



THINK CURRICULUM *Music*

This document is designed to support Music educators as they update curricula for their courses, align curriculum and instruction with the New York State Music Standards, and address student needs. Students in every classroom display a range of maturity, skill, and intellectual development.

Students in a given class may be either more advanced than or not yet ready for the Performance Indicators listed in the Standards. The Performance Indicators delineate a progression of skills, abilities, knowledge and socio-emotional development. They can be adapted as appropriate to your students' needs and prior experiences.

GUIDING PRINCIPLES

HOW CAN NEW ARTS STANDARDS TRANSFORM OLD CURRICULUM?

Students, as well as teachers, need to make, implement, and reflect on important musical 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?

The balance between the “depth” and “breadth” of the curriculum needs to be adjusted to meet the needs of students.

- What will guide your decision making as you consider how to prioritize depth and breadth?

Curriculum design begins with identifying desired outcomes.

- How might you use a “backward design” process to translate the Standards into instructional design that focuses upon Enduring Understandings as learning outcomes and

Essential Questions to guide inquiry and practice?

Musical repertoire forms the core of the Music curriculum.

- What criteria do you apply as you select musical repertoire for instructional purposes?
- Where did these criteria originate?
- How do/might you involve students in the selection process?
- How does the repertoire connect to timeless and cross-cultural human understandings and emotions, as well as to students' current lives and concerns?

Connections across disciplines, history, and cultures inform musical understanding.

- What interdisciplinary connections are important for your students to understand?
- How will you embed interdisciplinary ideas into your curriculum?

Assessment data informs instructional design.

- What types of assessments might guide your instruction and student reflection?
- How do your assessments encourage students to self-evaluate, as well as respond to feedback from you and other professionals?
- What strategies will your students use to revise their work?

Students, as well as teachers, have the obligation and opportunity to influence the future direction of Music education and Music making.

- In what ways does your curriculum help students to 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?

The Performance Indicators for General Music are organized by grade level (Pre-K to 8), while those for other Strands (e.g. Harmonizing Instruments and Ensembles) are organized by level of experience (Novice, Intermediate, Proficient, Accomplished, Advanced).

THINK

ADAPT ■ TRANSITION STEPS

the Performance Indicators as appropriate for your students. How might you use the progression of skills and understandings found in the Performance Indicators to differentiate expectations for a range of students, assess students' prior achievement and needs, and plan curriculum and instruction that is meaningful for every student?

REVIEW • PLAN • EXPERIMENT

- 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 or lessons will need little to no adaptation?
 - 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 11 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.

Achievement Levels may be used in place of grade levels for Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music Technology Strands. An Achievement Level may correspond with a specific 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.

■ NEXT STEPS

ALIGN • GROW • INTEGRATE

- 1. Review the Enduring Understandings, Essential Questions, Process Components, and Performance Indicators.**
- 2. Connect developmentally appropriate Enduring Understandings and Essential Questions to musical works that students will perform and/or study.**
 - These ideas and works will anchor your curriculum.
- 3. Prioritize depth over breadth**
 - Do your units or lessons actively engage students in reflecting on Big Ideas, Enduring Understandings, and Essential Questions?
- 4. Consider: How can you deepen or expand opportunities for...**
 - Culturally responsive content and instruction?
 - Equal representation of genders among selected artists, works, topics, and themes?
 - Differentiating instruction?
 - Formative assessment and metacognition?
 - Student growth towards curriculum mastery?
 - Inclusion of a wide range of musical works across a broad range of cultures and time periods?
- 5. Develop or revise units and lessons to actively engage students in reflecting on Enduring Understandings and Essential Questions.**
- 6. Field-test the new or adapted units.**
- 7. Practice reflection.**
 - What worked? What didn't work? What would you change?
- 8. Revise units or lessons based upon reflection and analysis of field-test results.**