

# Music Education and Common Core

A guide to supporting Common Core Standards  
through music instruction

For K-12 General Music teachers, and Orchestra, Band, and Choral Directors

Presented by **Practopus**

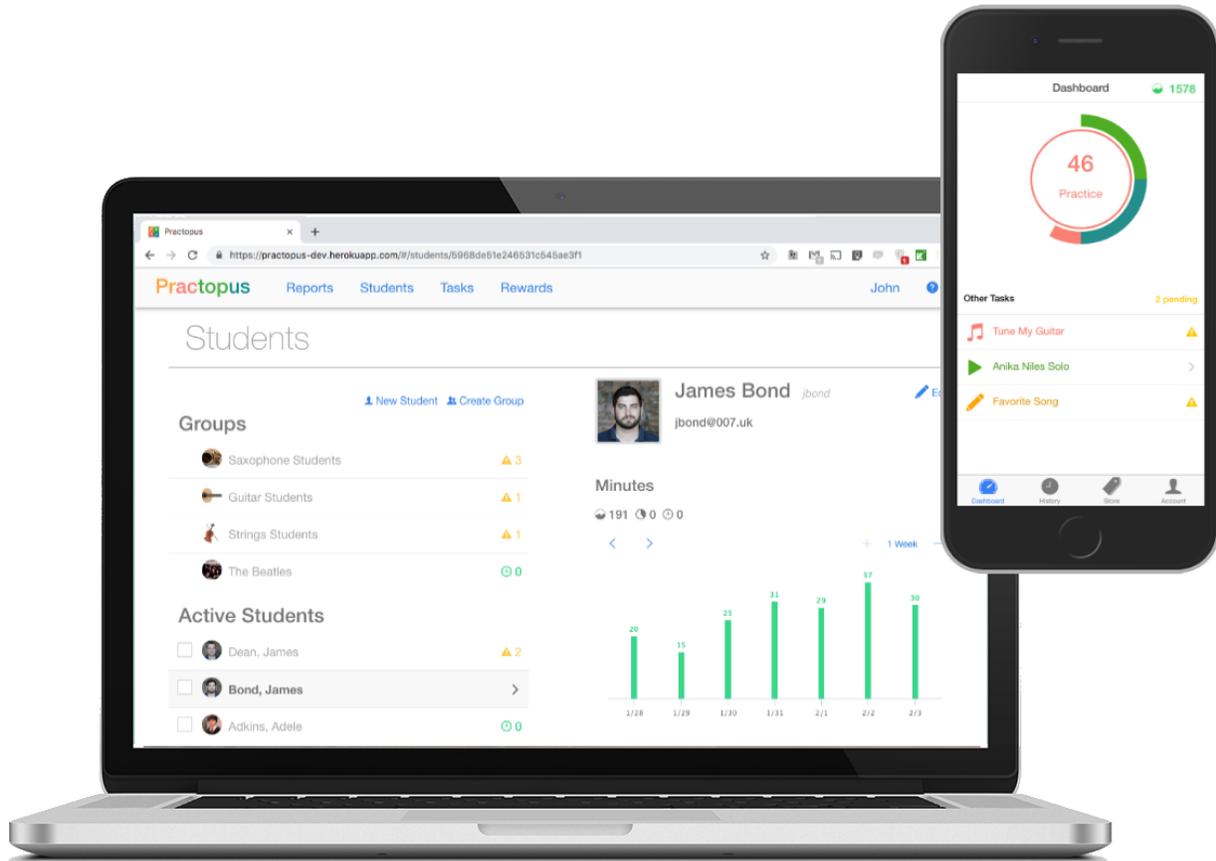
[www.practopus.com](http://www.practopus.com)



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## Practopus

This guide is presented by Practopus.

Every day we see music teachers pulling their hair out searching for a way to motivate their students to practice. Their students want to improve but just can't seem to find the time and inspiration to practice. Practopus is the solution. Life is better for teachers with the ability to track students' practice time and assign them different types of tasks, including submitting recordings, written answers, quizzes, and videos. Students are motivated by receiving points for practice time and completed assignments that they can then trade in for in-app or teacher provided rewards. Practopus is a tool helping teachers and their students to invite struggle, encourage growth, practice hard, and live inspired. Check it out at [www.practopus.com](http://www.practopus.com).

## From Ben

Dear fellow teacher,

My purpose in creating this guide is to provide documentation and examples of activities that align music instruction to the Common Core Standards. With this resource, general music, orchestra, band, and choral teachers will be able to concretely show administrators and curriculum staff in their districts and schools how they are supporting student learning in the “core” subjects - outlined in the standards. This critical reinforcement will enhance students’ overall understanding, mastery, and retention of these skills, leading to better overall school performance for the student and the institution.

By no means is this a complete list of all the possibilities of Common Core related activities and standards connections. Nor should it be the sole basis of your instruction. Many of the included activities are “outside-the-box” and some may not apply to the specific classes or ensembles you teach. You might find some fun and different activities that would be a great way to utilize class time in the days after a performance or before a break, for example. I encourage all teachers to use this guide as inspiration to find and document the ways your specific program can benefit and gain support by relating to Common Core.

