

**Course Syllabus**  
**Meaningful Guidelines to Inspire Great Music Education:  
Using the WMEA Music Standards in Your Classroom**

COURSE DATES:     January 19, 2018 (5:00-9:00 p.m.)  
                          January 20, 2018 (8:00-5:00 p.m.)  
CREDITS:             1 credit  
INSTRUCTOR:        Tim Schaid, Executive Director  
                          Wisconsin Center for Music Education  
                          608-850-3566 – [schaidt@wsmamusic.org](mailto:schaidt@wsmamusic.org)

**DESCRIPTION:** *Join us to explore the 2017 WMEA Wisconsin Music Standards!*

We will look at how the standards are organized. We'll compare them to the National Standards and the 1997 Wisconsin Music Standards and examine the new areas of Secondary General, Connecting, Technology and use with CMP, as well as ways these standards are already being implemented.

On the second day, you'll start working on your plans to incorporate the new Wisconsin Standards in your own school and classroom. Look at a piece of music, plan for one class or grade level, or plan a project-based unit. How do the new standards help you to strengthen the learning going on for your students? How can your work be featured on the WMEA Standards website?

**WORKSHOP PRESENTERS:**

The WMEA Standards Committee hails from many different areas in Wisconsin Music Education.

**Paul Budde** is professor of music education at UW-River Falls where he has successfully built new options for his students, after a successful career in K-12 band. As an instructor, Budde is passionate about finding ways to blend the best of traditional music education with forward-looking ideas that align with the ever-changing needs of students in the 21st century.

**Christine Hayes** is general music teacher in the Whitewater Unified School district. She has been president of WMEA, Chair of the NAFME General Music Council, on the writing team for both the 1997 WI Standards and the 2014 National Standards in music. Her creative ideas in the elementary general music classroom have put students at the center and she is in demand as a clinician.

**Kate Mitchell** is high school music educator in Pewaukee. She has been on the WMEA Board and Council, as well as developing standards based curriculum for the classroom. She is currently in the Global Competence Program through Columbia University where she is exploring how to incorporate more global awareness, peace action, conflict resolution, and create more global connections for my students.

**Leyla Sanyer** is a retired orchestra/music composition educator from Oregon and Manitowoc with over 38 years of teaching experience, state and national leadership. She

has been president of WMEA, is president of NAFME North Central Division, and has been on the CMP committees as well the committee to write the 1997 WI Standards. She is sought after as a clinician and music education advocate.

**Richard Tengowski** has been a music teacher at the Kohler Public Schools for over 30 years. He is the Past-President of the Wisconsin Music Educators Association, members of the Wisconsin Comprehensive Musicianship through Performance Project a part of several state task forces helping create music standards and the Wisconsin Music Curriculum Guide for the state of Wisconsin.

(**Aimee Swanson** will not be available for this particular workshop but is active in our group!)

## **OBJECTIVES:**

At the conclusion of this course, students should be able to:

1. Demonstrate a basic knowledge of the organization of the National and WMEA State Music Standards, using terminology and connection to the materials.
2. Consider how they might best work with the Standards to continue work in their own district.
3. Begin work to design curriculum for their classrooms, including consideration of the 2017 WMEA Standards, CMP work, incorporation of the 1997 State Standards and more.

## **STANDARDS ADDRESSED\*:**

### **Wisconsin Teaching Standards Addresses**

1. The teacher understands the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) s/he teaches.
4. The teacher understand and used a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving and performance skills.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.

**ALL WMEA Wisconsin State Standards will be addressed!**

## OUTLINE OF CONTENT:

- I. Looking at the Standards design.
- II. Let's take the Standards for a spin!
- III. Sharing the resources for standards use!
- IV. Work time to write and ask questions. We'll set up in a workshop type framework.

## ADDITIONAL REFERENCES OR ASSIGNMENTS:

### ASSIGNMENTS AND REQUIREMENTS:

- Attendance and participation at both days of the workshop is required.
- Also required: a detailed written report (2-3 pages) addressing multiple application ideas gained through the course. Those participants unable to complete the written report by the end of the course may mail their assignment to Tim Schaid, Wisconsin Center for Music Education, 1005 Quinn Drive, Waunakee, WI 53597, or email to [schaidt@wsmamusic.org](mailto:schaidt@wsmamusic.org) – **no later than February 5, 2018**. Reports turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

### REQUIRED READING:

#### **NafME and NCAESS Standards, 2014**

<https://nafme.org/my-classroom/standards/>

<http://www.nationalartsstandards.org/content/conceptual-framework>

#### **2017 WMEA Wisconsin Music Standards**

**Please watch these videos (<http://wmeamusic.org/standards/format>) before the workshop on January 19/20**

#### **Article:**

##### **From the President's Keyboard**

Strategic Priorities—Focusing on Standards and Student Dispositions

[Glenn E. Nierman](#)

First Published August 28, 2015

Criteria	Superior 5	Very Good 4	Average 3	Fair 2	Poor 1
Workshop Requirements	Attended all required workshop sections and completed all required readings and assignments within the specified timeframe.	Attended all required workshop sections; most required assignments were completed on time.	Attended all required workshop sections; at least half of the required assignments were completed on time.	Attended all required workshop sections; required assignments were often late or incomplete.	Did not attend the entire workshop or did not complete the required assignments .
Participation	Highly engaged in workshop discussions and activities. Demonstrates excellent quality in discussion activities.	Attentive to workshop activities with active participation. Demonstrates very good quality in discussion activities.	Minimally engaged in workshop discussions and activities. Demonstrates adequate quality in discussion activities.	Little attention to workshop activities with reluctant participation. Demonstrates poor quality in discussion activities.	Indicates no interest in being involved in workshop activities and makes no effort to participate.
Writing Style	Exceptionally well written and clear; few spelling or mechanical errors; logical progression of ideas.	Very well written and clear; few spelling or mechanical errors; logical progression of ideas.	Mostly well written and concise; some spelling and/or mechanical errors; mostly logical progression of ideas.	Some sections not clear and concise; some spelling and/or mechanical errors; some sections not logically presented.	Most explanations were unclear and wordy; frequent spelling and/or mechanical errors; not presented logically.
Comprehension and Application	Demonstrates excellent and consistent understanding of topics covered; innovative and creative ideas for classroom application.	Demonstrates clear understanding of topics covered; creative ideas for classroom application.	Demonstrates minimal understanding of topics covered; practical ideas for classroom application.	Some difficulty with understanding workshop subject matter; ideas for classroom application not entirely practical or logical.	Appears not to understand workshop subject matter or materials; is unable to identify ideas for classroom application.

Grading Scale:  
19-20 A  
18 AB  
16-17 B  
15 BC

*The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.*

**WISCONSIN STATE STANDARDS:**

**Wisconsin State Teaching Standards** (PI 34.02) are listed numerically.

*Teachers in Wisconsin will:*

1. Know the subject they are teaching.
2. Know how children grow.
3. Understand that children learn differently.
4. Know how to teach.
5. Know how to manage a classroom.
6. Communicate well.
7. Be able to plan different kinds of lessons.
8. Know how to test for student progress.
9. Be able to evaluate themselves.
10. Be connected with other teachers and the community.

**WMEA Wisconsin Music Standards** are also referenced because this course will reinforce or teach new ideas that teachers can use in the classroom with their students.

*Students in Wisconsin will:*

- A. Create.
- B. Perform.
- C. Respond.
- D. Connect.

**Americans With Disabilities Act**

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.