

Toolkit for Music

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

Goal: To provide educators with essential questions and discussion points as they work through: *A Self-Guided Tour of the NYS Learning Standards for the Arts: Music*

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

Getting Started

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](#)

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 the 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.

STOP 1: Guiding Principles

This stop is intended to introduce participants to important principles that form the foundations of the new NYS Learning Standards for Music. These guiding principles explore the importance of student development, interdisciplinary connections, expertise, music opportunities, sequenced engagement, access and equity.

STOP 2: Navigating the NYS Learning Standards for Music

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are structured, organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the structure of the new 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: (or discuss in a small group)

- *What differences do you notice in the structure and framework of the new 2017 Music Standards compared to the 1996 Standards?*
- *For the first time, the Music Standards are organized into five strands, allowing for depth and breath of musical experiences.*

STOP 3: 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: THINK (or discuss in a small group)

- *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?*

Performing: THINK (or discuss in a small group)

- *How will you ensure that they engage with repertoire that connects to timeless and cross-cultural human understandings and emotions, as well as to students' current lives and concerns?*
- *What criteria will your students use to assess technical accuracy and musical interpretation?*

Responding: THINK (or discuss in a small group)

- *How will students judge the quality of musical works and performances?*
- *How might you help students use their own ideas and experiences to generate increasingly meaningful and personal musical expressions?*
- *How does music help preserve personal and cultural insights and values?*

Connecting: THINK (or discuss in a small group)

- *How might you help students use their own ideas and experiences to generate increasingly meaningful and personal musical expressions?*
- *How does music help preserve personal and cultural insights and values?*

STOP 4: Implementing the Standards

Here are some things to consider as you begin to develop curriculum, instruction, and/or assessments for your classroom, school, or district.

- How can new standards transform old curriculum?
- Transitions and next steps.

STOP 5: Additional Resources

- At-a-Glance, Glossaries and Posters
www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources
- Interactive Training Webinars
www.nysed.gov/curriculum-instruction/arts-overview-webinars
- Customized Standard Workbooks
- Links to Student Exemplars
www.nyartsstandards.org/