I also want to point out that activities in music class that are inspired by Common Core should not necessarily be graded based on the standards. For example, if a student is writing some kind of reflection, which is related to an English Language Arts standard focused on using certain transitional words, I do not recommend their music grade be based on their usage of transitional words. They can still be graded on the content relevant to music class, while also reinforcing an ELA standard.

My hope is that we can make a positive impact by shifting the *perceived* importance of learning music in the context of our children’s overall education. This shift will result in more support, resources, and higher priority for our music teachers, students, and programs.

I hope you enjoy the guide and are able to take something valuable from it!

Ben

## About Common Core

(from the Common Core website)

### What are educational standards?

Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core are not a curriculum. Local communities and educators choose their own curriculum, which is a detailed plan for day to day teaching. In other words, the Common Core is what students need to know and be able to do, and curriculum is how students will learn it. The Common Core State Standards are educational standards for English language arts (ELA)/literacy and mathematics in grades K-12.

### What is Common Core?

State education chiefs and governors in 48 states came together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 41 states and the District of Columbia have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce.

### National Core Music Standards

The National Core Music Standards, designed to guide music educators as they help their students achieve the goal of independent music literacy, were released in 2014. While the main purpose of this guide is not to directly tie-in the music standards, as much coordination as possible was made. You'll see a note titled "Music Learning" after each "Example Activity," which highlights the music related abilities that are incorporated into that activity. For the sake of length and simplicity, these sections are brief, and don't site the specific relevant music standards. You can find the National Core Music Standards, listed by Grade level: PreK - 8, at <https://nafme.org/my-classroom/standards/>.

## The Process

The pitfall I've seen with many teachers trying to connect Common Core with their instruction is that they take what they are already doing and then search for standards that may apply. The results turn out to be unconvincing. For example, the Grade 6 standard [CCSS.ELA-LITERACY.L.6.6](#) states that students should "Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression." At first glance, the connection seems obvious enough: we use a plethora of "domain-specific words" in music class, including dynamics, techniques, etc. This seems like a great connection! Not so fast though...

We've taken the opposite approach in this guide, using the standards as the driver for activity ideas that are designed to directly apply. The result is a stronger connection to Common Core, and believe it or not, a more well-rounded music education. Take the example above. In the example activity included in this guide, we suggest presenting students with music that contains words and/or symbols that they are unfamiliar with. Then, have them use a recording of the music and their own research to define the terms. True this might take longer (or be added to at-home practice), but in the end, students will dramatically improve their active listening skills, build greater retention and comprehension of the terms, and get more overall exposure to music-related content through their research. The exercise more fully ties to the complete standard by having students actually "gather vocabulary knowledge."

## Key Takeaway

When creating this guide, I had many conversations with music teachers to see what they were doing in their classrooms to successfully make connections to the Common Core Standards. A running theme in these talks was that these teachers were coordinating their instruction in the music classroom with the other subjects. As much as we separate subjects in an academic setting in order to organize, track, and measure learning, the truth is that practical knowledge and skills come from the ability to synthesize our learning and experience in order to seek new information and overcome challenges. It is no coincidence that some of the most brilliant people throughout history were well versed in many disciplines.

Music instruction provides an indispensable opportunity to practice combining other subject knowledge. Our repertoire is riddled with compelling history, from composer background to historical context. Math and Science are what music is “made-of” and “made-from.” The Pythagorean intervals, sound waves, and the friction of a cello bow only scratch the surface. Many people say music is a language, which I completely agree with. But more than that, music is fundamentally a form of expression and communication. Songwriters are poets. Performers are actors and emotional interpreters. Snare drummers used to signal young soldiers into battle, for many, not long before bag-pipers bid them an honorable, untimely farewell.

So how does this relate? The best way to learn and reinforce knowledge and skills is to apply them in a “real world” setting. If we, as music teachers, can successfully convey that our instruction is a critical way of applying Common Core driven material from other subjects, we stand a far better chance of securing resources, priority, and a substantial place in our students’ academic experience.

What that in mind, I encourage you to coordinate your lessons and repertoire with other teachers in your schools. Use some of the ideas in this guide to support the aligned Common Core standards, and use the curriculums for those other subjects to guide content choices. Tell your admins, tell your districts, and tell your communities what you are doing. It truly is a win-win for all.

# The Standards

## **Format:**

### **Common Core Subject Category**

### **Grade Level:**

Standard ID: Text of Standard

### **Example Activities:**

- Example Activity 1

Music Learning: applicable music skills

- Example Activity 2

Music Learning: applicable music skills

## Grade K-2

### **English / Language Arts - Reading: Foundational Skills**

#### **Kindergarten Standards:**

CCSS.ELA-LITERACY.RF.K.2.A: Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.

#### **Example Activities:**

- Learn/sing nursery rhymes and folk songs. Point out rhyming words and simple rhyme schemes. Have students try to replace rhyming words with other words that also rhyme.

Music Learning: rhythm and pitch, melody

### **English / Language Arts - Writing**

#### **Grade 2 Standard:**

CCSS.ELA-LITERACY.W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Example Activities:**

- Have students write short reflections about music presented in class or about their practicing using an app (i.e. Practopus) or word processing software.

Music Learning: active listening, practice skills and reflection

### **English Language Arts - Speaking and Listening**

#### **Grade 2 Standard:**

CCSS.ELA-LITERACY.SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

#### **Example Activities:**

- Have students record themselves singing a song.

