



Missouri Music Educators Association
Missouri GLE's – Met, Measured and
Assessed

Ron Sikes & Laura Vaughan, presenters

January 23-26, 2008



smartmusic®

Introduction



Ron Sikes – Director of Music, Jefferson R-7 School District
Jazz Band & Percussion Director, Jefferson College

Laura Vaughan – Applied Voice, Jefferson College
25 year Veteran public school teacher

WHY?

- Be a Music Advocate. Be willing to explain to your administration why music is as important as every other subject. Use facts and data to support your case.
- It's important that our students reach and surpass Grade-Level Expectations in music. We need tools to do so.



Facts & Data



"The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, **arts**, history, and geography." - *No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)*

Students in two Rhode Island elementary schools who were given an enriched, sequential, skill-building music program showed marked improvement in reading and math skills. Students in the music program who had started out behind the control group achieved statistical equality in reading and pulled ahead in math.

Gardiner, Fox, Jeffrey, and Knowles, Nature, May 23, 1996.

Jefferson R-7 District Profile



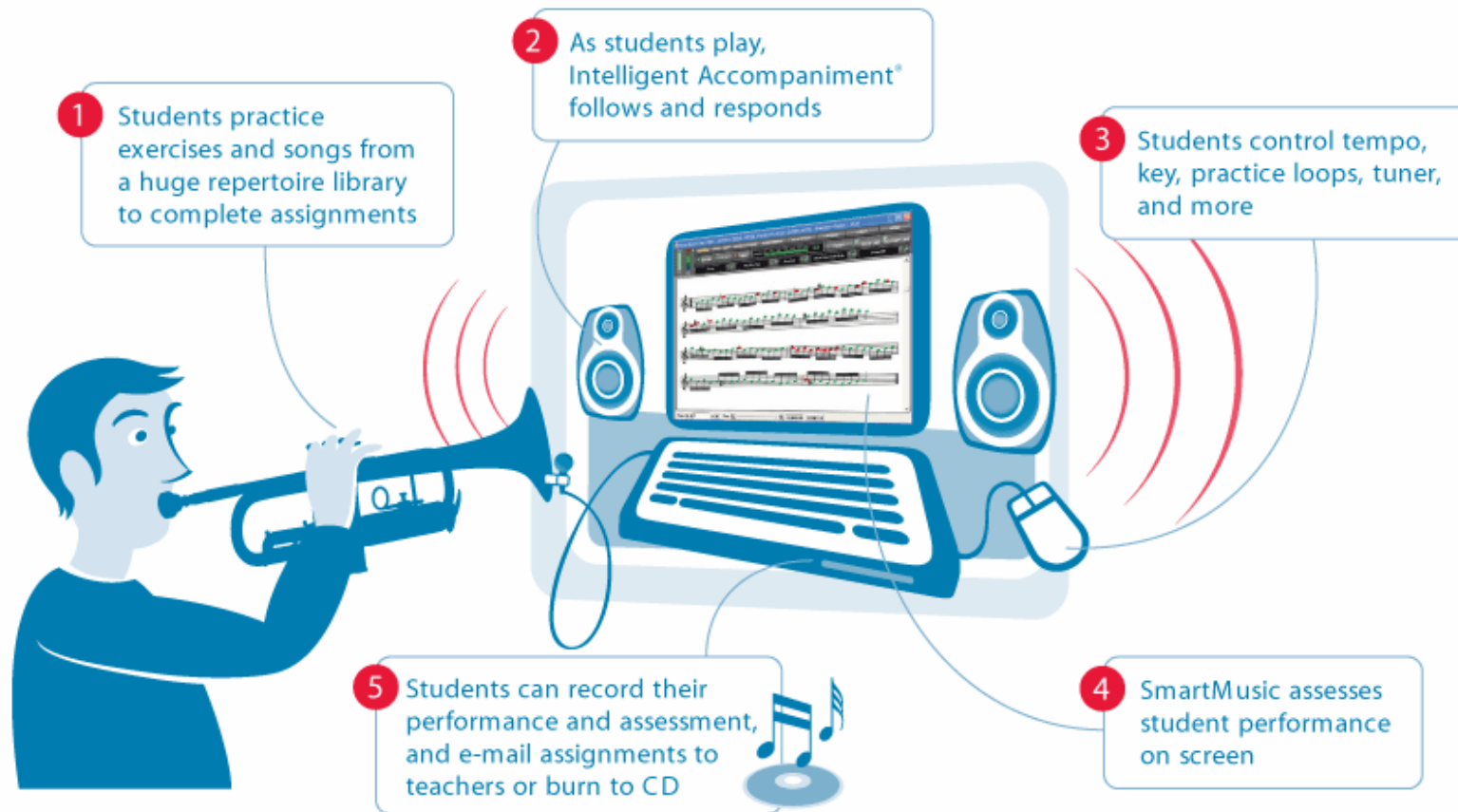
- Located in southeastern Jefferson County, Missouri, the district serves approximately 750 students in grades K-8 and sends over 300 students to area high schools. Services are provided in three buildings: Platin Primary (PreK-2), Telegraph Intermediate (3-5), and Danby-Rush Tower Middle School (6-8). The district employs over 50 certified staff and approximately 45 support personnel.
- The district employs 2 full-time music teachers.
- K-5 Music Teacher – Each class has music 2 times a week.
- 5-8 Band Director
 - 5th Grade Beginning Band (every day for 25 minutes)
 - 6th Grade Band (every day, all year)
 - 6th Grade General Music (1 class of students, every day for 1 Quarter)
 - 7th/8th Grade Band (every day, all year)
 - Jazz Band (every day, all year)
 - Guitar (every day, all year)

