of what is developmentally appropriate for students to learn at each age, (the 2007 GLE's) so teachers have a skeleton to work with in order to grow the students in their knowledge and understanding. We don't want to focus on improvisation or playing by ear, and neglecting to teach students to actually read music.	1/28/2019 4:44 PM
5	My overall comment to this strand of general music for creating is it may be somewhat tough on low social economic and rural population students.	1/25/2019 5:21 PM
6	The new standards lack focus concerning what should be taught at each grade level. I would like for our standards to have more specific music vocabulary and elements included at each of the grade levels. An experienced teacher might be able to teach with some of the new standards, but new teachers may not have enough direction to effectively teach music to their students.	1/23/2019 2:53 PM
7	I appreciate the big ideas represented. The expectations clearly call for students to be making music. Do the create standards list specific music literacy skills for each grade level? I have been teaching for a long time and know what this looks like in my classroom, but a new teacher might be at a loss for how to "do" this and assess student progress toward the standard.	1/23/2019 11:25 AM
8	Overall, the standards just seem to lack specific guidance (especially for new teachers) in which musical concepts should be taught at which grade levels.	1/11/2019 3:39 PM
9	Overall, they are okay, but they are very generic. It would be beneficial - especially for newer teachers - if there was more guidance on what concepts should be taught in each grade level for students to be successful and grow as musicians as they generate their own musical ideas.	1/11/2019 3:38 PM
10	The development of these standards is a very positive development for Missouri Students. However, a well defined Conceptual Framework is necessary for this to be universally applicable as a resource.	1/2/2019 3:15 PM
11	Thank you for taking the time to do this.	1/2/2019 8:24 AM
12	Inclusion of the Create strand encourages all teachers to make sure that students are actively engaged in the creation of music, which teaches critical thinking skill. Additionally, this strand is also included in the National Core Arts Standards. I appreciate the connection to what has been created and decided upon at the national level.	12/10/2018 11:35 AM
13	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 5:29 PM

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

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14

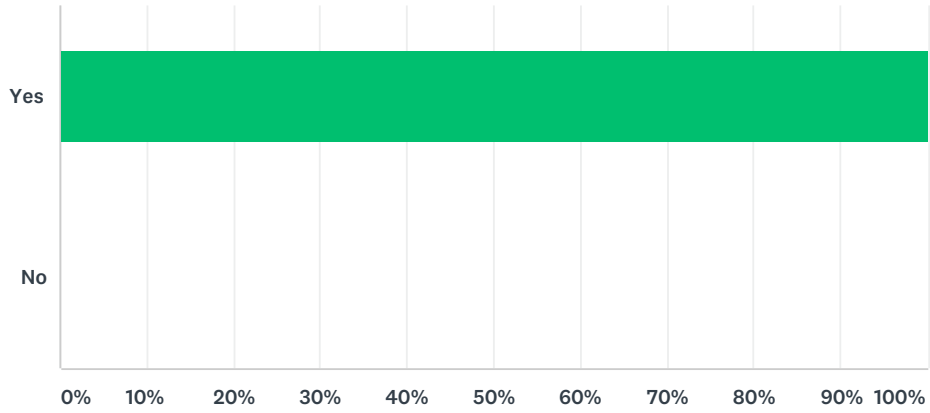
Get a different group of educators together with someone else facilitating...I know...how about we wait until the DESE specialist position is filled with someone who actually understands curricula and the content area and lead the development of something that has meaning?

