


NATIONAL CORE ARTS STANDARDS


The new NATIONAL STANDARDS FOR MUSIC

PRESENTER:
FREDERICK BURRACK - KANSAS STATE UNIVERSITY

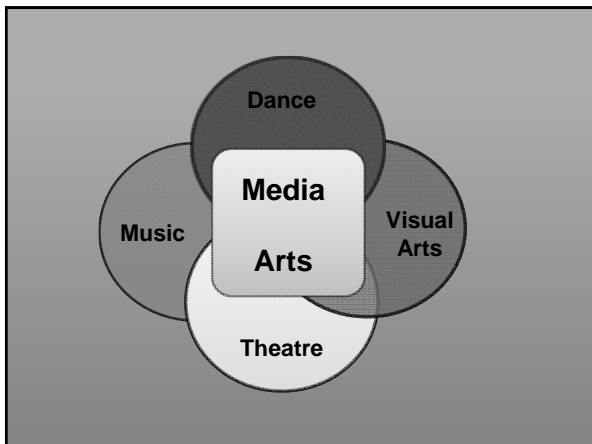


HERE'S WHAT...

Multiple organizations worked together to write new national voluntary standards for the arts.



Dance - Media Arts - Music - Theatre - Visual Arts



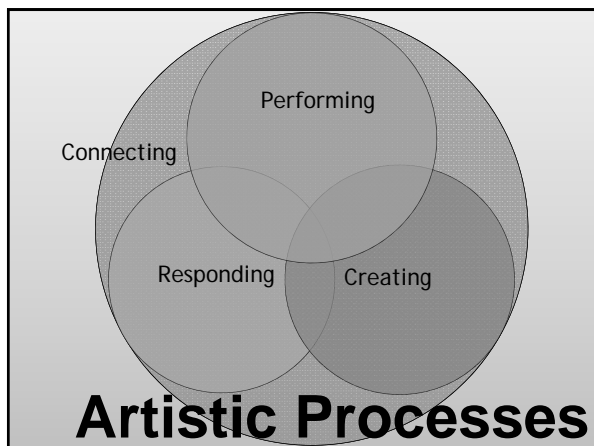
	1994 Standards	2014 NCCAS Standards
Focus	Skills and Knowledge	Understanding / Independence ↓ Music Literacy
Overarching Structure	9 Content Standards	Three Artistic Processes

1994 National Standards for Music Education

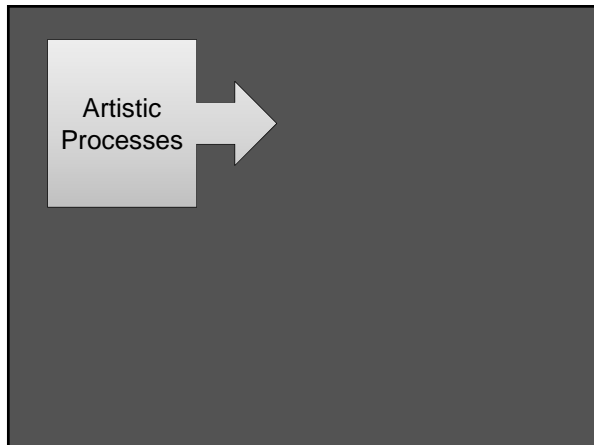
1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

	Skills and Knowledge	Understanding / Independence ↓ Music Literacy
Overarching Structure	9 Content Standards	Three Artistic Processes

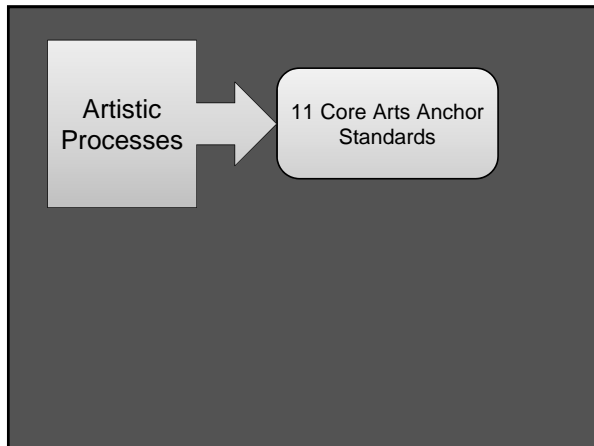
Creating	Performing	Responding
Conceiving and developing new artistic ideas and work.	Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.