Music Learning: performance reflection, pitch and rhythm, active listening, music technology

### **Math - Measurement and Data**

#### **Kindergarten Standards:**

CCSS.MATH.CONTENT.K.MD.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCSS.MATH.CONTENT.K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

#### **Example Activities:**

- Measure the duration of notes by singing and clapping beats. Give loud examples and soft examples. Compare the duration and volume of different notes. Use words like longer, shorter, louder, softer.

Music Learning: basic rhythm, music theory, dynamics

### **Math - Geometry**

#### **Kindergarten Standards:**

CCSS.MATH.CONTENT.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

CCSS.MATH.CONTENT.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.

CCSS.MATH.CONTENT.K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

#### **Example Activities:**

- Identify shapes in standard music notation. For example, lines of the staff and note stems, circle (or oval) noteheads, rectangle rests, etc...

Music Learning: music theory, discovery

- Identify the shapes of instruments. Consider if they are two dimensional (like a tambourine... almost) or three-dimensional (like a drum).

Music Learning: discovery

## Grade 3 - 5

### **English / Language Arts - Reading: Informational Texts**

#### **Grades 3-5 Standards:**

CCSS.ELA-LITERACY.RI.3.4 (4.4, 5.4)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade (3, 4, 5) topic or subject area.

#### **Example Activities:**

- Learn music vocabulary and discuss meanings outside of music as well. For example, measure, staff, pulse, meter, dynamic markings, sharp, flat. Coordinate with teachers in other subjects to make connections, for example, note names (durations) and fractions, etc...

Music Learning: Music theory

### **English / Language Arts - Reading: Literature**

#### **Grade 4 Standard:**

CCSS.ELA-LITERACY.RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### **Example Activities:**

- Analysis of age-appropriate current music - either teacher or student selected. Students can reflect on the lyrical content, identify elements - like sections (Intro, verse, chorus, bridge), meter, and rhyme scheme. Assignments could be written and/or class discussions.

Music Learning: active listening, expression, various compositional choices, music theory

- Incorporate musical theater (or Disney movie) pieces into the repertoire. Analyze and discuss the background of the piece, including characters, content, plot, etc... Watch clips of professional performances or movies and discuss cue's, set choices, etc.

Music Learning: program music, musical affect, instrumentation

- Compare different pieces of different genres. For example, musical theater to holiday music. Have students write about and/or discuss the pieces' construction and narrative elements then relate to the genres as a whole.

Music Learning: musical analysis, characteristics of particular genres/types of music

### **English / Language Arts - Reading: Literature**

#### **Grade 5 Standard:**

CCSS.ELA-LITERACY.RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### **Example Activities:**

- Have students create a scene or story to go with repertoire. Teacher could record the class playing/singing the piece or use professionally recorded music and have students read their stories during playback. Students should explain how the music inspired the content of their story.

Music Learning: tone, timbre, musical affect, dynamics

- Incorporate musical theater (or Disney movie) pieces into the repertoire. Analyze and discuss the background of the piece, including characters, content, plot, etc... Watch clips of professional performances or movies and discuss cue's, set choices, etc.

Music Learning: program music, musical affect, instrumentation

- Change the key of a (probably simple) song from major to minor, or vice versa. Have students play/sing both versions, then write about/discuss how the change affected the tone and mood of the song.

Music Learning: musical affect, ear training, major vs minor, key signatures

### **English / Language Arts - Reading: Foundational Skills**

#### **Grade 5 Standard:**

CCSS.ELA-LITERACY.RF.5.4.B: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**Example Activities:**

- Sing familiar tunes with different lyrics or introduce lesser known verses.

Music Learning: melody and pitch, performance

**English Language Arts: Writing**

**Grade 3 Standards:**

CCSS.ELA-LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.1.A: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.1.B: Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-LITERACY.W.3.1.D: Provide a concluding statement or section.

**Grade 4, 5 Standards:**

CCSS.ELA-LITERACY.W.4.1 (5.1): Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A (5.1.A): Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B (5.1.B): Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C (5.1.C): Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-LITERACY.W.4.1.D (5.1.D): Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.4.2.D (5.2.D): Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Example Activities:**

- Have students listen to music in class and/or read the lyrics Then have them write a review of the music using digital tools (i.e. Practopus), or pencil and paper.

Music Learning: music vocabulary, active listening, analysis

### **English Language Arts - Writing**

#### **Grade 4, 5 Standards:**

CCSS.ELA-LITERACY.W.4.10 (5.10): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Example Activities:**

- Have students write a practice journal describing each practice session or a week's practice. They should reflect on how they practiced, what was effective, how they improved, how they felt, etc.

Music Learning: practice routine, strategies, and awareness

### **English Language Arts - Writing**

#### **Grade 4, 5 Standards:**

CCSS.ELA-LITERACY.W.4.6 (5.6): With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one (two for grade 5) page in a single sitting.

#### **Example Activities:**

- Have students type a report on a composer or particular piece of music. The topics could be assigned to groups, requiring internet research and collaboration.

Music Learning: music history

### **English Language Arts - Speaking and Listening**

#### **Grade 3 Standard:**

CCSS.ELA-LITERACY.SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

#### **Example Activities:**

- Have students record themselves singing a song.

