

AERO Music Opportunity to Learn Statement

The quality music education envisioned in the AERO standards is possible only when schools provide students with essential resources that collectively offer the *opportunity to learn*. Substantial and frequent instruction by knowledgeable teachers is the most essential condition for student learning in any art form. Many of the other key resources for quality arts programs, such as facilities and equipment, differ from those required for any other program in the school, and also vary considerably from one arts discipline to another. This section of the AERO Music Standards document presents some of the key resources essential for a music program to deliver on the vision outlined in the standards.

A detailed and considerably more comprehensive description of the staffing, facilities, equipment, materials, leadership, and other resources necessary for quality instruction in each art form can be found in the national document, *Opportunity-to-Learn Standards for Arts Education*.ⁱ More detailed guidelines for facilities and other helpful information are available from the professional arts education organizations.ⁱⁱ

Essential Resources for International Music Program Teachers

Personal Expertise

Musical expertise (applied musicianship coupled with knowledge of music of varied cultures, including Western)

Knowledge and skill in educational Best Practices

- Knowledge of established general music pedagogies (e.g., Kodaly, Orff, Suzuki, Music Learning Theory, Dalcroze Eurhythmics) and experience in delivering at least one pedagogy relevant to the teaching assignment
- Knowledge of and experience with contemporary models and theories of curriculum and assessment (e.g., Understanding by Design, rubrics, portfolio assessment, updated Bloom's Taxonomyⁱⁱⁱ)

Access to and support for continued professional development, including musicianship and music pedagogy

Curriculum

Clear, standards-based curriculum outlined for each grade level and course

Room (Instructional Facility)

- Adequate seating
- Space for movement
- White board visible throughout
- ^{iv}Free of outside noise

Technology & Equipment

- High quality sound reproduction and recording equipment
- Level-appropriate musical instruments
- Piano or quality electronic keyboard

- Compositional software and hardware (especially in grades 5-12), with technical support

Program of Study

Elementary Music (Grades 1-5)

- At least twice per week with a music specialist, no less than sixty minutes of specialized instruction
- Grades 3-5 have additional opportunities for chorus and beginning band or orchestra

Middle school

Required General Music courses that last throughout the academic year.

- Study on harmonizing instrument such as piano or guitar
- Compositional studies on electronic instruments

Opportunities for additional or specialized studies in chorus and band or orchestra

High School

- Specialization in choir, band, or orchestra through electives for varying levels of expertise
- (*Where population supports qualified faculty*) Elective opportunities to specialize in composition, a harmonizing instrument, theory, or musicology (music history)

Continuity of program

Students are required to study music on a regular basis through grades K-8

Respect for host country and student population

- Differentiated instruction to accommodate varied levels
- Induction support from administration for new students
- Curriculum teaches Western music while also affirming the traditions of the host country and significant student populations in school

Atmosphere/Climate

Movement, Energy, Creativity, Expression, and Excitement

Note: Significant portions of this AERO document have been adapted from *A Guide to K-12 Program Development in the Arts*. Hartford, CT: Connecticut State Department of Education, 2001.

ⁱ Consortium of National Arts Education Associations. *Opportunity-to-Learn Standards for Arts Education*. Reston, VA: NAEA, 1995.

ⁱⁱ Geerdes, Harold P. *Music Facilities: Building, Equipping, and Renovating*. Reston, VA: MENC, 1987.

NAEA. *Design Standards for School Art Facilities*. Reston, VA: NAEA, 1993.
Additional publications in dance are available from the National Dance Association at
(703) 476-3436.

Theatre materials are available from the American Alliance for Theatre and Education at
(602) 965-6064.

iii Anderson, Lorin and Krathwohl, David (ed.) (2001). *A Taxonomy for Learning,
Teaching, and Assessing*. New York: Addison Wesley Longman, Inc. (www.ablongman.com)