	1994 Standards	2014 NCCAS Standards
Focus	Skills and Knowledge	Understanding / Independence ↓ Music Literacy
Overarching Structure	9 Content Standards	Three Artistic Processes
Elementary/Middle	Kindergarten-Grade 8 Two grade clusters (K4 and 5-8)	
	One set to cover all course types	
High School	Two Levels Advanced Proficient	
7		



Artistic Processes: Definitions			
Creating	Performing	Responding	Connecting
Conceiving and developing new artistic ideas and work.	Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
IN WHAT WAYS DO THESE PROCESSES PERTAINING TO HOW YOUR STUDENTS EXPERIENCE MUSIC IN YOUR CLASS?			



Cr	Pr	Re	Cn
Creating	Performing/ Presenting/ Producing	Responding	Connecting
<ul style="list-style-type: none"> Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. 	<ul style="list-style-type: none"> Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. 	<ul style="list-style-type: none"> Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. 	<ul style="list-style-type: none"> Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

<p>Anchor Standard</p> <p>Performing</p> <p>Realizing artistic ideas and work through interpretation and presentation.</p>
<p>SELECT:</p> <p>Select work(s) to perform based on interest, knowledge, ability and context.</p>
<p>ANALYZE:</p> <p>Analyze the structure and context of work(s) and their implications for performance.</p>
<p>INTERPRET:</p> <p>Create personal interpretation that considers music's intent.</p>
<p>REHEARSE, EVALUATE & REFINE:</p> <p>Develop and refine artistic techniques and work for presentation.</p>
<p>PRESENT:</p> <p>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>

<p>Anchor Standard</p> <p>Creating</p> <p>Conceiving and developing new artistic ideas and work.</p>
<p>IMAGINE:</p> <p>Generate and conceptualize artistic ideas and work</p>
<p>PLAN & MAKE:</p> <p>Develop a plan for using/presenting selected musical ideas</p>
<p>EVALUATE & REFINE:</p> <p>Develop and modify selected musical ideas to create a work that meets appropriate criteria</p>
<p>PRESENT:</p> <p>Share creative work that realizes the creator's intent and demonstrates craftsmanship</p>

<p>Anchor Standard</p> <p>Responding</p> <p>Understanding and evaluating how the arts convey meaning.</p>
<p>SELECT AND ANALYZE:</p> <p>perceive and analyze artistic work:</p>
<p>INTERPRET:</p> <p>Interpret intent and meaning in artistic work.</p>
<p>EVALUATE:</p> <p>Apply criteria to evaluate artistic work.</p>

<p>Anchor Standards</p> <p>Connecting</p> <p>Relating artistic ideas and work with personal meaning and external context.</p>
<p>CONNECT:</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>
<p>RELATE:</p> <p>Relate artistic ideas and works to societal, cultural and historical context to deepen understanding</p>

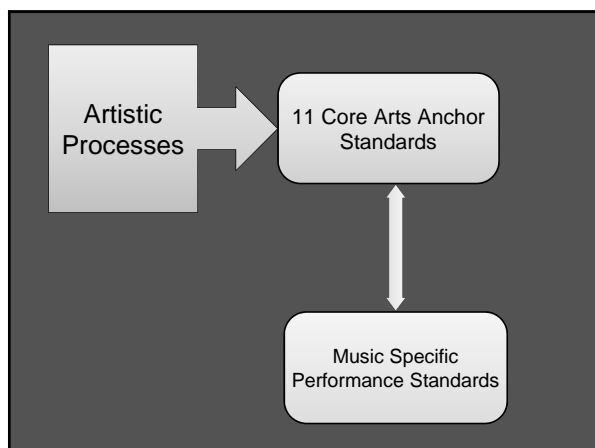
Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.	
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Essential Question: How do performers select repertoire?
Analyze: Analyze the structure and context of varied musical works and 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?
Interpret: Develop personal interpretations that consider creators' intent.	
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.	Essential Question: How do performers interpret musical works?
Rehearse, Evaluate and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
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?
Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and	Essential Question: When is a