Music Learning: reflection, pitch and rhythm, active listening, music technology

### **English Language Arts - Language**

#### **Grade 3 Standard:**

CCSS.ELA-LITERACY.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### **Example Activities:**

- Have students write an analysis of a piece they are practicing. They can describe the order of sections, instrumentation they hear, etc.

Music Learning: active listening, music vocabulary, analysis, music theory

### **English Language Arts - Language**

#### **Grade 4 Standard:**

CCSS.ELA-LITERACY.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### **Example Activities:**

- Have students write an emotional reaction to repertoire they are practicing. They can describe how the piece made them feel, particular compositional choices, like staccato or tempo changes, that affected them, etc.

Music Learning: active listening, music vocabulary, analysis, music theory, musical affect

### **English Language Arts - Language**

#### **Grade 5 Standard:**

CCSS.ELA-LITERACY.L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### **Example Activities:**

- Have students write a comparison of different repertoire. They can describe how the pieces are similar and different, including the compositions themselves as well as their background and context.

Music Learning: active listening, music vocabulary, analysis, music theory, music history

### **Math - Number and Operations: Fractions**

#### **Grade 3 Standard:**

CCSS.MATH.CONTENT.3.NF.A.1: Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

#### **Example Activities:**

- Use the fraction representation of note types to explain the relationship between their durations. For example a whole note ( $4/4$ ) is equivalent to 4 equal quarter notes ( $1/4$ ).

Music Learning: music theory

### **Math - Number and Operations: Fractions**

#### **Grade 3 Standards:**

CCSS.MATH.CONTENT.3.NF.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

CCSS.MATH.CONTENT.3.NF.A.2.A: Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.

CCSS.MATH.CONTENT.3.NF.A.2.B: Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

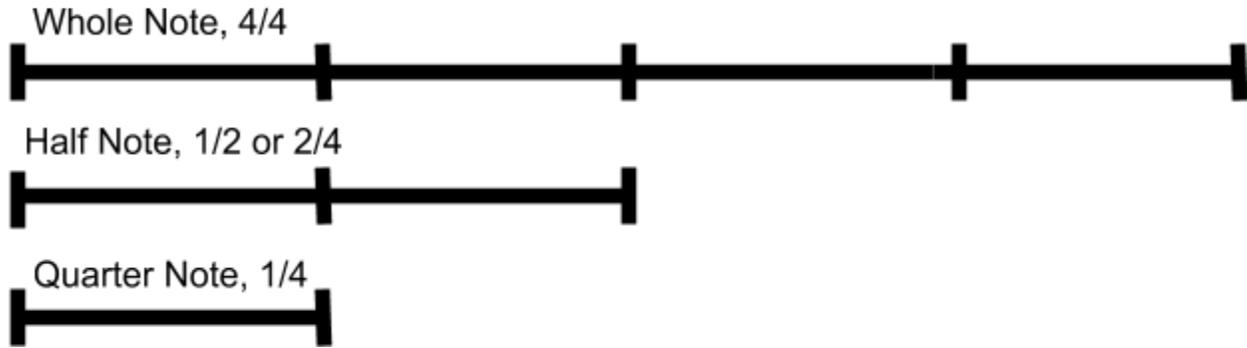
CCSS.MATH.CONTENT.3.NF.A.3.A: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

CCSS.MATH.CONTENT.3.NF.A.3.B: Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.

#### **Example Activities:**

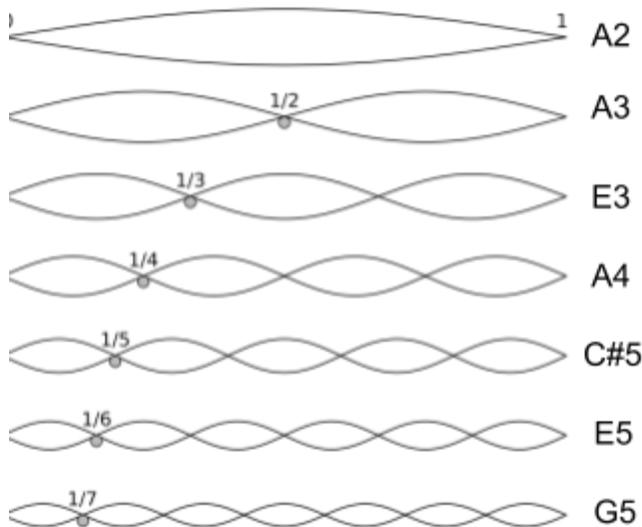
- Use horizontal lines to represent durations of the different types of notes. Plot the proportionate lengths on the line(s), explaining that the line length represents the amount of time. Have students play or sing notes as you run your finger along the line.

Music Learning: music theory



- Discuss and have students play the overtone series of notes. Using the example of a vibrating string, mark off the fractions of the overtones, which are sections of the string all vibrating at the same time. Relate this to partials on brass instruments, “breaking” notes on woodwinds, and throat singing. Demonstrate on an acoustic piano by holding down a key in the overtone series and forcefully playing the fundamenta note. You’ll hear the overtone sustain as long as the key is held down (hammer up), since the frequency is vibrating that string. Explain that the varying volume of overtones give different instruments their unique timbre, for example a flute has very weak overtones giving it a strong fundamental, almost “pure” tone.