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12/6/2018 1:54 PM

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

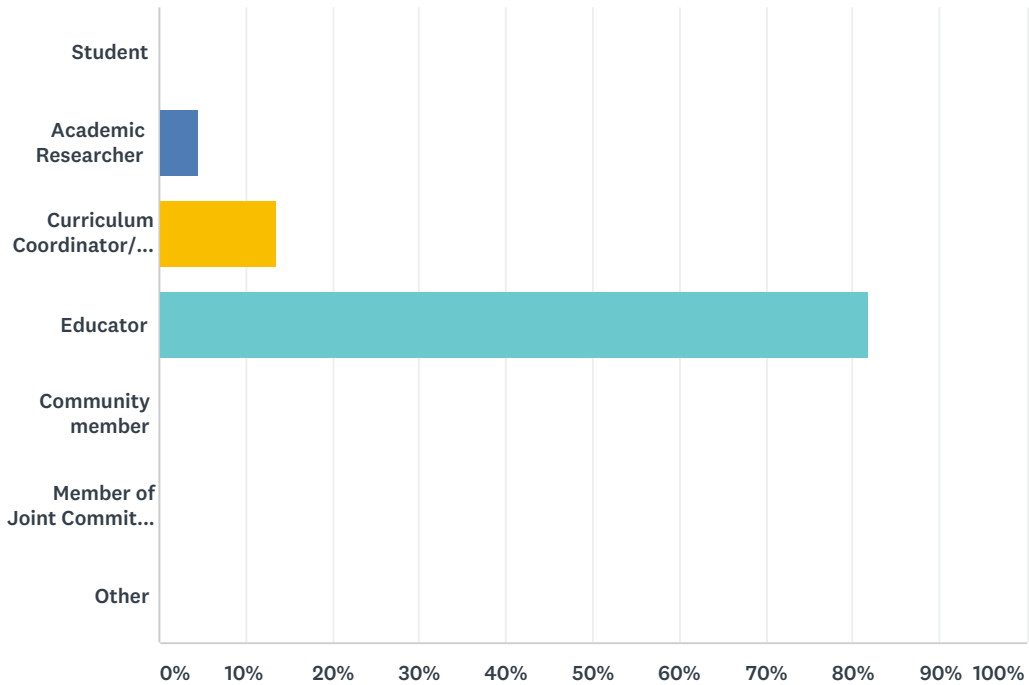
Answered: 22 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	22
No	0.00%	0
TOTAL		22