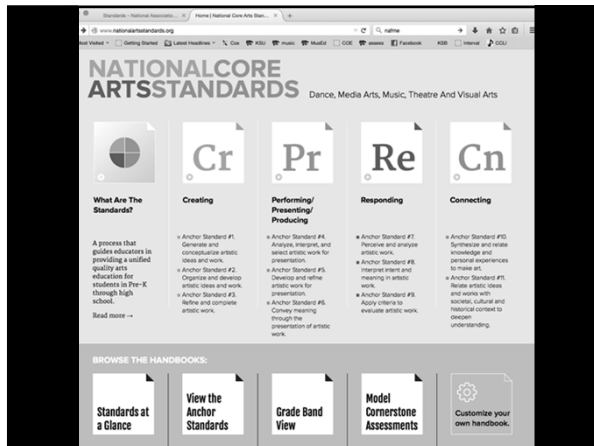
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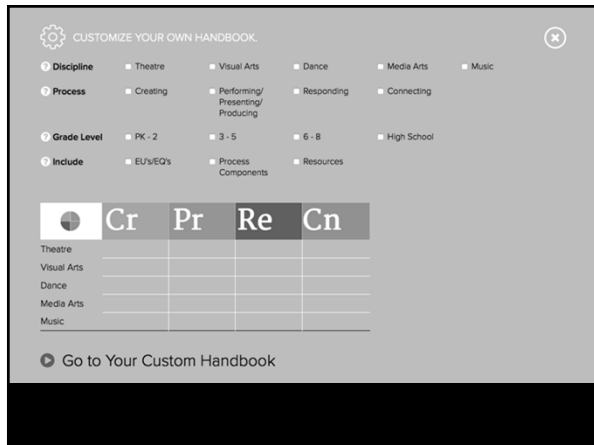
CREATING	
<p style="text-align: center;">Imagine <i>Generate musical ideas for various purposes and contexts.</i></p>	
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Essential Question: How do musicians generate creative ideas?
<p style="text-align: center;">Plan and Make <i>Select and develop musical ideas for defined purposes and contexts.</i></p>	
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Essential Question: How do musicians make creative decisions?
<p style="text-align: center;">Evaluate and Refine <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i></p>	
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Essential Question: How do musicians improve the quality of their creative work?
<p style="text-align: center;">Present <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.	Essential Question: When is creative work ready to share?

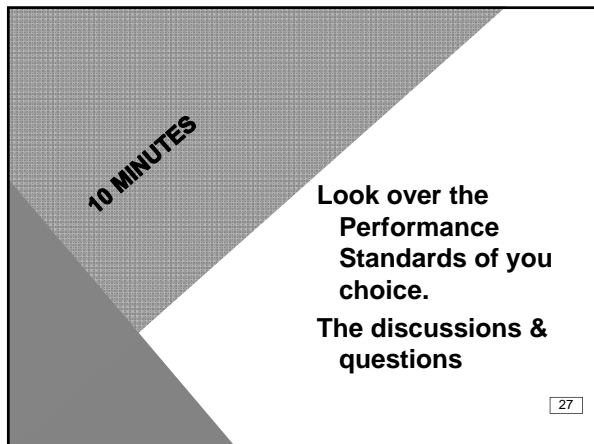
RESPONDING	
Select Choose music appropriate for a specific purpose or context.	
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	Essential Question: How do individuals choose music to experience?
Analyze how the structure and context of varied musical works inform the response.	
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Essential Question: How does understanding the structure and context of music inform a response?
Interpret Support interpretations of musical works that reflect creators'/performers' expressive intent.	
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Essential Question: How do we discern musical creators' and performers' expressive intent?
Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	Essential Question: How do we judge the quality of musical work(s) and performance(s)?

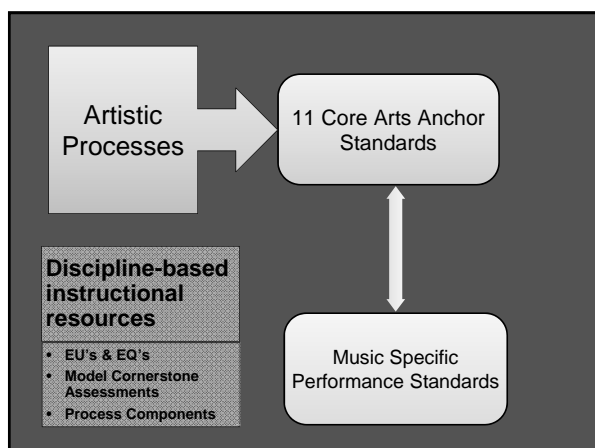
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MODEL CORNERSTONE ASSESSMENTS

- *curriculum embedded*
- *recur over the grades becoming increasingly sophisticated over time*
- *establish authentic contexts for achievement*
- *evaluate performance with established rubrics/measures*
- *provide authentic examples of achievement for a student's portfolio*

MCA OVERVIEW

The image shows the cover of the 'Music Model Cornerstone Assessment' booklet. It features the NAE logo (National Association for Music Education) and the title 'Music Model Cornerstone Assessment'. Below the title, it says 'Artistic Process: Performing 8th Grade'. An arrow points from the left towards the booklet cover.

