CORE MUSIC STANDARDS
AND
MUSIC LITERACY

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AGENDA

Standards Overview and Supports

Break

How to Begin with Examples and Videos

Next Steps

YOUR Next Steps

Questions
ESSENTIAL QUESTIONS

Why NCCAS, and what is it?

How are these standards different?

What IS music literacy?

Why should we care, and what does it mean for practitioners?
WHY NOW?

National Coalition for CORE ARTS Standards
2nd Round of National Standards
- Common Core Learning Standards
- Science Standards
- Social Studies Standards

Need for **Elective-Specific** Standards
- 5 Arts - Art, Music, Dance, Theater, Media Arts

**Connections** to Key Ideals and Trends
- Common Core Standards in ELA, Math
- Common aspirations - “understand deeply”
- 21st Century Skills
- College and Career Readiness
- Outcomes-based

Act as a Re-Commitment to the Arts
## Music National Standards Comparison: 1994 vs. 2014

<table>
<thead>
<tr>
<th></th>
<th>1994 Standards</th>
<th>2014 NCCAS Standards</th>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Skills and Knowledge</td>
<td>Understanding / Independence Musical Literacy</td>
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<tr>
<td><strong>Organization</strong></td>
<td>9 Content Standards</td>
<td>3 Artistic Processes</td>
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<tr>
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<td>Process Components</td>
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<td>Enduring Understandings and Essential Questions</td>
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<tr>
<td><strong>Outcomes</strong></td>
<td>Achievement Standards</td>
<td>Performance Standards</td>
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<tr>
<td></td>
<td>25 – 34 per level</td>
<td>13 – 19 per level</td>
</tr>
<tr>
<td><strong>Elementary/Middle</strong></td>
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<tr>
<td>Span</td>
<td>Kindergarten – Grade 8</td>
<td>Prekindergarten – Grade 8</td>
</tr>
<tr>
<td>Levels</td>
<td>Two (Grade 4 and Grade 8)</td>
<td>Ten (Grade-by-Grade PK-8)</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
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</tr>
<tr>
<td>Scope</td>
<td>“One Size Fits All”</td>
<td>Four Elective Strands</td>
</tr>
<tr>
<td>Levels</td>
<td>Two</td>
<td>Five</td>
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<td></td>
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<td>Ensemble Strand</td>
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<td></td>
<td>Guitar/Keyboard Strand</td>
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<td></td>
<td></td>
<td>Three</td>
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<td></td>
<td></td>
<td>Composition/Theory Strand</td>
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<tr>
<td></td>
<td></td>
<td>Music Technology Strand</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td></td>
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<tr>
<td>Music to Other Arts</td>
<td>Content Standard #8</td>
<td>11 Common Anchors</td>
</tr>
<tr>
<td>Music to Other Areas</td>
<td>Content Standard #9</td>
<td>Embedded within 3 Processes</td>
</tr>
<tr>
<td><strong>Assessment Tools</strong></td>
<td>Separate Publications</td>
<td>Model Cornerstone Assessments</td>
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<tr>
<td></td>
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<td>Benchmark Student Work</td>
</tr>
</tbody>
</table>

NCCAS Music Writing Team
Artistic Processes

11 Core Arts Anchor Standards

Discipline-based instructional resources
- EU’s & EQ’s
- Model Cornerstone Assessments
- Process Components

Discipline Specific Performance Standards
Agree on the meaning of literacy

- In general
- In music

**Literal**y is the development of a continuum of skills, knowledge, and attitudes that prepare all of our learners for life in a changing world community.

It begins with the fundamental acquisition of skills in reading, writing, listening, speaking, viewing, representing, responding, and mathematics.

It becomes the ability to understand, think, apply, and communicate effectively in all subject and program areas in a variety of ways and for a variety of purposes.

Source: *Realization: the Change Imperative for Deepening District-Wide Reform.*
Michael Fullan and Lyn Sharratt, 2009, Corwin Press.
IDEAL OF ARTISTIC LITERACY

Integration of *Artistic Processes*
- Creating
- Performing
- Responding

Addition of Connecting “Process”
- We communicate with others through the Arts
- Presence of Arts literacy standards join others’ goals
"I think you should be more explicit here in step two."
## Music Standards Structure
### 3 Artistic Processes with 13 Process Components and Connecting

<table>
<thead>
<tr>
<th>Creating</th>
<th>Performing</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imagine</strong></td>
<td><strong>Select</strong></td>
<td><strong>Select</strong></td>
</tr>
<tr>
<td>Generate musical ideas for various purposes and contexts.</td>
<td>Select varied musical works to present based on interest, knowledge, technical skill, and context.</td>
<td>Choose music appropriate for a specific purpose or context.</td>
</tr>
<tr>
<td><strong>Plan, Make</strong></td>
<td><strong>Analyze</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>Select and develop musical ideas for defined purposes and contexts.</td>
<td>Analyze the structure and context of varied musical works and their implications for performance.</td>
<td>Analyze how the structure and context of varied musical works inform the response.</td>
</tr>
<tr>
<td><strong>Evaluate, Refine</strong></td>
<td><strong>Interpret</strong></td>
<td><strong>Interpret</strong></td>
</tr>
<tr>
<td>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</td>
<td>Develop personal interpretations that consider creators' intent.</td>
<td>Support interpretations of musical works that reflect creators/performers' expressive intent.</td>
</tr>
<tr>
<td><strong>Present</strong></td>
<td><strong>Rehearse, Evaluate, Refine</strong></td>
<td><strong>Evaluate</strong></td>
</tr>
<tr>
<td>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</td>
<td>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</td>
<td>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</td>
</tr>
<tr>
<td><strong>Present</strong></td>
<td></td>
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<tr>
<td>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</td>
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</table>