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

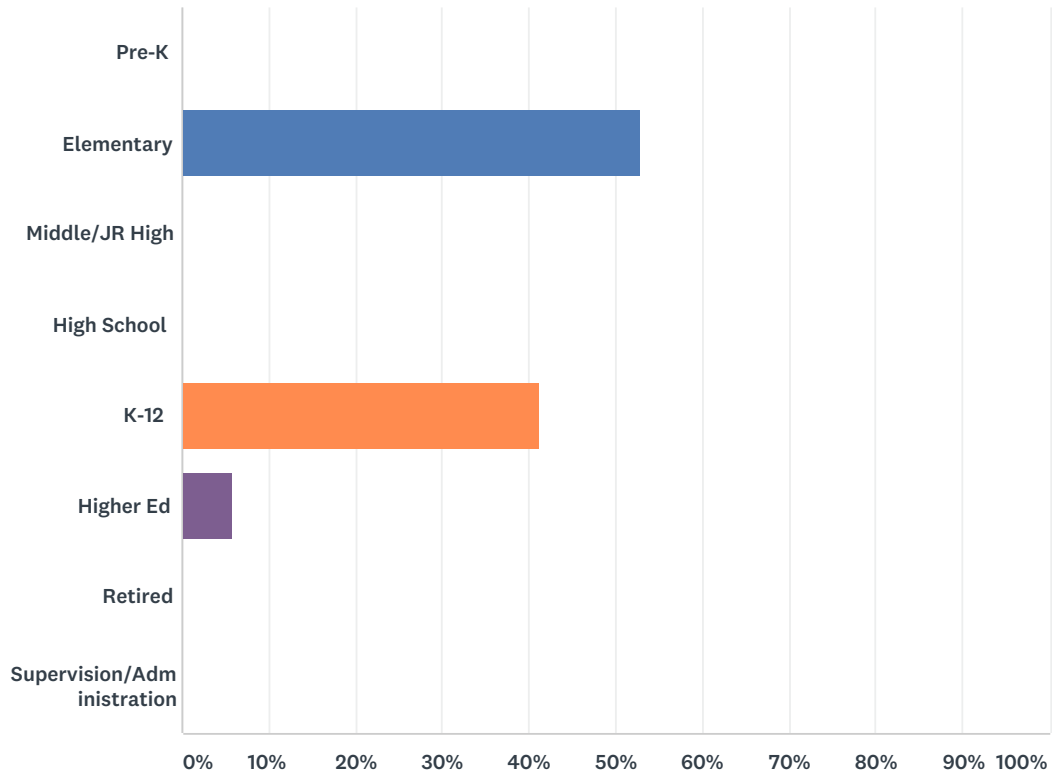
Answered: 22 Skipped: 1



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	4.55%	1
Curriculum Coordinator/Specialist	13.64%	3
Educator	81.82%	18
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	0.00%	0
<b>TOTAL</b>		<b>22</b>

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

Answered: 17 Skipped: 6

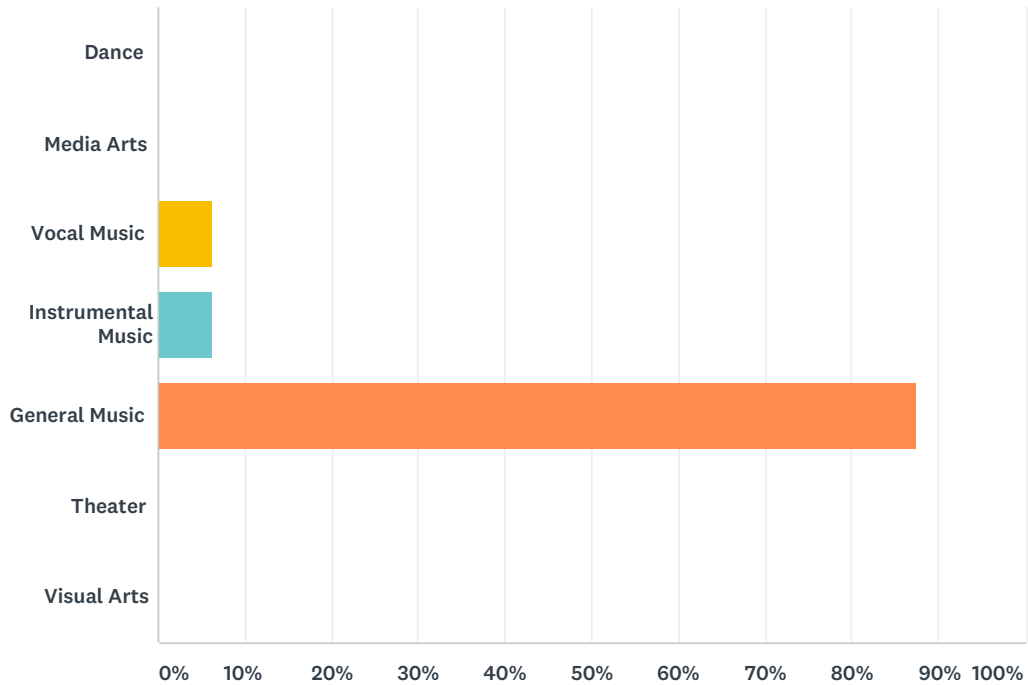


ANSWER CHOICES	RESPONSES
Pre-K	0.00% 0
Elementary	52.94% 9
Middle/JR High	0.00% 0
High School	0.00% 0
K-12	41.18% 7
Higher Ed	5.88% 1
Retired	0.00% 0
Supervision/Administration	0.00% 0
<b>TOTAL</b>	<b>17</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Orff Schulwerk Teacher Educator (Level II Basic Pedagogy)	1/23/2019 11:27 AM
2	Teacher Preparation	1/2/2019 3:17 PM

## Q12 With what content area do you work?

Answered: 16 Skipped: 7



ANSWER CHOICES	RESPONSES	
Dance	0.00%	0
Media Arts	0.00%	0
Vocal Music	6.25%	1
Instrumental Music	6.25%	1
General Music	87.50%	14
Theater	0.00%	0
Visual Arts	0.00%	0
<b>TOTAL</b>		<b>16</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	I also work in content area of vocal & instrumental music.	1/25/2019 5:24 PM
2	administrator	1/23/2019 2:54 PM
3	Vocal Music	1/23/2019 11:27 AM
4	also 5-12 instrumental	12/25/2018 1:45 PM
5	General/Vocal	12/7/2018 5:30 PM