What is SmartMusic?



SmartMusic is an interactive, computer-based practice tool for musicians. Challenging exercises, instant feedback tools, and more than 30,000 accompaniments make SmartMusic an essential part of your practice sessions.

What is SmartMusic?



What is IMPACT?



SmartMusic Impact is an effective and efficient way for teachers to guide and document the individual development for every student.

- SmartMusic Impact automatically:
 - Distributes teacher-selected, instrument-specific assignments to all students
 - Tracks all returned and late assignments
 - Calculates grades for assignments based on the teacher's grading criteria
 - Collects audio recordings of student assignments
 - Shows teachers how each student is progressing
- Impact documents student achievement with graded assignments. In a time of evolving assessment standards and accountability requirements, Impact offers solutions, while automating administrative tasks and allowing more time for teaching the art of making music.

What is IMPACT?



Get an immediate picture.
See the progress of all students
in all classes

Easily manage all assignments
and document student progress

Student Name	ID	Instrument	Grade to Date	State Scales - TX - 1.1	15. Treading Lightly	Concert Airra	Practice Report
Bagoat, Lance	12312	Trumpet	81.0 = B	19	27	16	16
Bishop, Billy	1414142	Alto Saxophone	94.0 = A	19	28	20	28
Doering, Fritz	1122334	Clarinet	90.5 = A	18	27	17	28
Johnson, Michelle	162341	Flute	81.0 = B	20	27	19	16
Maronde, Mark	123123	Trumpet	76.0 = C	19	20	19	16
Monson, Becky	11112	Horn	81.0 = B	20	30	20	16
Neumann, Larry	121214	Alto Saxophone	79.5 = C	19	28	19	16
Night, Bobby	11221	Tenor Saxophone	79.0 = C	20	28	20	16

Automatically calculates
average grade for the period

Keep track of time spent
practicing



Assignments can include
graded assessments,
audio recordings, or both



black = assigned
green = submitted by student
red = late

Equipment



smartmusic®

Equipment



Accountability



Students can be held accountable for mastering concepts of music.

Benchmark tests can be reached and assessed

Solos

Scales

Exercises

Band Literature

etc.