**Connecting**

Common Anchor #10: Synthesize and relate knowledge and personal experiences to make music.
Common Anchor #11: Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Organizing Format for Music Standards

<table>
<thead>
<tr>
<th></th>
<th>PK-1/2</th>
<th>3-5</th>
<th>6-8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Music</td>
<td></td>
<td></td>
<td></td>
<td>Proficient</td>
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<tr>
<td>Traditional &amp; Emerging Ensembles</td>
<td></td>
<td></td>
<td></td>
<td>Accomplished</td>
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<tr>
<td>Theory &amp; Composition</td>
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<td></td>
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<td>Advanced</td>
</tr>
<tr>
<td>Harmonizing Instruments</td>
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<tr>
<td>Technology</td>
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**ADDITIONAL SUPPORTS**

www.nafme.org/standards

Knowledge and Skills Charts

Dispositions Defined

Opportunity to Learn Standards

NAfME Lesson Planner (handout)

Customized Handbook www.nationalartsstandards.org
CONTINUED SUPPORT

National Association for Music Education

- National Pre-Conference and Inservice
  - Nashville, TN
  - October 25-28, 2015
  - Multiple sessions

- Learning Network Webinars
- MEJ and TM Articles
What does this mean for ---

... New York State?

... practitioners?

... you?

... your district?
Music is a “technical subject”
- we are accountable for teaching to
  College and Career Readiness Standards (CCR)

College and Career Readiness Standards
- Reading
- Writing
- Listening and Speaking

Artistic LITERACY Processes (CPR) align with these!
- Creating
- Performing
- Responding
COMMON ENTRY POINTS

Performing Process Examples

• Ensembles
• General Music
**Performing**

**Creating**

- Imagine
  - Generate musical ideas for various purposes and contexts.

- Plan, Make
  - Select and develop musical ideas for defined purposes and contexts.

- Evaluate, Refine
  - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

- Present
  - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Interpreting**

- Select
  - Select varied musical works to present based on interest, knowledge, technical skill, and context.

- Analyze
  - Analyze the structure and context of varied musical works and their implications for performance.

- Interpret
  - Develop personal interpretations that consider creators' intent.

- Rehearse, Evaluate, Refine
  - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- Present
  - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
#1. THE COMPONENT APPROACH

High School Instrumental Lessons (handout)
- Rehearse, Evaluate, Refine

Elementary General Music (video)
- Grade 2, Analyze
- Grade 5, Analyze
**PERFORMING:**
**REHEARSE/EVALUATE/REFINE, ADVANCED**

<table>
<thead>
<tr>
<th>Rehearse, Evaluate, Refine</th>
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<tr>
<td>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</td>
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</table>

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**MU:Pr5.3.E.IIIC** Develop, apply, and *refine* appropriate rehearsal strategies to address individual and *ensemble* challenges in a varied *repertoire* of music.
### Analyze

**Analyze the structure and context of varied musical works and their implications for performance.**

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Essential Question</th>
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<tr>
<td>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</td>
<td>How does understanding the structure and context of musical works inform performance?</td>
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**Standard: MU:Pr4.2.2a**

Demonstrate knowledge of music concepts (*such as* tonality and meter) in music from a variety of cultures selected for performance.

**Standard: MU:Pr4.2.2b**

When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
GRADE 2 GENERAL MUSIC CLASS
Analyze
Analyze the structure and context of varied musical works and their implications for performance.

Enduring Understanding
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question
How does understanding the structure and context of musical works inform performance?

**Standard: MU:Pr4.2.5a**
Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

**Standard: MU:Pr4.2.5b**
When analyzing selected music, read and perform using standard notation.

**Standard: MU:Pr4.2.5c**
Explain how context (such as social, cultural, and historical) informs performances.
Play the video in your head!

*Standard: MU:Pr4.2.8b* When analyzing selected music, *sight-read* in *treble or bass clef simple rhythmic, melodic, and harmonic patterns.*
#2. The Process Approach

Elementary Instrumental Lessons
- Select
- Analyze
- Interpret
- Rehearse, Evaluate, Refine
- Perform
#3. THE GAP ANALYSIS APPROACH

COMPARE state/local standards to national
• Process ideal
• Student-led
• Understanding vs Knowledge
• Multiple strands

IDENTIFY
• Gaps
• Alignment

PLAN
• Greatest need for addressing gaps
WHERE TO BEGIN?

Checking In:

- What do you think?
- What do you like?
- What is a challenge?
- Where would you start?
HOW WILL WE KNOW?

Look at Model Cornerstone Assessments
- **Grade 2 MCA**
- **Ensemble MCA**

Align to Teacher Evaluation via ---
- Observation process
- SLO/Local Achievement Measure
CHECKING IN AGAIN

What are we thinking about:

- Level of use?
- Implementation?
- Collegial sharing?
- District-wide?
- Application to current practice?
- Other?
WHAT'S NEXT?

Timeline for revision of NYS Standards for the Arts - 2015-2018 !!!

Multiple Pathways to Graduation

NAfME National Inservice Conference and Pre-Conference Sessions - October, 2015

NYSSMA Winter Conference Sessions - December, 2015

Your plans
That’s the thing that troubles me - the idea that a child must have MY experience.

Maxine Greene