Music Learning: general instrument knowledge, music theory



**Math - Number and Operations: Fractions**

**Grade 4 Standard:**

**CCSS.MATH.CONTENT.4.NF.B.3.B:** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples:  $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$  ;  $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$  ;  $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .

**Grade 5 Standard:**

**CCSS.MATH.CONTENT.5.NF.A.1:** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)

**Example Activities:**

- Use the fraction representation, as well as notation, of note types to create and have students solve arithmetic problems.

Music Learning: music theory

**Math - Number and Operations: Fractions**

**Grade 5 Standard:**

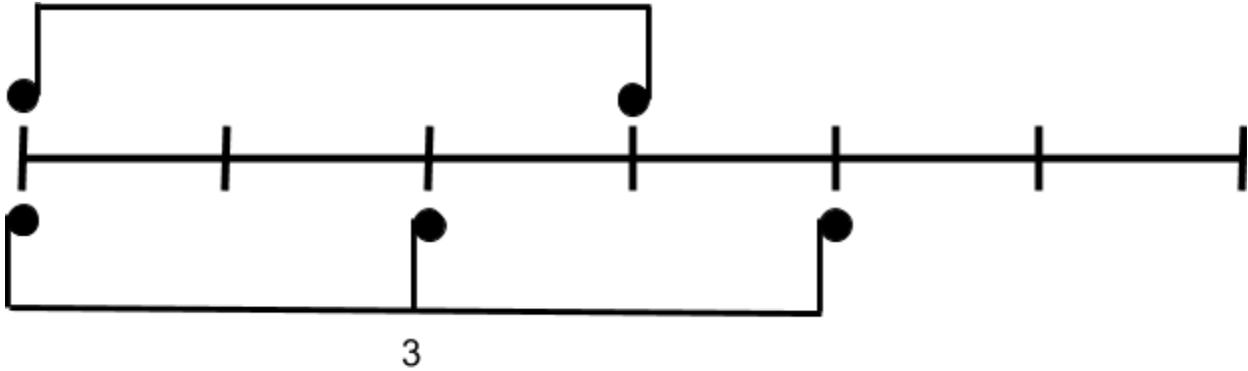
**CCSS.MATH.CONTENT.5.NF.B.5:** Interpret multiplication as scaling (resizing), by:

**CCSS.MATH.CONTENT.5.NF.B.5.A:** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

**Example Activities:**

- Use subdivisions to teach 8th note triplets. Plot 6 (the common denominator) equal sections on a line, marking triplets and eighth notes to show how they line up in time. Have students tap the polyrhythm with their hands, say one part and tap the other, divide the class in half to represent each part, etc...

Music Learning: music theory



### **Math - Measurement and Data**

#### **Grade 4 Standards:**

**CCSS.MATH.CONTENT.4.MD.A.2:** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

**CCSS.MATH.CONTENT.4.MD.B.4:** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

#### **Grade 5 Standard:**

**CCSS.MATH.CONTENT.5.MD.B.2:** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

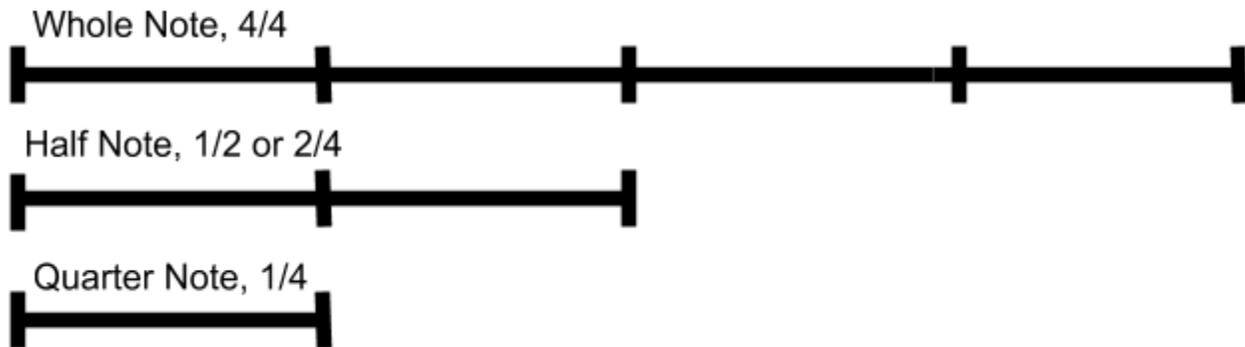
#### **Example Activities:**

- Use the fraction representation, as well as notation, of note types to create and have students solve music word problems.

Music Learning: music theory

- Plot the note durations on a line and have students answer questions about the notes using the plots.

Music Learning: music theory



### **Math - Measurement and Data**

#### **Grade 4 Standards:**

CCSS.MATH.CONTENT.4.MD.C.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

CCSS.MATH.CONTENT.4.MD.C.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

#### **Example Activities:**

- Have students work in pairs to measure the angles between the bow and instrument body or fingerboard required to play each string of their violin, viola, cello, or bass. Have the students write down the results. Compare the results of the same instrument, as well as between the different instruments.  
\*Consider pairing non-string players with the string players in your orchestra.

Music Learning: technique, discovery

### **Math - Geometry**

#### **Grade 4 Standard:**

CCSS.MATH.CONTENT.4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

#### **Example Activities:**

- Have students write notation. Highlight the parallel lines of the staff, the perpendicular stems to staff and bar lines, right angles of connecting eighth notes, acute angles of stem and flag, point of dotted notes, etc...

