



Field 027: Fine Arts—Instrumental Music

REPA Educator Standards

Standard 1: Musicianship

Instrumental music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills, including:

- 1.1** aural identification of performance errors, including errors in pitch, rhythm, dynamics, articulation, phrasing, intonation, ensemble precision, and balance
- 1.2** aural identification of compositional elements, including rhythmic, melodic, harmonic, textural, formal, and stylistic characteristics
- 1.6** techniques for sight-singing using various movable and fixed solmization systems
- 1.7** keyboard harmony, including chord progressions, accompaniment patterns, melody harmonization, and modulation

Standard 3: Composing, Arranging, and Improvising

Instrumental music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising, including:

- 3.1** knowledge of instrumental transpositions, ranges, and idiomatic writing for various instruments and instrumental ensembles
- 3.2** knowledge of vocal ranges and idiomatic writing for various voice types and vocal ensembles
- 3.7** techniques for improvisation on a primary instrument, basic keyboard improvisation, and improvisation on classroom instruments

Standard 5: Conducting and Repertoire

Instrumental music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for band, orchestra, and other school instrumental ensembles, including:

- 5.1** preparatory beats, beat patterns, cuing techniques, releases, and hand independence
- 5.2** expressive techniques, including tempo changes and dynamic changes
- 5.3** instrumental ensemble rehearsal techniques, including warm-ups, technical exercises, rhythm drills, and sight-reading
- 5.4** identification of potential technical challenges presented in a score
- 5.5** knowledge of various types of instrumental ensembles in the school music program
- 5.6** knowledge of age-appropriate method books and repertoire for various school instrumental ensembles, including transcriptions and arrangements

Standard 6: Instrumental Performance Techniques

Instrumental music teachers have a broad and comprehensive understanding of instrumental performance techniques and solo repertoire for band and orchestral instruments, including:

- 6.2** techniques for performing on flute, clarinet, and saxophone, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.3** techniques for performing on double reeds, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.4** techniques for performing on high brass, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.5** techniques for performing on low brass, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.6** techniques for performing on high strings, including modeling proper posture, hand position, fingerings and finger control, tone quality, and bowing
- 6.7** techniques for performing on low strings, including modeling proper posture, hand position, fingerings and finger control, tone quality, and bowing
- 6.8** techniques for performing on percussion, including modeling proper posture, grips, stick control, tone production, sticking patterns, and rudiments
- 6.9** techniques for proper instrument storage
- 6.10** knowledge of common technical challenges encountered in playing woodwind, brass, string, and percussion instruments, and techniques for addressing those challenges
- 6.11** knowledge of age-appropriate solo repertoire for woodwind, brass, percussion, and string instruments that are used in school band or orchestral ensembles