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

Answered: 18 Skipped: 5

#	RESPONSES	DATE
1	63304	1/31/2019 4:42 PM
2	63501	1/31/2019 3:42 PM
3	65672	1/30/2019 12:35 PM
4	63017	1/28/2019 5:33 PM
5	63932	1/25/2019 5:24 PM
6	63469	1/23/2019 2:54 PM
7	64155	1/23/2019 11:27 AM
8	64068	1/8/2019 3:52 PM
9	64155	1/8/2019 3:48 PM
10	65738	1/4/2019 3:41 PM
11	65804	1/2/2019 3:17 PM
12	63301	1/2/2019 8:32 AM
13	63301	1/2/2019 8:25 AM
14	65024	12/25/2018 1:45 PM
15	63764	12/24/2018 11:32 AM
16	65284	12/17/2018 8:31 AM
17	65452	12/7/2018 5:30 PM
18	63101	12/6/2018 1:54 PM



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

Answered: 1 Skipped: 22

#	RESPONSES	DATE
1	Southeast Missouri State University	12/10/2018 11:36 AM

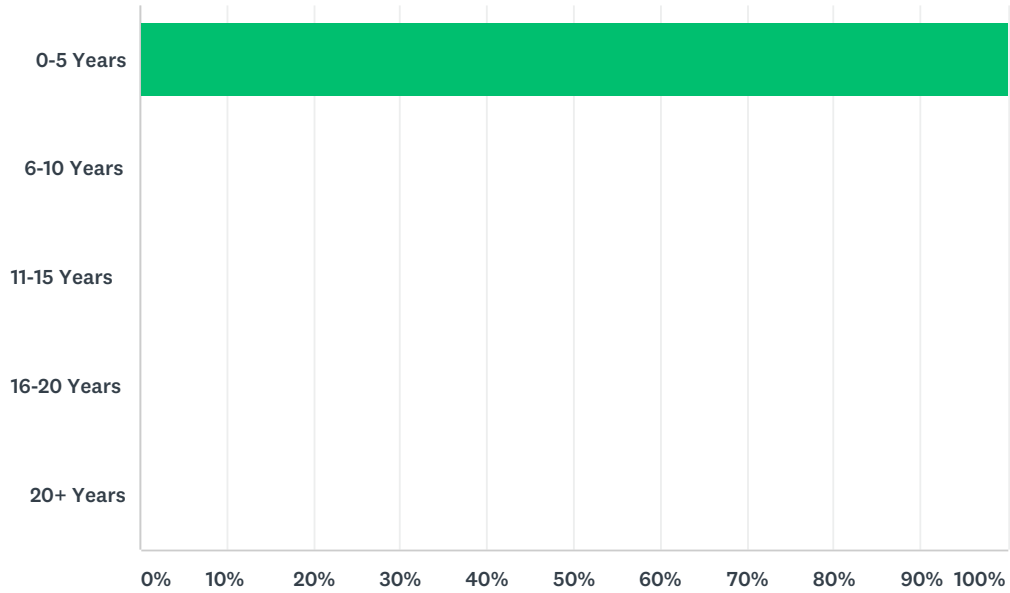
## Q15 What is your current role at this institution?

Answered: 1 Skipped: 22

#	RESPONSES	DATE
1	Assistant Prof of Music Education	12/10/2018 11:36 AM

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

Answered: 1 Skipped: 22



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

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

Answered: 1 Skipped: 22

#	RESPONSES	DATE
1	ME371 Techniques of Teaching General Music, ME222 Principles of Music Education, ME465 Student Teaching	12/10/2018 11:36 AM

## Q18 Name:

Answered: 0 Skipped: 23

#	RESPONSES	DATE
	There are no responses.	