



Music Education

2018

**SECONDARY ART STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

Music Education Standards

OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

RATIONALE

Secondary Music Education Standards for Seventh-day Adventist Schools seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. These standards should lead to instruction that helps students appreciate the richness of music expression, develop an emerging interest and skill in music performance, and assist in making informed musical choices which will influence them throughout their lives. Instruction in music from this type of curriculum should help students learn to reflect God's image while developing proficiency in understanding, analyzing, applying and evaluating all aspects of music. This kind of education fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed music education standards are a practical tool to assist teachers in focusing their instruction so that students achieve competence and are engaged ethically in utilizing and applying music in practical life situations. These standards reflect an appreciation for God's gift of music as a source of personal enrichment, as a means for constructive expression of human emotions, as an essential aspect of worship, as well as a unique intellectual discipline. These biblically-based standards create meaningful and enjoyable connections within and without music education content areas. The intent is to focus on the essence of what students should learn, retain and apply to their lives.

Seventh-day Adventist secondary schools differ in size and resources resulting in a wide variety of music education experiences at different schools. These limits to the scope of music education may impact the implementation of some standards. In any case, creative music education experiences should lead students to understand the beauty of God's creation.

CREDITS

The following resources were referenced in developing *Secondary Music Education Standards for Seventh-day Adventist Schools*: a sampling of state standards (California, Colorado, District of Columbia, Florida, Massachusetts, Nebraska, Pennsylvania, Texas, and Washington), the National Standards for Music Education, NAD Curriculum Guide for Music Education, Toward an SDA Philosophy of Music—Guidelines, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters, all are identified with MUS—Music Education. The first numeral (MUS.2.1) refers to the standard and the second numeral (MUS.2.1) refers to the subcategory under the standard.

JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in *Journey to Excellence*. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

MUSIC EDUCATION

- | | |
|-------------|----------------|
| 1.A,D,E,F,H | 6.B,C,D,E,F |
| 2.A,C,E,F | 7.A,B,C,D,E |
| 3.B | 8.A,C,E,F,G |
| 4.A,B,D | 9.A,B,C,D |
| 5.C,E,F | 10.A,B,C,D,E,F |

Art Education Standards—Music

COURSE FOCUS [Apply the following to each content standard.]

MUS.1 Identify SDA Christian principles and values in correlation with music.

- MUS.1.1 Acknowledge God as the creator of music, a gift entrusted to mankind.
- MUS.1.2 Utilize biblical principles of morality, integrity, and ethical behavior in musical aspects of life.
- MUS.1.3 Recognize that the power of music evokes spiritual awareness and affects values.
- MUS.1.4 Develop a personal SDA Christian philosophy for musical experiences.

COURSE ABILITIES [Apply the following to each content standard.]

MUS.2 Develop musicianship.

- MUS.2.1 Learn reading (pitch and rhythm).
- MUS.2.2 Develop technique (breathing, posture, fingering, bowing, diction, etc.).
- MUS.2.3 Utilize precision (articulation, note duration, ensemble, etc.).
- MUS.2.4 Develop discernment (intonation, balance, blend, etc.).
- MUS.2.5 Utilize interpretation (dynamics, phrasing, tempo, vibrato, etc.).

MUS.3 Be able to apply musical knowledge and skills.

- MUS.3.1 Read and interpret musical notation.
- MUS.3.2 Explore repertoire of various historical periods, genres, and cultures.
- MUS.3.3 Distinguish quality, effectiveness, and aesthetic values in musical compositions and performance.
- MUS.3.4 Integrate musical knowledge with other art forms and subject areas, including technology.
- MUS.3.5 Recognize music as a powerful force that elicits a range of physical and emotional responses.

COURSE CONTENT [Understand, apply, analyze, evaluate.]

MUS.4 Be able to sing or play varied repertoire of music alone or with others.

- MUS.4.1 Identify key terms (musical symbols, tempo indications, expression, etc.).
- MUS.4.2 Apply appropriate vocal or instrumental styles and techniques.
- MUS.4.3 Experience or perform repertoire of various historical periods, genres, and cultures.
- MUS.4.4 Evaluate the quality and effectiveness of performance.

MUS.5 Be able to communicate and create musical expressions.

- MUS.5.1 Understand melody, harmony, and rhythm.
- MUS.5.2 Improvise, arrange, and compose melodies, variations, and accompaniments.
- MUS.5.3 Compare and contrast student improvisations, arrangements, and compositions with conventional forms and styles.

MUS.6 Be able to recognize, relate, and communicate cultural and historical connections in music.

- MUS.6.1 Examine and evaluate how past and present historical periods, geographic regions, and cultures influence music.
- MUS.6.2 Integrate and illustrate common musical themes, forms, and topics with various disciplines.

MUS.7 Be able to critically assess and derive meaning from works of music.

- MUS.7.1 Investigate similarities and differences in various forms and styles of music.
- MUS.7.2 Demonstrate ability to recognize connections between musical elements and aesthetics.
- MUS.7.3 Recognize and acknowledge the importance of balance, boundaries, and time management in musical experiences.
- MUS.7.4 Discriminate and interpret aesthetic qualities using established musical vocabulary.

MUS.8 Be able to apply Christian principles and ethics in music to life experiences.

- MUS.8.1 Cultivate, expand, and practice an educated understanding and taste in music.
- MUS.8.2 Develop perspective and discernment within the context of an SDA Christian world view.
- MUS.8.3 Observe legal and responsible ethics (intellectual property rights, copyright laws, etc.).

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