Music Learning: music theory

## Grade 6-8

### English / Language Arts - Reading: Literature

#### **Grade 6 Standard:**

CCSS.ELA-LITERACY.RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

#### **Example Activities:**

- First have students read traditional folk songs, like "I've Been Working On The Railroad," then sing them. Write about or discuss how adding the melody changed the "feeling" of the song. In this example, students may say the text sounds sad or hopeless, then adding the melody makes it sound purposeful or proud.

Music Learning: pitch and rhythm, active listening, reflection

- Show students a performance video of musical theater repertoire they are playing and write about or discuss how watching the video differs from the experience of playing and listening in class.

Music Learning: active listening, analysis, musical affect, reflection

### English / Language Arts - Reading: Literature

#### **Grade 6 Standard:**

CCSS.ELA-LITERACY.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### **Grade 7 Standard:**

CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**Example Activities:**

- Find and discuss more interpretive words and markings on music, like “Flowing, Lyrical, With Feeling, Bold, etc.” What do the words mean? What message is the composer trying to convey? How can that be expressed in performance?

Music Learning: composition, interpretation

**English / Language Arts - Reading: Literature**

**Grade 7 Standard:**

CCSS.ELA-LITERACY.RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**Grade 8 Standard:**

CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

**Example Activities:**

- Have students watch instructional videos, as a group or in sections, and reflect on the impact on their learning versus method books.

Music Learning: specific ensemble - instrumental - vocal skills and technique

- Show students musical interpretations of existing texts and analyze the impact. For example, Max Roach’s “Martin Luther King Jr” duet with the “I Have A Dream” speech

Music Learning: musical affect, reflection

**English Language Arts - Speaking and Listening**

**Grade 6 and 7 Standard:**

CCSS.ELA-LITERACY.SL.6.2 (7.2): Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Grade 8 Standard:**

CCSS.ELA-LITERACY.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Example Activities:**

- Coordinate with other teachers to select repertoire relevant to students' other studies. For example, music of the Revolutionary War could tie into Social Studies/History. Lead discussions putting the pieces into context.

Music Learning: music history, musicianship

- Have students compare and contrast different instructional materials, like method books vs instructional videos.

Music Learning: reflection, active learning

**English Language Arts: Writing**

**Grade 6 Standard:**

CCSS.ELA-LITERACY.W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Example Activities:**

- Have students listen to music and/or read lyrics, then have them write a review of the music using digital tools, or pencil and paper. Encourage them use music vocabulary, like dynamics, theme, techniques, and specific instruments in their commentary.

Music Learning: music vocabulary, active listening, analysis

**English Language Arts - Writing**

**Grade 6-8 Standards:**

CCSS.ELA-LITERACY.W.6.10 (7.10, 8.10): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Grade 6 Standard:**

CCSS.ELA-LITERACY.W.6.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Example Activities:**

- Have students write a practice journal describing each practice session or a week's practice. They should reflect on what they did, what was effective, how they improved, how they felt, etc.

Music Learning: practice routine, strategies, and reflection

### **English Language Arts - Writing**

#### **Grade 6 Standard:**

CCSS.ELA-LITERACY.W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### **Example Activities:**

- Have students type a report on a composer or particular piece of music. The topics could be assigned to groups, requiring internet research and collaboration.

Music Learning: music history

### **English Language Arts - Speaking and Listening**

#### **Grade 6 and 7 Standard:**

CCSS.ELA-LITERACY.SL.6.2 (7.2.): Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

#### **Example Activities:**

- Have students compare and contrast different instructional materials, like method books vs instructional videos.

Music Learning: reflection, instrument/vocal skills and technique

### **English Language Arts - Speaking and Listening**

#### **Grade 6-8 Standards:**

CCSS.ELA-LITERACY.L.6.6 (7.6, 8.6): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Example Activities:**

- Have students look at and listen to a piece of music with language and markings they are unfamiliar with. Using the combination of what they hear and research, have them define the markings and vocabulary in the music.

Music Learning: active listening, music vocabulary, analysis, music theory

## **Math - Geometry**

### **Grade 6 Standards:**

CCSS.MATH.CONTENT.6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

CCSS.MATH.CONTENT.6.RP.A.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

CCSS.MATH.CONTENT.6.RP.A.3.B: Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

### **Grade 7 Standards:**

CCSS.MATH.CONTENT.7.RP.A.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.

### **Example Activities:**

- Lessons and activities related to the science behind musical intervals. For example, concert A has a frequency of 440 Hz. A perfect 5th has a ratio of  $\frac{3}{2}$  to the root note, so E has a frequency of 660 Hz. Coordinate with your students Math, Science, and Technology teachers.

Music Learning: music theory, music technology

- Have students manipulate and solve problems with tempo markings. Change the note values and beats per minute to test students' understanding of the concept. For example, Eighth note = 240 bpm is the same speed as Quarter note = \_\_\_ bpm OR If the tempo is dotted half note = 90 bpm, how many quarter notes could you play in a minute?