MCA: SHORT DESCRIPTION

Intent

The Model Cornerstone Assessment (MCA) consists of a series of standards-based assessments that provide music teachers with formative and summative means to measure student understanding and achievement. Each MCA is designed as an assessment task that includes multiple assessment strategies targeting the corresponding process components of individual artistic processes. The emphasis of the MCA design is on the scaffolding of the assessment strategies that provide students with optimal opportunity to succeed in the artistic process. Content and context are left open for teachers to link his/her curricula to the MCA. Although the MCA is intended to be used as a whole to provide a comprehensive view of student's achievement of individual artistic processes, teachers may apply the component parts of the MCA to different projects. Finally, MCA's assessment results should continuously incentivize adjustments to curriculum and instruction throughout the process.

Common Anchor 8A:	Select, analyze, and interpret artistic work for presentation.
Enduring Understanding	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. Analyzing creative context and how they manipulate elements of music provides insight into their intent and inform performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question(s)	How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
Common Anchor 8B:	Develop and refine artistic techniques and work for presentation.
Enduring Understanding	To express their musical ideas, musicians explore, embrace, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s)	How do performers select repertoire?
Common Anchor 8C:	Convey meaning through the presentation of artistic work.
Enduring Understanding	Musicians judge performance based on criteria that vary across time, place, and cultures. The content and how a work is presented influence the audience response.
Essential Question(s)	What is a performance artist trying to present? How do context and the manner in which musical work is presented influence audience response?

MCA: COMPONENTS CHART

Model Cornerstone Assessment of grade-level Music Performance
(Performance Standards MU-P4.1.1a, MU-P4.2.1a, MU-P4.2.1b, MU-P4.2.1c, and MU-P4.2.1d)



MCA: DETAILED ASSESSMENT PROCEDURES

Assessment Strategy 1 (Select & Analyze) MU-P4.1.1a, MU-P4.2.1a, MU-P4.2.1b, MU-P4.2.1c	
Pre-Requisite Skills and Knowledge	
Knowledge	In order to complete these assessments, students need to know ... <ul style="list-style-type: none"> strategies for selecting work(s) to perform based on interest, knowledge, own and others' performance abilities, and context (select) how to identify formal structure and the elements of music (analyze) understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent (analyze) personal performance strengths and weaknesses (analyze) strategies for analyzing a piece of music for composer's intent, preparation and performance challenges, and context (analyze) characteristics of music from various cultures, styles, genres and composers (analyze)
Skills	In order to complete these assessments, students need to be able to collaboratively and/or individually (alone or in small/large groups) ... <ul style="list-style-type: none"> demonstrate and explain how the selection of music to perform is influenced by their interest, knowledge, own and others' performance abilities, and context (select)
Teacher Preparation	<ul style="list-style-type: none"> prepare a student roster to enter student performance rating. have available a variety of solo or ensemble pieces as an option from which students can make selections for performing. study the <i>Music Selection Worksheet</i> and be familiar with all expectations.
Assessment Environment Set Up	<ul style="list-style-type: none"> Confirm students' understanding of the expectations that they will need to describe why they chose these pieces based upon their knowledge of the piece, current performance skills, their own music preference, and any other factors that support their rationale for selection of a set of three contrasting musical pieces for performance.
Assessment	<p>When the students have sufficient knowledge of and experience with contrasting musical pieces, begin the assessment.</p> <ul style="list-style-type: none"> Ask students choose three contrasting musical pieces they feel capable of performing individually or in a group (these may include student arranged or composed works, published or aural score, live or recorded accompaniment) and complete the <i>Music Selection Worksheet</i>. Ask the students to select one of the three pieces to analyze in preparation for rehearsal and performance. Collect student work and score with the <i>Music Selection Rubric</i>.

MCA: STUDENT MATERIALS

Materials for Assessment Strategy 1 (Select & Analyze)
 MU/P4.2.Ba, MU/P4.2.Bb, MU/P4.2.Bc, MU/P4.2.Bd

➔

Music Selection Worksheet

Name: _____ Date: _____

Referring to the purpose or context of the program (given by your teacher), use your knowledge of the music and its historical and cultural context to select three contrasting pieces that will be appropriate for the program, place them in program order and describe the technical and expressive challenges of each piece.

	1 st Piece	2 nd Piece	3 rd Piece
	Title _____	Title _____	Title _____
To report to master style, historical/cultural reference, why is this piece appropriate for this program? (context?)			
Why is this piece placed in this location in the program?			
What are the technical and expressive challenges that will need to be addressed in this piece?			