GLE – Product Performance - Singing



Product Performance

1. Develop and apply singing skills to perform and communicate through the arts

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Independent Singing	Use singing, speaking, whispering and shouting voices	Reproduce/echo melodies in limited range [sol-mi, la-sol-mi] Use a singing voice with a head tone	Apply accurate *pitch relationships while singing in a limited range [la-sol-mi, sol-mi-re-do] Demonstrate appropriate singing posture	Apply accurate pitch relationships while singing in a limited range [la-sol-mi, sol-mi-re-do]	Match pitch in an extended range [octave]	Use breath control and accurate *diction while singing	<p><u>General Music Classes:</u> Demonstrate singing skills using a singing voice</p> <p>[Reasoning: Some MS classes are part of an exploratory wheel – may be keyboards only, world music, etc.)</p> <p><u>Vocal Classes</u> Demonstrate singing skills using a singing voice and match pitch in an appropriate range</p> <p>Demonstrate appropriate singing posture, breath support, and diction</p>	<p><u>General Music/Instrumental Classes:</u> Demonstrate singing skills and match pitch in an appropriate range</p> <p><u>Vocal Performance Classes:</u> <u>Proficient</u> Demonstrate proper fundamental singing technique when performing music of moderate *technical demands, expanded range, and varied interpretations</p> <p><u>Advanced</u> Demonstrate proper singing technique in the following:</p> <ul style="list-style-type: none"> • *intonation • tone quality • breathing • diction • *rhythm • note accuracy • posture • memorization 	
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1



GLE – Product Performance – Part Singing



Product Performance

1. Develop and apply singing skills to perform and communicate through the arts

D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Part Singing			Perform <i>*ostinati</i>	Perform <i>ostinati</i> and <i>*rounds</i>	Perform <i>ostinati</i> , rounds , canons and partner songs	Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part 	<u>General Music Classes:</u> Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part <u>Vocal Performance Classes:</u> Perform *harmony in songs of two and three parts	<u>Vocal Performance Classes:</u> <u>Proficient</u> Perform one on a part in various arrangements for two or more voice parts <i>*a cappella</i> and with *accompaniment <u>Advanced</u> Perform one on a part in various four or more voice part arrangements <i>a cappella</i> and with accompaniment
National Standards			MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards			FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

GLE – Product Performance – Group Singing



Product Performance

1. Develop and apply singing skills to perform and communicate through the arts

E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Group Singing	Perform in groups following cues of the *conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor	Perform in groups matching tempo and dynamic changes, following the cues of the conductor	Demonstrate characteristic *timbre , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an *ensemble Respond expressively to conductor's cues	<u>General Music Classes:</u> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble Respond expressively to conductor's cues <u>Vocal Performance Classes:</u> Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble (refer to glossary for *Level of Difficulty)	<u>Vocal Performance Classes:</u> Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble (refer to glossary for grade-level definitions) <u>Advanced</u> Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty)
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1



GLE – Instrumental Performance Skills



Product Performance

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2. Develop and apply instrumental music skills to perform and communicate through the arts									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Instrumental Performance Skills	Perform using two dynamic levels—soft and loud Echoes simple rhythms (long and short sounds)	Perform a steady beat Echo simple rhythmic patterns	Perform the following rhythmic patterns using standard or iconic notation: <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs 		Read and perform at least three (3) pitches on a melodic instrument Read and perform rhythmic patterns <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes 	Read and perform at least five (5) pitches on a melodic instrument Read and perform rhythms in simple *meter <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • *Syncopation 	<p><u>General Music Classes:</u> Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • Syncopation <p>Read and perform a short song/piece using effective expression and characteristic timbre</p> <p><u>Instrumental Performance Classes:</u> Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation)</p> <p>Demonstrate instrument maintenance and care</p>	<p><u>General Music/Vocal Music Classes:</u> Demonstrate basic instrumental skills and knowledge on selected instruments (e.g., keyboard instrument, bells, auxiliary percussion, drum, guitar)</p> <p><u>Instrumental Performance Classes:</u> <u>Proficient</u> Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 2-3 literature</p> <p>Demonstrate instrument maintenance and care</p> <p>Apply the ability to adjust the pitch to a given standard during performance (play in tune)</p> <p><u>Advanced</u> Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature</p>	
	National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1



