

**TRUMBULL PUBLIC SCHOOLS**  
Trumbull, Connecticut

**The 2014 National Core Arts Standards  
for Music: A Companion Guide**

**2015-2016**

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## **About The 2014 National Core Arts Standards for Music: New Standards!**

The prior, 1994 standards placed an emphasis on what students did: e.g., singing, playing instruments, keeping a beat. For the new, 2014 national standards, a set of four artistic processes forms the framework on which the standards are built. These processes place more of an emphasis on conceptual understanding. Here are the primary features that make these new standards different from those of 1994.

- Artistic Processes – Creating, Performing, Responding, and Connecting.
  - These are the actual processes in which musicians engage. Within each of these processes are process components such as Imagine, Plan, Analyze, Evaluate, Refine, and Present.
  
- Strands – Instead of applying the standards in the exact same way across the board, we now have five strands, each one designed to meet the needs of the various types of music classes.
  - General Music
  - Composition/Theory
  - Music Technology
  - Guitar/Keyboard/Harmonizing Instruments
  - Ensemble – Instrumental and Choral Groups
  
- A different version of the standards exists for every grade in K-8 general music courses, tailored to that grade level. The 1994 standards offered only two versions, one for grades K-4 and another for grades 5-8.

## The New Standards Driving New Curricula

Because the new standards focus on conceptual understanding, new music curricula place more importance on creating, responding, and connecting. Students will continue to perform, but by creating music, responding to music, and making connections through music, they will gain a much deeper understanding, a more conceptual understanding.

This is similar to how a deep understanding of language arts involves more than just decoding and reading. And understanding math requires more than just doing calculations. Likewise, to gain a thorough knowledge of music, students need to go beyond playing certain notes in a certain way simply because they are on the page. Just as a language arts curriculum requires students to read, speak, write, and respond about what they have read, so do music students need to read music, improvise music, compose music, and respond to music. Compositions and improvisations will be appropriate to grade level and usually brief, but when students engage in these types of musical activities, they gain a deeper understanding of music and they make stronger connections. Teaching students to create music and respond to music is not new in our district. It is found in our old curricula. The difference is that these processes will now receive more emphasis, now that they are being treated as more fundamental parts of the overall process of understanding music.

Ours is a 21st-century curriculum, one that continues to propel music forward as a core subject.

The pages that follow further illustrate the differences between the old and new curricula.

<b>The Old</b>	<b>The New!</b>
• No uniform template	• District template
• Old standards – 1994	• New Standards – 2014
• No assessments or rubrics	• Assessments and rubrics
• No technology standards	• Technology standards
• No sequential units	• Sequential units
• Shorter and more general	• Longer and more specific
• 20 <sup>th</sup> -century learning	• 21 <sup>st</sup> -century learning

# MUSIC STANDARDS

**The Performance Standards align with the 2014 National Core Arts Standards for Music.**

## **I. CREATING**

- Imagine: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Plan and Make: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Evaluate and Refine: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Present: Musicians' presentation of creative work is the culmination of a process of creation and communication.

## **II. PERFORMING**

- Select: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyze: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Interpret: Performers make interpretive decisions based on their understanding of context and expressive intent.
- Rehearse, Evaluate, and Refine: 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.
- Present: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

## **III. RESPONDING**

- Select: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Analyze: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Interpret: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Evaluate: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

## **IV. CONNECTING**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**Objectives**

**1. Singing, alone and with others, a varied repertoire of music.**

Achievement Standard:

The student will:

- mimic high and low sounds
- explore vocal and mouth sounds
- produce high and low sounds
- match pitches
- simple songs

*Assessment:* Sing alone, or in small groups, by rote.

**2. Performing on instruments, alone and with others, a varied repertoire of music.**

Achievement Standard:

The student will:

- identify high and low sounds
- participate in classroom percussion
- identify individual instruments, including piano, guitar and drums

*Assessment:* Responses to sounds of all of the above.

**3. Improvising melodies, variations and accompaniments.**

Achievement Standard:

The student will:

- identify and play steady beat
- identify and play simple rhythm patterns
- add accompaniments to songs

*Assessment:* Play steady beat and simple rhythms.

**4. Composing and arranging music within specified guidelines.**

Achievement Standard:

The student will:

- create rhythmic accompaniments for songs

## **Unit 1: Steady Beat and Rhythm**

### **Performance Standards (Behavioral Objectives/Learner Expectations)**

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.K

- a. With guidance, explore and experience music concepts (such as beat and melodic contour).
- b. With guidance, generate musical ideas (such as movements or motives).

MU:Pr4.2.K

- a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Re7.2.K

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Cn10.0.K

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **Essential and Focus Questions**

- Why does music have a beat?
- Why does music have rhythm?
- How is music different from other sounds around us?

