New York State Learning Standards for the Arts

A Self-Guided Tour of the NYS Learning Standards for the Arts

Music
Welcome!

Before You Begin
Have you seen or participated in OVERVIEW of the New York State Learning Standards for the Arts?

The MUSIC STANDARDS Self-Guided Tour is intended to follow the New York State Arts Standards Overview Webinars. If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars.

The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:

- Foundations, Framework and Structure
- Deciphering the Standards Coding
- Navigating Resources
- Artistic Processes, Anchor Standards, Performance Indicators
- Enduring Understandings and Essential Questions
Here are some resources you will need before you begin the Self-Guided Tour of the Music Standards.

All resources for the New York State Learning Standards for the Arts are found on the NYSED Arts Learning Standards Web Page.

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the Self-Guided Tour will increase your understanding of the key ideas in this presentation.

- MUSIC Standards At-a-Glance
- MUSIC General Process Anchor EU EQ Poster
- MUSIC Ensemble Process Anchor EU EQ Poster
- MUSIC High School Process Anchor EU EQ Poster
- MUSIC Standards Glossary
- NYS Arts Standards Implementation Guide
About this Presentation

How to Use this Presentation
This *Self-Guided Tour* can be used by individuals for self-study or to facilitate interactive learning in a group session.

Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience.

THINK slides in this presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.
10 Things to Know about the New York Learning Standards for MUSIC

01. The NYS Learning Standards for the Arts are based on the National Core Arts Standards in their structure and guiding philosophy.

02. The new Music Standards were written by certified Music educators, using input from Music teachers throughout New York State.

03. The Standards are not linear; they address many arts Processes simultaneously; the four Processes are not taught in isolation.

04. The Standards support student engagement with traditional and contemporary Music works, practices, and philosophies.

05. The Music Standards are organized into strands with grade level Performance Indicators as well as Achievement Levels to accommodate all students.
## 10 Things to Know (continued) about the New York Learning Standards for MUSIC

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>The Standards are based on an Understanding by Design® curriculum model; they support BIG Ideas and encourage student inquiry.</td>
</tr>
<tr>
<td>07</td>
<td>The Standards encourage mastery of techniques as well as artistic investigation through exploration and innovation.</td>
</tr>
<tr>
<td>08</td>
<td>The Standards prioritize collaboration, critical thinking, and the development of increasingly meaningful and personal ideas.</td>
</tr>
<tr>
<td>09</td>
<td>The Standards are aligned to culturally responsive teaching practices and encourage personal as well as global awareness.</td>
</tr>
</tbody>
</table>
Guiding Principles

Let’s look at some guiding principles that form the foundations of the new NYS Learning Standards for Music.
Standards and Curriculum

The NYS Music standards are written to scaffold student learning and guide curriculum development.

Standards ARE:
- What students are expected know, understand, and be able to do
- FLEXIBLE in their application

Standards are NOT:
- Curriculum
- Scope and sequence
- Pedagogical strategies
- Assessments
Music Repertoire

Music repertoire forms the foundation of the Music curriculum.

- What criteria do you apply as you select musical repertoire for instructional purposes?
- How do/might you involve students in the selection process?
- How does the repertoire connect to timeless and cross-cultural human understandings and emotions?
- How can you provide students with exposure to repertoire that is diverse and representative of a variety of cultures and styles to afford them the opportunity to examine how their experiences interrelate with those of people from other times and places.
Navigating the Standards

The Music Standards are based on the National Core Arts Standards and a “Backward Design” curriculum model. They are guided by Enduring Understandings and Essential Questions.
Think

What differences do you notice in the structure and framework of the new 2017 Music Standards compared to the 1996 Standards?
Arts Standards Then & Now

**THEN**
1996 NYS Arts Standards

- 4 Arts Disciplines – Dance, Music, Theater, Visual Arts
- 4 Common Overarching Standards Across All Arts Disciplines
- 4 sets of Discipline-Specific Content Standards
- Clustered Grade Bands
- Paper-based

**SHARED**

- Knowledge and Skills
- Philosophical Foundations
- Lifelong Goals
- Glossary
- Parallel Format Among Arts Disciplines
- Discipline-Specific Performance Indicators

**NOW**
2017 NYS Arts Standards

- 5 Arts Disciplines (addition of Media Arts)
- 4 Common Artistic Processes Across All Arts Disciplines
- 11 Common Anchor Standards Across All Arts Disciplines
- Discipline-Specific Enduring Understandings and Essential Questions
- PreK-8 by Grade Level High School at 3 Levels
- Web-based, Printable e-Doc, and Paper Accessibility

Traditional and Contemporary Approaches for Artistic Literacy in a Digital Age
Anatomy of a 1996 Standard

The next slide provides a close-up look at a 1996 MUSIC standard.