GLE – Product Performance - Imitation



Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Imitation (play by ear)	Echo short rhythmic patterns on rhythm instruments and/or body percussion			Echo short rhythmic and melodic patterns on *classroom instruments			<p>General Music Classes: Echo rhythmic and melodic patterns of increasing complexity on classroom instruments</p> <p><u>Instrumental Performance Classes:</u> Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument</p>	<p><u>Instrumental Performance Classes:</u> Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument</p> <p><u>Advanced</u> Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument</p>
	National Standards	MU 2		MU 2			MU 2	MU 2
	Content Standards	FA 1		FA 1			FA 1	FA 1

GLE – Product Performance – Group Playing



Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Group Playing	Perform in groups following cues of the conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor	Perform in groups matching tempo and dynamic changes, and following the cues of the conductor	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<p><u>General Music Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor</p> <p><u>Instrumental Performance Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor</p>	<p><u>Instrumental Performance Classes:</u> Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation</p> <p><u>Advanced</u> Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups</p>
	National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Resources



Ron Sikes – rsikes@jeffco.edu

Laura Vaughan – lvaughan@jeffco.edu

SmartMusic – www.smartmusic.com

Department of Elementary and Secondary Education -
dese.mo.gov/divimprove/curriculum/GLE/index.html

SmartMusic IMPACT Special Offer



Using Impact, give 50 or more individual students an assignment by May 31, 2008 and receive a free copy of Finale 2008!

Qualification: List your School SmartMusic Subscription e-mail address for this offer. You must currently have a SmartMusic school subscription to qualify for this offer. If you do not currently have SmartMusic, list the e-mail address you will use when you subscribe.





Register for a FREE copy of Finale
2008 and a FREE Educator
Subscription to SmartMusic!
Stop by the Nottelmann Music Booth,
H18-19



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M U S I C

All of the handouts from the
SmartMusic and Finale Sessions at
this conference
(as well as last year's conference)
are available for free download at
www.nottelmannmusic.com

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SmartMusic Clinic Schedule - Thursday



- 8:00 **SmartMusic and Impact 101 for Band and Orchestra** – Leigh Kallestad
- 9:15 **Finale 2008 for Band and Orchestra** – Mavis Kallestad
- 10:30 **Finale and SmartMusic for Percussionists** – Ron Sikes
- 1:00 **SmartMusic 10.1 for Choral/General Music Using Impact Music Gradebook** - Laura Vaughan.
- 2:15 **Panel Discussion: *How Missouri Educators Incorporate SmartMusic Impact*** – Moderator Ray Benton; with Ron Sikes, Laura Vaughan, Barb Medcalf, Gail Buckman, Allen Schwamb, Ben Pyatt, and Larry Johnson.
- 3:30 **Create Your Own SmartMusic Files with Finale**
- Mavis and Leigh Kallestad
- 4:45 **SmartMusic Impact Gradebook** - Mavis and Leigh Kallestad.



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St. Louis

Missouri's Source for Music Education Technology



SmartMusic Clinic Schedule - Friday



- 8:00 **Scanning with Finale** – Mavis Kallestad
- 9:15 **SmartMusic Impact Gradebook** – Leigh Kallestad
- 10:30 **Finale 2008 Tips and Tricks** – Mavis Kallestad
- 1:00 **Gaining Administration and Community Support for Smartmusic in Your School's Music Program** – Ron Sikes
- 2:15 **Missouri GLE's: *Met, Measured, and Assessed by SmartMusic 10.1 Using Impact Gradebook*** – Ron Sikes and Laura Vaughan
- 3:30 **Finale 2008 for Choral/General Music**
– Laura Vaughan and Mavis Kallestad
- 4:45 **SmartMusic 10.1 Tips and Tricks** - Leigh Kallestad



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