Music Learning: music theory

### **English Language Arts - History/Social Studies**

#### **Grade 6-8 Standards:**

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **Example Activities:**

- Coordinate repertoire with periods or topics in history that students are studying. Have them site particular themes or lyrics that relate to the historical context. Connect that knowledge with the performance of the piece. For example, "battle pieces," like Beethoven's "Wellington's Victory" or Tchaikovsky's "1812 Overture," sometimes depict two sides doing battle.

Music Learning: analysis, active listening, musical affect, music history

### **English Language Arts - History/Social Studies**

#### **Grade 6-8 Standard:**

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **Example Activities:**

- Using folk songs or other lyrical music connected to a historical event or movement, analyze the songwriter's/composer's point of view and how they conveyed it in their piece. Possible repertoire could be folk songs from the civil rights movement or songs from wartimes, like The Star-Spangled Banner.

Music Learning: analysis, active listening, music history

### **English Language Arts - Science and Technical Subjects**

#### **Grade 6-8 Standard:**

CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Example Activities:**

- These Standards can apply to a variety of activities in music class, including setting up, tuning, learning new techniques, cleaning, and more. Think about ways in which your students are “experimenting” with their instruments to learn about or discover new techniques and sounds based on predefined parameters or instructions. For example, you might have your string players using proper bow technique and noting the differences using different parts of the bow, various bowstring tensions, or different amounts of rosen. You might have your singers experimenting with different vocal techniques, like location in the throat, nose, or mouth of sound production and the resulting sound qualities.

Music Learning: various topics

**English Language Arts - Science and Technical Subjects**

**Grade 6-8 Standard:**

CCSS.ELA-LITERACY.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

**Example Activities:**

- Identify and discuss terms relevant to the music being played, including names for specific techniques, notation symbols, dynamic markings and words, etc. Have students keep a record of terms and symbols they have used and what they mean for reference.

Music Learning: music theory

**English Language Arts - Science and Technical Subjects**

**Grade 6-8 Standard:**

CCSS.ELA-LITERACY.RST.6-8.9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**Example Activities:**

- Have students review instructional material for a new technique from multiple sources, including their own trial and error, and have them review the effectiveness of the different sources. Ask them to reflect on what worked best for their learning style, how did they work together, and if they ever gave conflicting information.

Music Learning: technique, performance, learning style

## Grade 9-10

### English Language Arts - Writing

#### **Grade 9-10 Standards:**

CCSS.ELA-LITERACY.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Example Activities:**

- Have students write a practice journal describing each practice session or a week's practice. They should reflect on what they did, what was effective, how they improved, how they felt, etc.

Music Learning: practice routine and reflection, strategies, and awareness

### English Language Arts - Speaking and Listening

#### **Grade 9-10 Standard:**

CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### **Example Activities:**

- Have students compare and contrast different instructional materials, like method books vs instructional videos.

Music Learning: reflection, skills and technique

### English Language Learning - Language

#### **Grade 9-10 Standards:**

CCSS.ELA-LITERACY.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Example Activities**

- Have students look at and listen to a piece of music with language and markings they are unfamiliar with. Using the combination of what they hear and research, have them define the markings and vocabulary in the music.

Music Learning: active listening, music vocabulary, analysis, music theory

**English Language Arts - Language**

**Grade 9-10 Standards:**

CCSS.ELA-LITERACY.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Example Activities:**

- Discuss a songwriter's use of language and structure in the context of a song. For example, unique syntax choices to create rhymes, inclusion of metaphors and other symbolism, etc.

Music Learning: musical affect, song structure, composition

**English Language Arts - History/Social Studies**

**Grade 9-10 Standards:**

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Example Activities:**

- Coordinate repertoire with periods or topics in history that students are studying. Have them cite particular themes or lyrics that relate to the historical context. Connect that knowledge with the performance of the piece. For example, "battle pieces," like Beethoven's "Wellington's Victory" or Tchaikovsky's "1812 Overture." sometimes depict two sides doing battle and are related to specific conflicts. Other examples could be slave songs/spirituals, musical theater set in a particular time period, etc.

Music Learning: analysis, active listening, musical affect, music history

### **English Language Arts - History/Social Studies**

#### **Grade 9-10 Standard:**

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **Example Activities:**

- Using folk songs or other lyrical music connected to a historical event, movement or time period. Analyze two pieces with differing views on the topic. Possible repertoire could be contemporary songs like Neil Young's "Southern Man" and Lynyrd Skynyrd's "Sweet Home Alabama."

Music Learning: analysis, active listening

### **English Language Arts - Science and Technical Subjects**

#### **Grade 9-10 Standard:**

CCSS.ELA-LITERACY.RST.9-10.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

#### **Example Activities:**

- These Standards can apply to a variety of activities in music class, including setting up, tuning, learning new techniques, cleaning, and more. Think about ways in which your students are "experimenting" with their instruments to learn about or discover new techniques and sounds based on predefined parameters or instructions. For example, you might have your string players using proper bow technique, noting the differences using different parts of the bow, various bowstring tensions, or different amounts of rosin. You might have your singers experimenting with different vocal techniques, like location in the throat, nose, or mouth, of sound production and the resulting sound qualities.

Music Learning: various topics

**English Language Arts - Science and Technical Subjects**

**Grade 9-10 Standard:**

CCSS.ELA-LITERACY.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

**Example Activities:**

- Identify and discuss terms relevant to the music being played, including names for specific techniques, notation symbols, dynamic markings and words, etc. Have students keep a record of terms and symbols they have used and what they mean for reference.