The first column shows the overarching standard, applicable to all grade levels and the four arts forms recognized in the 1996 standards (Dance, Music, Theater, and Visual Arts). The portion in bold type is the part most remembered and cited. The rest of the description is written in paragraph form and expands on the idea in bold text.

The middle column shows the discipline-specific Standard for the Commencement General Education Level (the High School one-unit requirement usually met in grade 9—comparable to the HSI level in the 2017 standards). It is also written in paragraph form and contains several key ideas.

Column three reveals the Performance Indicators that describe more specific learning goals for this standard and grade level/band. The discipline-specific standard and accompanying Performance Indicators are targeted to a particular discipline and grade level/band; these change for each discipline and grade level/band.

Although only four standards were present in the 1996 Standards, each contained a lot of text and several discreet ideas or skills were rolled into one standard.
Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

MUSIC Commencement Level Standard

Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks; and will describe the various roles and means of creating, performing, recording, and producing music.

MUSIC Performance Indicators

(a) Compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments. (Pieces may combine music with other art forms such as dance, theatre, visual arts, or film/video.)

(b) Sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, loudness, technique, and (singing) diction

(c) Use common symbols (notation) to perform music on recreational instruments

(d) Identify and describe the roles, processes, and actions needed to produce professional concerts and musical theatre productions

(e) explain the commercial-music roles of producer, recordist, public relations director, recording company executive, contractor, musicians, union officials, performers, etc.
Anatomy of a 2017 Standard

The next slide provides a close-up look at a 2017 MUSIC standard.

Like the 1996 standards, the 2017 standards utilize Overarching Standards—now called Anchor Standards—that extend across disciplines and grade levels. A 2017 Anchor Standard is shown in Column 1 for each of the following examples. It is a succinct statement that contains a single key idea.

The 2017 Standards contain 11 Anchor Standards compared to the 4 Overarching Standards used prior. The increase in number is not due to increased content; content has been redistributed in shorter “bytes” designed to make navigation simpler and more intuitive.

An Enduring Understanding and one or more Essential Questions accompany the Anchor Standard, providing a discipline-specific interpretation of the Standard.

Column 2 in each example slide shows a grade level performance indicator. Performance Indicators are provided for every grade level pre-K through 8 and three high school levels (proficient, accomplished, and advanced).

Take a few minutes to look back and forth at 1996 and 2017 standard examples, noting that how the new Standards and Performance Indicators are designed to be easy to identify, navigate, and use.
2017 Music Standard

Anchor Standard MU:Cr.1
Generate and conceptualize artistic ideas and work.

Enduring Understanding:
The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

Essential Questions:
How do musicians generate creative ideas?

Performance Indicator MU:Cr1.1.E.HSI
Generate melodic, rhythmic, and timbral ideas for contrasting phrases.

same for all grade levels across strands
different for each grade level and strand
Four Processes

The MUSC Standards are organized in four Processes

**Cr**
- Creating
- Conceiving and developing new artistic ideas and work

**Pr**
- Performing
- Realizing artistic ideas and work through interpretation and presentation

**Re**
- Responding
- Understanding and evaluating how the arts convey meaning

**Cn**
- Connecting
- Relating artistic ideas and work with personal meaning and external context
Connections Among the Processes

The four Processes are used as the first level of organization for the Arts Standards. While they are represented separately and in a linear order in the standards tables, there is often overlap among the Processes. Within any given lesson or unit, several Processes—and Standards—may be engaged at once during the learning process.
Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

<table>
<thead>
<tr>
<th>Creating</th>
<th>Performing</th>
<th>Responding</th>
<th>Connecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>4. Select, analyze, and interpret artistic work for presentation.</td>
<td>7. Perceive and analyze artistic work.</td>
<td>10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</td>
</tr>
<tr>
<td>2. Organize and develop artistic ideas and work.</td>
<td>5. Develop and refine artistic techniques and work for presentation.</td>
<td>8. Interpret meaning in artistic work.</td>
<td>11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</td>
</tr>
<tr>
<td>3. Refine and complete artistic work.</td>
<td>6. Convey meaning through the presentation of artistic work.</td>
<td>9. Apply criteria to evaluate artistic work.</td>
<td></td>
</tr>
</tbody>
</table>

