

**Indicators for Quality Elementary Music Program
Best Practice Tool
Brevard Public Schools**

Teacher Name: _____ School: _____ Date: _____

Directions: Use the key as a guide to assess the indicators of quality Music listed below.

KEY

M – Mastery; Consistently Evident

E – Emergent; Sometimes Evident

P – Proficient; Often Evident

N – Not Yet Evident

CLASSROOM

_____ The classroom is a musical-rich environment, equipped with various pitched and un-pitched instruments (i.e. Orff instruments, folk instruments, keyboards, recorders, un-pitched percussion, etc.).

_____ The classroom is a safe, friendly environment in which students are encouraged to take risks without fear of retribution or negative feedback from the students or teacher.

_____ The classroom is a musically print-rich environment (i.e., word walls, posters, music notes)

_____ The classroom has adequate space for varied musical activities.

_____ The classroom routines and procedures are established, posted, modeled, and followed.

STUDENTS

_____ The students are allotted time to make music alone and with others.

_____ The students have opportunities to improvise and create music.

_____ The students are encouraged to use vocabulary and notation of music on the most skilled level possible.

_____ The students are encouraged to make aesthetic judgments based on critical listening and analysis.

_____ The student is provided opportunities (i.e. performances, field trips, collaboration with business partners, etc.) to support the musical life of the community.

_____ The students share responsibility for their own learning. They set goals, self-assess, and monitor their own performance.

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TEACHER

_____ The teacher actively seeks to deepen his/her musical content knowledge.

_____ The teacher actively seeks to learn new music teaching methods by participating in staff development, workshops, reading professional periodicals, networking, etc.

_____ The teacher actively shares knowledge and experience with new teachers and other colleagues.

_____ The teacher models and shares his/her own joy of music and encourages students to continue musical learning as a life-long process.

_____ The teacher communicates with and involves parents in addressing their child's musical progress.

_____ The teacher provides in-depth and personal interaction to identify diverse musical styles and genres.

_____ The teacher's instructional decisions reflect the music standards, benchmarks, and grade level expectations.

_____ The teacher asks questions that require students to make aesthetic judgments based on critical listening and analysis.

_____ The teacher asks questions that require students to respond to music aesthetically, intellectually, and emotionally.

_____ The teacher uses assessment materials (i.e. listening tests, informal/formal observations, guided rubrics and evaluations, etc.) on an ongoing basis to determine students' musical competencies of Grade Level Expectations and Sunshine State Standards.

_____ The teacher provides instruction that will identify the role music has played and continues to play in the life of mankind.

_____ The teacher makes wise use of the district-approved program and supplements with other resources as needed.

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SCHOOL

_____ The school provides opportunities to demonstrate that music is an independent subject as well as a contributor and connection to other academic subject areas (Math, Science, Social Studies, Language Arts, Foreign Language, Visual Arts, Physical Education, etc.)

_____ The school encourages and supports the teacher to participate in staff development, state and local workshops, and college classes.

_____ The school provides adequate time (forty minutes of instruction per class) for musical instruction for the students.

_____ The school provides adequate space used primarily for music instruction.

_____ The school has a plan in place that maximizes the use of school music funds/allocations to provide support for students.

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