



Music

A Resource Guide for
Standards-Based Instruction



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Foreword

New York State has a long history of support for student learning and achievement in music. As *A Nation at Risk* encouraged our country to closely examine teaching and learning, New York State embarked on its own quest to raise student standards. New York chose to include music and the other arts in its graduation requirements for all children. As such, four of New York State's required learning standards are in the arts (dance, music, theatre, and visual arts). Two related and critical elements of New York State's effort to raise student learning are developing effective means of assessing student progress in meeting the standards and building the capacity of local schools to enable all students to meet the standards.

The New York State School Music Association (NYSSMA), the largest nationally affiliated state music education association, has worked collaboratively with the State Education Department (SED) over many years to ensure a quality music education for all students. Instrumental in developing the *Learning Standards for the Arts*, NYSSMA played a significant role in advocating for and developing a statewide arts assessment. When finalized, the music assessment will be a valuable tool for use by educators to assess their students' progress in meeting the standards.

Through the process of developing its strategic plan, the NYSSMA leadership came to realize that there was a great need for more instructional support for music educators in delivering the music standards to all students. In the fall of 2000, NYSSMA asked SED to collaborate in developing and disseminating a curriculum guide for standards-based instruction. With fiscal and human resource support from NYSSMA, SED agreed to share in this venture.

In November 2000, NYSSMA and SED solicited feedback on format, process, and potential writers from a representative body of the music education associations affiliated with NYSSMA (COME—Council of Music Education Associations). With a wealth of information from the November meeting, the NYSSMA Curriculum Committee met twice in the spring of 2001 to continue work on format and planning for the writing sessions. At meetings in June and September 2001, the Curriculum Committee and over 30 writers, representing the various music specialty areas and grade levels, completed a draft of the document. This document has been reviewed and edited by the NYSSMA Curriculum Committee and a selected list of specialists before being sent out as a draft version.

The completion of this document is a direct result of the contributions of many individuals, music education associations, and the New York State Education Department. They were encouraged and supported by you, the music teachers and administrators from across New York State. We hope that this publication will assist you in providing an excellent music education for our children.

Acknowledgments

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Preface

In addition to providing the means for children to become productive citizens, public education needs to provide for the parts of a child's learning that help to make him or her a whole person. The arts serve this function, gradually building on all of the intelligences while developing intuition, reasoning, creativity, and dexterity. Most importantly, experiences with the arts allow a child the opportunity to interact with and contribute to our community's culture.

This publication, *Music: A Resource Guide for Standards-Based Instruction*, is designed to provide guidance to school districts and teachers in helping students achieve the music standards for New York State. Teachers from throughout New York met to compile these field-tested lesson plans, teaching strategies, assessments, and resources for teachers of students in prekindergarten through grade 12, and in all areas of music instruction including band, chorus, orchestra, and general music. While not intended as a curriculum, it does provide age-appropriate activities in a sequence that will allow for continuous development in all areas of musical study.

The New York State *Learning Standards for the Arts* document was published in April 1996 by the State Education Department. Approved by the Board of Regents, the arts standards provide a comprehensive set of learner expectations meant to ensure a quality education for all students in schools throughout the State. The intent of this resource guide is to provide educators with examples of instructional ideas by grade level that address each performance indicator delineated in the learning standards, and serve as a catalyst for teachers to develop further lessons as needed. The expectation is that teachers will read the lesson, gain greater insight into the intent of that performance indicator, and learn how to better implement instruction in the classroom or rehearsal room.

There is great diversity in students, schedules, teachers, resources, and the capacity of districts throughout New York State to deliver music instruction. This requires music teachers who use this resource guide to be willing to adapt the suggestions to fit the unique environment of their own particular classroom or rehearsal venue. Many of the suggestions, while offered by some of the State's finest teachers, may need personalized input and customizing to become suitable for each unique situation. Also, it is recommended that instrumental teachers peruse the ideas originally intended for general music teachers and vice versa, as some strategies fit the contexts of all musical experiences even though they are listed only in one area.

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