©2020 New York State Education Department
The Anchor Standards elaborate on the Artistic Processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. A color-coding system makes it easy to break the standards into Process categories and simplifies searching for information in the chart. Anchor Standards Tables are available on the NYSED Arts Standards page.
Enduring Understandings

The New York State Learning Standards for the Arts are based on a “Backward Design” curriculum model. Backward design prioritizes learning goals over activities, products, or instructional process.

The ultimate goal is understanding. Knowing, doing, making, and experiencing are means to get to UNDERSTANDING.

*Enduring Understandings (EUs)* represent the core learning goals—the Big Ideas—that students will retain long after the details have faded.
Enduring Understandings within the Arts Standards are discipline specific. They represent the key ideas contained in the Anchor Standards as seen through the lens of the specific Arts discipline. Each Anchor Standard is subdivided into one or more Enduring Understandings, which represent the most important learning needed to meet the Standard.
## Process Components

Process Components are actions that connect to each Anchor Standard and Enduring Understanding. The table to the right shows the Process Components associated with each Enduring Understanding and demonstrates similarities between Process Components across the Anchor Standards and the four overarching Processes.

### Creating
- **Imagine (1.1)**: Generate musical ideas for various purposes and contexts.
- **Plan, Make (2.1)**: Select and develop musical ideas for defined purposes and contexts.

### Performing
- **Select (4.1)**: Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Analyze (4.2)**: Analyze the structure and context of varied musical works and their implications for performance.
- **Interpret (4.3)**: Develop personal interpretations that consider creators’ intent.
- **Rehearse, Evaluate, Refine (5.1)**: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

### Responding
- **Select (7.1)**: Choose music appropriate for a specific purpose or context.
- **Analyze (7.2)**: Analyze how the structure and context of varied musical works inform the response.
- **Interpret (8.1)**: Support interpretations of musical works that reflect creators’/performers’ expressive intent.
- **Present (6.1)**: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

### Connecting
- **Relate (10.1)**: Synthesize and relate knowledge and personal experiences to make music.
- **Interrelate (11.1)**: Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Essential Questions

Each Enduring Understanding is supported by *Essential Questions (EQs)* that guide student inquiry toward the Enduring Understandings and, ultimately, achievement of the Anchor Standards.

Essential Questions are provocative, open-ended questions that provide avenues for investigation.

Worth Being Familiar With

Important to Know and Do

Enduring Understanding

Essential Question

Essential Question

Essential Question

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### EU/EQ Posters

**EU/EQ Tables** show the relationship among Artistic Processes, and Anchor Standards with Music specific Enduring Understandings and Essential Questions.
Grade Level Performance Indicators

The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards.

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The Music Standards are organized into Strands and Achievement Levels, as illustrated by the table above.

The five Strands are listed in the first column; grade levels are listed across the header row with Achievement levels above, where applicable.

Bullets across the table denote which strands are included in the Music Standards for each grade and performance level.
# Music Strands Descriptions

<table>
<thead>
<tr>
<th>General Music</th>
<th>Harmonizing Instruments</th>
<th>Traditional &amp; Emerging Ensembles</th>
<th>Composition &amp; Theory</th>
<th>Music Technology</th>
</tr>
</thead>
</table>

**General Music** begins at Pre-Kindergarten. There are performance indicators at every grade level through Grade 8 for this strand.

The Harmonizing Instruments strand is applicable to focused study of keyboard, guitar or other (usually not ensemble) instrument. Instrumental study often begins within or occurs concurrently with general music classes. This strand is aligned with General Music Standards beginning with grade 5, and the first 2 levels can be viewed in the General Music At-a-Glance Standards document.

The Traditional and Emerging Ensembles strand applies to students who are learning and performing in ensembles, as well as soloists. It is found in the Music Standards beginning in Grade 5. Traditional refers to Band, Orchestra, Chorus, etc. Emerging may include Mariachi Band, drum band, or other non-traditional performance group.

The Composition and Theory strand occurs only at the High School level, although some classrooms may have content in this areas taught at the middle school level and might base instruction on adaptations of the High School level standards for those strands.