### **Scope and Sequence**

- Perform a steady beat through movement or on an instrument
- Notate a steady beat
- Create different beats using rhythmic notation
- Identify the aural, visual and kinesthetic differences between a beat and a rhythm
- Improvise a rhythm to a steady beat accompaniment
- Use rhythmic notation to create original and dictated rhythms
- Identify beats and rhythms in sounds around us

### **Instructional/Teaching Strategies**

- Demonstrate a steady beat and/or rhythms through movement such as walking, jumping, marching, dancing, imitating, passing an object, body percussion, and playing an instrument
- Create visual icons or standard notation to represent the beat or rhythm
- Model words and syllables to demonstrate beat and rhythm
- Create lists or charts to sort sounds with beat, rhythm, or none
- Practice improvising question and answer rhythms to a steady beat accompaniment
- Model a method of counting or rhythmic syllables while creating, performing, or improvising rhythms
- Use a metronome

### **Assured and Suggested Learner Activities**

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept

### **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.

### **Time Allotments/Pacing Guide (Expected Performance Time Frame)**

6 weeks

## The Old: Strings Music Grades 3-5

### 1. Tone quality-(National Standards #2, #6, #7)

Achievement Standard, Beginner:

The student will:

1. understand the care and maintenance of their instrument
2. demonstrate correct bow hold
3. demonstrate correct instrument posture
4. demonstrate the ability to draw straight bow on the proper contact point with even bow speed

*Assessment:* Simple melodies from lesson book learned by rote first.

Achievement Standard, Proficient:

The student will:

1. Play forte and piano dynamic levels with good tone.
2. Experiment with preliminary vibrato motions
3. Demonstrate proper tone production on all four strings
4. Demonstrate crescendo, diminuendo, broaden dynamic range from pp to ff

*Assessment:* Students will play simple melodies from the lesson book not learned by rote.

### 2. Bowing and Rhythm (National Standards #5, #3)

Achievement Standard, Beginner:

The student will:

1. demonstrate types of bowing:
  - detache (legato)
  - two-note slur and tie
  - bow lifts
  - right hand pizzicato
2. demonstrate rhythms using these note values by either reading the notation or echoing patterns played by teacher:
  - quarter
  - half
  - dotted half
  - whole notes
  - eighth notes

*Assessment:* The student will produce specific tones on his/her instrument.

**Unit 1: Beginner Basics**

At the completion of this unit, students will:

Demonstrate correct instrument posture and playing position.

Demonstrate right-hand pizzicato.

Play simple rhythms by echoing patterns played by teacher or by reading notation in 2/4, 3/4, and 4/4 time.

Demonstrate use of fingers 1, 2, and 3 on violin or viola fingerboard.

Demonstrate use of fingers 1, 2, 3 and 4 on cello or bass fingerboard.

Sing melodies and then transfer them to the instrument.

Imitate simple rhythmic patterns on instrument.

Be able to play several songs by rote.

Develop awareness of same and different phrases.

Name the parts of the instrument.

Demonstrate proper procedure for rehearsals, setup and tuning.

Play with accurate intonation.

Demonstrate proper care of instrument.

Sight-read the Year One Assessment piece to provide a baseline indicator of student's current playing level.

**Essential Questions**

- How do I do my best playing?
- When I listen to myself play, what do I listen for?

**Focus Questions**

- How do I take proper care of my instrument?
- How do I hold the instrument correctly?
- Which hand/finger do I pluck with?
- Which hand/fingers do I use on the fingerboard?
- How do I go about practicing at home?
- Why is it important to be able to sing the songs I play?

**Scope and Sequence**

- Proper care of instrument
- Correct way to hold the instrument
- How to pluck strings with right hand. (Pizzicato)
- How to place left fingers on fingerboard
- Play short songs by rote

## **Instructional / Teaching Strategies**

- Teacher models correct way to hold instrument
- Teacher leads students in clapping rhythms while counting or using syllables
- Teachers guides students to sing solfege syllables in rhythm
- Teacher monitors students as they sing note names or fingerings in rhythm
- Teachers leads students in singing note names or fingerings in rhythm while playing pizzicato
- Teachers guides students in singing words to song while playing song on instrument.
- Teacher plays and students echo on their instruments
- Teacher assigns each student to play one or two measures of a piece solo
- Information about [common misconceptions](#) and teaching strategies to address them
- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of the learning beyond the lesson objectives
- Research-based teaching strategies (e.g., [similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers](#))
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

## **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

## **Evaluation / Assessment Methods**

- Each student will perform Common Arts Assessment in the fall to establish a baseline reading.
- On a regular basis, teacher will give immediate verbal feedback to student about correct playing position, notes, and rhythms.
- Teacher will regularly hear student play selected pieces and indicate to student whether he/she has achieved sufficient mastery.
- Students will sometimes be asked to evaluate their own performances.

## **Time Allotments/Pacing Guide**

7 weeks