Music Learning: music theory, analysis

**English Language Arts - Science and Technical Subjects**

**Grade 9-10 Standard:**

CCSS.ELA-LITERACY.RST.9-10.9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**Example Activities:**

- Have students review instructional material for a new technique from multiple sources, including their own trial and error, and have them review the effectiveness of the different sources. Ask them to reflect on what worked best for their learning style, how did they work together, and if they ever gave conflicting information.

Music Learning: skills and technique, reflection

## Grade 11-12

**English / Language Arts - Reading: Literature**

**Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Example Activities:**

- Have students watch instructional videos, as a group or in sections, and reflect on the impact on their learning versus method books.

Music Learning: skills and technique, reflection

- Show students musical interpretations of existing texts and analyze the impact. For example, Max Roach's "Martin Luther King Jr" duet with the "I Have A Dream" speech.

Music Learning: musical affect, reflection, music history

**English Language Arts - Writing**

**Grade 11-12 Standards:**

CCSS.ELA-LITERACY.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Example Activities:**

- Have students write a practice journal describing each practice session or a week's practice. They should reflect on what they did, what was effective, how they improved, how they felt, etc.

Music Learning: practice routine, strategies, reflection, and awareness

**English Language Arts - Speaking and Listening**

**Grade 11-12 Standard:**

CCSS.ELA-LITERACY.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Example Activities:**

- Have students compare and contrast different instructional materials, like method books vs instructional videos. Have them reflect on the effectiveness of the different types of materials.

Music Learning: reflection, active learning, skills and technique

### **English Language Learning - Language**

#### **Grade 11-12 Standards:**

CCSS.ELA-LITERACY.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Example Activities:**

- Have students look at and listen to a piece of music with language and markings they are unfamiliar with. Using the combination of what they hear and their own research, have them define the markings and vocabulary in the music.

Music Learning: active listening, music vocabulary, analysis, music theory

### **English Language Arts - Language**

#### **Grade 11-12 Standard:**

CCSS.ELA-LITERACY.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Example Activities:**

- Discuss the songwriter's use of language and structure in the context of a song. For example, unique syntax choices to create rhymes, inclusion of metaphors and other symbolism, etc.

Music Learning: musical affect, song structure, analysis

### **English Language Arts - History/Social Studies**

#### **Grade 11-12 Standards:**

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Example Activities:**

- Coordinate repertoire with periods or topics in history that students are studying. Have them cite particular themes or lyrics that relate to the historical context. Connect that knowledge with the performance of the piece. For example, "battle pieces" like Beethoven's "Wellington's Victory" or Tchaikovsky's "1812 Overture" sometimes depict two sides doing battle, or civil rights era folk songs.

Music Learning: analysis, active listening, musical affect, music history

**English Language Arts - History/Social Studies**

**Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**Example Activities:**

- Using folk songs or other lyrical music connected to a historical event or movement, analyze key wording, phrasing or parts, as well as the songwriter's/composer's point of view and how they conveyed it in their piece. Possible repertoire could be folk songs from the civil rights movement or songs from wartimes, like The Star-Spangled Banner.

Music Learning: analysis, active listening, music history

**English Language Arts - History/Social Studies**

**Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Example Activities:**

- Using folk songs or other lyrical music connected to a historical event, movement or time period, analyze two pieces with differing views on the topic. Possible repertoire could be contemporary songs like Neil Young's "Southern Man" and Lynyrd Skynyrd's "Sweet Home Alabama."

Music Learning: analysis, active listening, music history

### **English Language Learning - History/Social Studies**

#### **Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### **Example Activities:**

- Coordinate repertoire with periods or topics in history that students are studying. Discuss the context of the repertoire, such as the composer's intent, public reaction, musical and societal impact, etc. For example, the controversial and debated influence of Wagner's music and operas on Hitler and Nazi Germany.

Music Learning: music history, performance, musical affect

### **English Language Arts - Science and Technical Subjects**

#### **Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

#### **Example Activities:**

- These Standards can apply to a variety of activities in music class, including setting up, tuning, learning new techniques, cleaning, and more. Think about ways in which your students are "experimenting" with their instruments to learn about or discover new techniques and sounds based on predefined parameters or instructions. For example, you might have your string players using proper bow technique - noting the differences using different parts of the bow, various bowstring tensions, or different amounts of rosin. You might have your singers experiment with different vocal techniques, like location in the throat, nose, or mouth of sound production and the resulting sound qualities.

Music Learning: various topics

### **English Language Arts - Science and Technical Subjects**

#### **Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**Example Activities:**

- Identify and discuss terms relevant to the music being played, including names for specific techniques, notation symbols, dynamic markings and words, etc. Have students keep a record of terms and symbols they have used and what they mean for reference.

Music Learning: music theory, music vocabulary

**English Language Arts - Science and Technical Subjects**

**Grade 11-12 Standard:**

CCSS.ELA-LITERACY.RST.11-12.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Example Activities:**

- Have students review instructional material for a new technique from multiple sources, including their own trial and error, and have them review the effectiveness of the different sources. Ask them to reflect on what worked best for their learning style, how did they work together, and if they ever gave conflicting information.

Music Learning: skills and technique, performance, learning style, reflection