The Music Technology strand occurs only at the High School level, although some classrooms may have content in these areas taught at the middle school level and might base instruction on adaptations of the High School level standards for those strands.
Achievement Levels

Achievement Levels are used in Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music Technology strands. They may correspond with a grade level or number of years of experience within the strand, whichever is most applicable to the class or individual student. A course or performing group might be made up of students at a broad range of grade levels and experience levels. Achievement levels are meant to be flexible in their application, enabling teachers to adapt curriculum and instruction for groups or individuals with different prior experiences.
Table of Contents

The image to the right is a picture of the Table of Contents from the Music Standards At-A-Glance document. The At-A-Glance is organized in three sections: General Music; Traditional and Emerging Ensembles; and a High School Classroom Music section and chart which combines the Composition and Theory, Harmonizing Instruments, and Music Technology Strands.

<table>
<thead>
<tr>
<th>Section 1: General Music Pk-8 + Novice-Intermediate Levels Harmonizing Instruments</th>
<th>p. 3-18</th>
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<tr>
<td>Coding Examples</td>
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</tr>
<tr>
<td>Anchor Standard 1 • Creating • Imagine</td>
<td>4</td>
</tr>
<tr>
<td>Anchor Standard 2 • Creating • Plan, Make</td>
<td>5</td>
</tr>
<tr>
<td>Anchor Standard 3 • Creating • Evaluate, Refine, Present</td>
<td>6-7</td>
</tr>
<tr>
<td>Anchor Standard 4 • Performing • Select, Analyze, Interpret</td>
<td>8-10</td>
</tr>
<tr>
<td>Anchor Standard 5 • Performing • Rehearse, Evaluate, Refine</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Traditional and Emerging Ensembles ~ Novice-Advanced Levels</th>
<th>p. 19-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coding Example</td>
<td>19</td>
</tr>
<tr>
<td>Anchor Standard 1 • Creating • Imagine</td>
<td>20</td>
</tr>
<tr>
<td>Anchor Standard 2 • Creating • Plan, Make</td>
<td>20</td>
</tr>
<tr>
<td>Anchor Standard 3 • Creating • Evaluate, Refine, Present</td>
<td>20</td>
</tr>
<tr>
<td>Anchor Standard 4 • Performing • Select, Analyze, Interpret</td>
<td>21</td>
</tr>
<tr>
<td>Anchor Standard 5 • Performing • Rehearse, Evaluate, Refine</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3: Composition &amp; Theory, Harmonizing Instruments, Technology ~ Proficient - Advanced Levels</th>
<th>p. 25-34</th>
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</thead>
<tbody>
<tr>
<td>Coding Example</td>
<td>25</td>
</tr>
<tr>
<td>Anchor Standard 1 • Creating • Imagine</td>
<td>26</td>
</tr>
<tr>
<td>Anchor Standard 2 • Creating • Plan, Make</td>
<td>26</td>
</tr>
<tr>
<td>Anchor Standard 3 • Creating • Evaluate, Refine, Present</td>
<td>27</td>
</tr>
<tr>
<td>Anchor Standard 4 • Performing • Select, Analyze, Interpret</td>
<td>28-29</td>
</tr>
<tr>
<td>Anchor Standard 5 • Performing • Rehearse, Evaluate, Refine</td>
<td>30</td>
</tr>
</tbody>
</table>
First position indicates the discipline. It is always followed by a colon ( : ).
Second position (following the colon) indicates the Artistic Process.
Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a “.”
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

The Anchor Standards (AS) are the same across all arts disciplines. However, each arts discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU).

EUs guide the content of the Performance Indicators (PI).

Some Anchor Standards in some of the arts disciplines have more than one EU.
Performance Indicators are coded with a lower-case alpha (a, b, c) even when there is only one in a column.

**Bold** words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary.

**Italicized** words or phrases indicate increased rigor from the previous level in a particular cognitive or skill area.

