

The Common Core & Music: More Common Than You Think

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Some background on the presenter...

- Immediate Past President of New York State School Music Association
- Past President of New York State Council of Administrators of Music Education
- President-Elect of NYS Council of Educational Associations
- Student teaching supervisor for Ithaca College School of Music
- Recently retired from NY Public Schools after 32 years, including 19 as a teacher and 13 as an Art, Dance, Music and Theater department administrator
- Member of NYSSMA's Curriculum Committee since 1999

Facts About The Common Core

- The Common Core State Standards Initiative is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).
- The standards are copyrighted by NGA Center for Best Practices and CCSSO. The copyright ensures that the standards will be the same throughout the nation.
- Forty-five of the fifty states in the United States are members of the Common Core State Standards Initiative, with the states of Texas, Virginia, Alaska, and Nebraska not adopting the initiative at a state level. Minnesota has adopted the English Language Arts standards but not the Mathematics standards.

Some History of the Common Core...

- Announced on June 1, 2009, the initiative's stated purpose is to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them." Additionally, "The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers," which will place American students in a position in which they can compete in a global economy
- In 2009 the National Governors Association hired David Coleman and Student Achievement to write curriculum standards in the areas of literacy and mathematics instruction.
- Standards were released for Mathematics and English Language Arts in June 2010, with a majority of states adopting the standards in the subsequent months. States were given an incentive to adopt the Common Core Standards through the possibility of competitive federal Race To The Top Grants.

More Information About The Common Core

- The Common Core State Standards (CCSS) allow States to share a common definition of readiness at each grade level by working backward based on the demands of college and careers.
- This progression of student readiness is one of the central principles of the standards. If students are to graduate high school fully prepared, they must meet the benchmarks set by the Common Core – at every grade and in every classroom.
- It is to these benchmarks that we must now teach.
- The Common Core demands significant shifts in the way we teach. Each teacher must adopt these shifts so that students remain on track toward success in college and careers.

What The Common Core Means To Music Educators

- Music educators need to demonstrate the ways in which their instruction supports the Common Core.
- These supports include:
 - Connections between Music Skills, Knowledge and Processes
 - AND
 - ELA & Math Basics, Strands, & Shifts

ELA Basic Strands

- Reading For Literature
- Reading For Information
- Reading Foundational Skills
- Writing
- Speaking & Listening
- Language

Math Basic Domains

- Counting & Cardinality
- Operations & Algebraic Thinking
- Numbers & Operations in Base Ten
- Measurement & Data
- Geometry
- Ratios and Proportional Relationships
- The Number System
- Expressions & Equations
- Statistics & Probability

ELA Instructional Shifts

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary

Math Instructional Shifts

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

Making The Music Connections

Two Vital Documents

A Standards Crosswalk Between Common Core & Music

Common Core Shifts: Connections Amongst ELA, Math & Music

A Standards Crosswalk: ELA

Strand	Core Curriculum Standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of the story Determine theme and analyze its development Compare/contrast written work to media version Make connections between written text & other perspectives	Folk songs Rhythms, patterns, repetition, form Form Texture & balance Timbre (melody/harmony) Theme & Variations Motivic development Programmatic composition Cultural connections to music
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info. Distinguish own point of view Engage in group reading w/ purpose & understanding	Critical listening Expressive markings in music Music-specific vocabulary Form React to music, improvisation Sing and play with others
Reading Foundational Skills	Print Concepts Phonological awareness Phonics and word recognition Fluency	Read music notation, follow part Sound production, diction, articulate Lyrics, rhythm, note reading Music reading, practice for fluency

A Standards Crosswalk: Math

Strand	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes & rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtraction with objects Generate and analyze patterns	Math problems using note values Performance of rhythmic/tonal patterns Musical form
Number & Operations - Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes and rests Duple/triple meter Measures Sub-division Rhythm pyramid (whole, 1/2, 1/4, etc.)
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Time signature Organize sound over time Tempo Intervals Science of sound (freq., amp, etc.)
Geometry	Identify and describe shapes Graph points to solve real world problems Make inferences & justifying conclusions from observing	Form Melodic contour Timbral & pitch qualities of instruments i.e. size, length, overtones, acoustics.

Common Core Shifts: ELA

Shift	Area	Area Descriptors	Music
ELA 1	PK-5 Balancing Informational & Literary Texts	1. Students read a true balance of informational & literary texts. 2. Elementary school classrooms are therefore places where students access the world through text. 3. At least 50% of what students read is informational	1.a. Students read about music & its informational influencing factors in basal series & other texts. 1.b. Students read music and lyrics 2.a. Students read in basal series & other texts of the connections between music, art, dance, theater, science, literature, history, geography, native & world cultures 3.a. Students read in basal series & other texts of the contextual relationships between music & the rest of their world
ELA 2	6-12 Knowledge in the Disciplines	1. Content area teachers outside of ELA classroom emphasize literacy experiences in their planning & instruction. 2. Students learn through domain-specific texts in classrooms – rather than referring to the text, they are expected to learn from what they read.	1.a. Music teachers include research and reading activities for students that include accessing texts, books, and web-based resources. 2.a. Students learn by reading literature about music learning, history, and careers as well as text included by composers in musical literature.

Common Core Shifts: Math

Shift	Area	Area Descriptors	Music
Math 1	Focus	1. Teachers use the power of the eraser & significantly narrow & deepen the scope of how time and energy is spent in the math class. 2. They do so in order to focus deeply on only the concepts that are prioritized in the standards. 3. Students reach strong foundational knowledge & deep conceptual understanding. 4. Students are able to transfer math skills & understanding across concepts and grades.	1.a. Teachers direct students in the study of specific skill and technical development with specific short and long term goals clearly defined. 2.a. Students focus deeply level-appropriately on musical creation & performance, using musical materials, critically responding to musical performance, & connecting music, culture & history. 3.a. Students reach strong musical knowledge & deep conceptual understanding in support of their performance activities. 4. a. Students transfer knowledge & skills gained in music to their studies in language, math, social studies, sciences, and the other arts.
Math 2	Coherence	1. Principals & teachers carefully connect learning within & across grades. 2. Students build new understanding onto foundations built in previous years. 3. Teachers begin to count on deep conceptual understanding of core content and build on it. 4. Each standard is an extension of previous learning.	1.a. Principals recognize the many connections between studies in music & other disciplines, & support integrated curriculum efforts. 1.b. Teachers map connections between music standards, their yearly curriculum, and students' other studies. 2.a. Students build on prior music knowledge/skills. 3.a. Teachers basing instruction on learning standards and performance indicators find their students able to exhibit deep understanding 4.a. Students exhibit an upward curve of skills.

Authenticity Is Key!

Make Common Core Connections with what is already happening as part of instruction!

Common Core Connection Exercise

- Pair up with one other person whose area of instructional expertise is different from yours (i.e. Band, Choral, Classroom, Orchestra, etc.).
- Take 10 minutes to complete the Common Core Connection Form in your packet for one class that you taught recently.
- Use the Crosswalk and Shift Documents as resources.
- As a teacher, share your Connections with your partner, who will act as your supervisor.
- As supervisor, ask questions for clarification as needed and guide the teacher accordingly.
- Reverse roles as teacher and supervisor.

Questions & Discussion

- In the Common Core Connections exercise, how did you feel as a teacher?
- In the Common Core Connections exercise, how did your feel as a supervisor?
- What did you learn today?
- What do you want to further explore?
- Other questions/concerns???

- Next on the Curriculum Agenda...
 - 21st Century Skills
 - National Core Arts Standards