MCA: SCORING DEVICES

Music Selection Rubric

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Key Traits	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Select Selects works to perform based on interest, knowledge, ability and context. Technical Shows understanding of technical/musical aspects relating to musical challenges in the works in relation to personal skill level. Historical/Cultural Describes historical/cultural context without influence on performance. Describe the context for performance Is challenged in identifying appropriate performance context.	Selects works that may be based on limited technical/musical aspects, but provides limited connection to personal skill level. Suggests historical/cultural context without clear connection to performance. Provides suggestions for performance context without decisions.	Selects works that show personal skill level in relation to their selection decision. Explains how historical/cultural context may influence performance. General description of appropriate context for performance.	Reflects advanced understanding of the technical challenges as they relate to skill level. Explains historical/cultural context in multiple ways in which historical/cultural context may influence performance. Describes relevant context for performance in rich detail.	MU/P4.2.Ba Each personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices. MU/P4.2.Bb (Appropriate) Plan artistic intent; music displayed in this or less in style, rhythm, melody, and harmonic texture. MU/P4.2.Bc Compare the directions of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. MU/P4.2.Bd Identify how cultural and historical context influence performance and results in different musical effects.	

Level 1	Level 2	Level 3	Level 4
Overall Assessment			

National Council for the Arts Assessment Strategy


What are your thoughts?

na
me National Association
for Music Education

Search GO

MY CLASSROOM ▾ TAKE ACTION ▾ MEMBERSHIP ▾ PROGRAMS ▾

Standards


National Coalition for **CORE ARTS** Standards

<http://www.nafme.org/my-classroom/standards/>

The **Core Music Standards** are all about **Music Literacy**. The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to their selves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students?

Students need to have experience in creating, to be successful musicians and to be successful 21st century citizens.

Students need to perform – as singers, as instrumentalists, and in their lives and careers.

Students need to respond to music, as well as to their culture, their community, and their colleagues.

The new standards provide teachers with frameworks that closely match the unique goals of their specialized classes. The standards are presented in a grade-by-grade sequence from pre-K through grade 8, and discrete strands address common high-school music classes, such as Ensembles and Music Composition/Theory. The standards are provided in "strands" that represent the principal ways music instruction is delivered in the United States.

Click here for videos, FAQ, and more information on how the standards structure works in practice.

Knowledge, Skills, and Dispositions. The Core Music Standards don't ignore the development of skills, knowledge, and dispositions that music teaches have stressed for generations. Rather, they involve the use of these building blocks as we move toward each student's music literacy.

Click here for some draft lists of knowledge, skills, and dispositions linked to the standards; use these lists as a guide to planning your own practice.

Knowledge, Skills, and Dispositions

Knowledge, Skills, and Dispositions. The Core Music Standards don't ignore the development of skills, knowledge, and dispositions that music teaches have stressed for generations. Rather, they involve the use of these building blocks as we move toward each student's music literacy. Some draft lists of knowledge, skills, and dispositions have been provided by the NAFME Councils here to help teachers and curriculum planners make these essential connections. More such lists are under preparation to serve as guides for other music classes.

- General Music,
 - PreK-2
 - Grades 3-5
 - Grades 6-8
- Orchestra, Ensemble Novice
- Guitar (Ensemble Strand), Proficient
- Guitar (Guitar/Piano Strand), Proficient
- Technology, Proficient
- Jazz
 - Instrumental Ensemble, Novice
 - Instrumental Ensemble, Intermediate
 - Instrumental Ensemble Proficient
 - Instrumental Ensemble, Accomplished
 - Voice Ensemble, Novice

Student Assessment. The Core Music Standards were developed with an eye to student assessment. Model Cornerstone Assessments (MCAs) help guide assessment practices; several of these MCAs have been drafted and are in the field for testing.

Click here to review and use these draft MCAs.

Click here for information on taking part in the field testing.

The Standards. Click here for a listing of the Core Music Standards themselves, along with a useful glossary, explanations of the context of the standards, and essential Opportunity-to-Learn standards. You can also access the standards for all art forms at www.nationalartsstandards.org

INVITATION TO PILOT MCA

FALL 2014 - SPRING 2016

Model Cornerstone Assessment

If you would like more information about the pilot, complete and submit the form. You will be contacted in the near future and pilot participants will be selected from those who respond.

We hope to hear from you.

Frederick Burrack and Kelly Parkes
Co-Chairs for the Model Cornerstone Assessment pilot

NAME _____

NATIONAL CORE ARTS STANDARDS

**NATIONAL VOLUNTARY CORE ARTS
STANDARDS FOR MUSIC**

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