- Discipline “Music”
- Artistic Process “Creating”
- Anchor Standard “1”
- Enduring Understanding “1”
- Grade Level “4”
- Performance Indicator “a”
Coding for Special Music Strands

**First** position indicates the discipline. It is always followed by a colon ( : ).

**Second** position (following the colon) indicates the Artistic Process.

**Third** position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a “.”

**Fourth** position indicates the Strand.

**Fifth** position indicates expected Achievement Level.

**Sixth** position indicates the Performance Indicator.

**Achievement Levels are different than grade levels**

- **Novice** is indicated by the number 5, but includes Grades 5-6
- **Intermediate** is indicated by the number 8, but includes Grades 7-8
- **HSI (Proficient), HSII (Accomplished), and HSIII (Advanced)** indicate expected performance levels as students progress through foundation courses, electives, and advanced coursework
Coding for Special Music Strands (continued)

Music Strands Example

Performance Indicators are coded with a lower-case alpha (a, b, c) even when there is only one in a column.

**Bold** words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary.

**Italicized** words or phrases indicate increased rigor from the previous level in a particular cognitive or skill area.

- Discipline “Music”
- Artistic Process “Creating”
- Anchor Standard “1”
- Enduring Understanding “1”
- Achievement Level “Novice (5)”
- Performance Indicator “a”
### Strand Comparison
A look at similarities in Performance Indicators across Strands

<table>
<thead>
<tr>
<th>General Music</th>
<th>Harmonizing Instruments</th>
<th>Ensembles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Cr1.1.8</strong></td>
<td><strong>MU:Cr1.1.H.8</strong></td>
<td><strong>MU:Cr1.1.E.8</strong></td>
</tr>
<tr>
<td>a. Generate rhythmic and melodic phrases and harmonic accompaniments within <strong>expanded forms</strong> (including introductions and codas), and explain connection to <strong>purpose, context, and/or expressive intent.</strong></td>
<td>a. Generate melodic and rhythmic phrases that exhibit cohesiveness within <strong>forms</strong> (such as <strong>AB, ABA, song form</strong>) over given <strong>chord progressions.</strong></td>
<td>a. Generate melodic, rhythmic, and timbral ideas, based on characteristic(s) of music or text(s) studied in rehearsal.</td>
</tr>
</tbody>
</table>

See if you can locate the above Performance Indicators in the *Music Standards At-a-Glance* document. Although the code is similar, they are found in different places because they belong to different Strands. Performance Indicators are specific to each Strand and grade level or Achievement Level.

The examples shown above demonstrate the relationship among Performance Indicators across Strands. Note that there are similarities in content among the Strands. This organization enables the teacher to scaffold learning goals for students who may not follow one individual track, but instead want experiences different Music Strands.
New and Noteworthy

This section focuses on what is most notable within the content of the new standards so you’ll know where to look and what you can refer to as you develop curriculum.
Creating and Imagining Musical Ideas

**Anchor Standard 1** indicates that creation begins with the generation of ideas, even before a musician engages in musical performance. The Standards suggest that the teacher is not responsible for all of the idea generation and that the students should do more than carry out steps toward preparation and performance of a musical work.
Think

Who generates the ideas in your classroom?

How can you prompt students in thought-provoking ways to enable them to generate original ideas?

How can you build in student choice and decision-making while still scaffolding their learning and supporting their success?
Creative Decision-Making

Enduring Understanding MU:Cr2.1
Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

How might students use a variety of musical notation and technology systems to document, prompt, and share their musical ideas?
Think

How do musicians make creative decisions?
### Enduring Understanding 3.1

Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria. The Performance indicators for Anchor Standard 3 and throughout the CREATING standards refer to traditional and contemporary practice. How do students use feedback and collaboratively developed criteria to improve the quality of their work?
How Do Performers Select Repertoire?

Enduring Understanding MU:Pr4.1

How will you ensure that students engage with repertoire that connects to timeless and cross-cultural human understandings and emotions, as well as to students’ current lives and concerns?
Rehearse, Evaluate, Refine

Performance Indicator MU:PR.5.1.6 asks students to discuss and apply collaboratively developed criteria and feedback.

How do your assessments encourage students to self-evaluate and engage in reflection, as well as respond to feedback from you and other professionals?

What strategies can students use to revise their work?
Performance and Meaning

Anchor Standard 6

Musicians judge expression and technique in prepared performances by using criteria that will vary across, time, place, and culture.

What criteria will your students use to assess technical accuracy and musical interpretation?
Perceiving Meaning in Musical Work

Anchor Standards 7, 8, and 9 lead students through a process of perceiving, analyzing, interpreting, and making judgments about artistic work. Anchor Standard 7 focuses on understanding musical structure and context, while Anchor Standards 8 and 9 focus on interpretation and evaluation.

How will students judge the quality of musical works and performances?
Anchor Standard 10 emphasizes the connection of personal experiences to making and perceiving music.

How might you help students use their own ideas and experiences to generate increasingly meaningful and personal musical expressions?
Cultural Connections

Anchor Standard 11 guides us to explore the ways in which Music is influenced by societal, cultural, and historical context and, in turn, how musical ideas shape culture.

How does Music help preserve personal and cultural insights and values?
Implementing the Standards

Some things to consider as you begin to develop curriculum and/or assessment for your classroom, school, or district.
Guiding Principles
How can new standards transform old curriculum?

• Curriculum design begins with identifying desired outcomes. How might you use the “backward” design process to translate the Standards into instructional designs that focus upon Enduring Understandings and Essential Questions?

• Students, as well as teachers, need to make, implement, and reflect on important decisions within the classroom. How will you give your students more opportunities to participate in the decision-making processes related to their own Creating, Performing, Responding, and Connecting?

• Musical repertoire forms the core of the music curriculum. What criteria do you use to select musical repertoire? How might you involve students? How does the repertoire connect to timeless and cross-cultural human understandings and emotions, as well as to students’ current lives and concerns?

• Students and teachers have the obligation and opportunity to influence the future direction of Music and Music Education. How does your curriculum help students imagine future developments in the field of Music? What dispositions (attitudes, values, and beliefs) and habits of mind (e.g. persistence and grit) will your students need to participate in this process?
Transition Steps
How can new standards transform old curriculum?

1. Study the Anchor Standards and Music Enduring Understandings.

2. Think about the units and lessons in your curriculum.
   • Which Anchor Standards are fairly well represented?
   • Which Anchor Standards are not well represented, or missing altogether?
   • Which units could be expanded with a few more activities?
   • Are there any lessons or units that you think should be significantly altered or discarded?

3. Identify new units or lessons needed so the curriculum, as a whole, addresses all eleven Anchor Standards.
   • Courses used to satisfy the 1-unit diploma requirement should be broad in scope, foundational, and address ALL the Music Standards within a particular strand at the HSI level.
   • Advanced elective courses may be narrower in scope and are not required to meet ALL of the standards.
Next Steps

How can new standards transform old curriculum?

1. Review the Anchor Standards and Performance Indicators again, paying close attention to the Enduring Understandings, Essential Questions, and Process Components to deepen student understanding.

2. Connect developmentally appropriate Enduring Understandings and Essential Questions to musical works that students will perform and/or study.
   • These works and ideas will anchor your curriculum.

3. How can you deepen or expand opportunities for…
   • Culturally responsive content and instruction?
   • Equal representation of genders among selected artists, works, topics, and themes?
   • Differentiated instruction?
   • Formative assessment and metacognition?
   • Student growth towards curriculum mastery?
   • Inclusion of a wide range of artistic works across a broad range of cultures and time periods?
Additional Resources

See the Arts page on the New York State Education Department website for more resources to support the implementation of the Standards.
The NYSED Arts web page provides access to many resources to support implementation of the standards.

- Anchor Standards, Enduring Understandings, and Essential Questions Posters
- Discipline Specific Comprehensive Posters
- Discipline Specific Standards At-a-Glance Documents
- Discipline Specific Glossaries

http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources
Interactive Training Webinars

The NYS Arts Standards Overview Webinars provide an in-depth narrated explanation of the Philosophical Foundations and Overarching Structure of the 2017 New York State Learning Standards for the Arts. These webinars cover what is common to all five Arts disciplines in the new Standards.

http://www.nysed.gov/curriculum-instruction/arts-overview-webinars
Customized Standards Workbooks

An interactive site is available to customize a Standards workbook tailored to your specific discipline and teaching level(s).

Enter your Arts discipline, teaching level, and/or other parameters and print a list of Anchor Standards, Enduring Understandings, Essential Questions and Performance Indicators specific to your needs.

http://www.nyartsstandards.org/

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The interactive New York State Arts Standards Workbooks site also provides access to National Core Arts Standards Model Cornerstone Assessments and samples of student work. Teachers can select Arts discipline, grade level(s), and Artistic Process to view examples of student works most applicable to their own teaching situation.

http://www.nyartsstandards.org/
New York State Learning Standards for the ARTS

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Thank you!
For more information, please visit http://www.nysed.gov/curriculum-instruction/arts