

# Common Core Strategies

Their application in  
Music Education...and how they strongly support  
the Common Core State Standards in YOUR  
academic subject area!

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When it comes to  
innovations and trends in  
education...

Assessment	Core Knowledge	Multiculturalism	School-Based
Authentic Pedagogy & Assessment	Creative Thinking	Multiple	Management
Block Scheduling	Critical Thinking	Intelligences	School Choice
Bloom's Taxonomy	Cultural Literacy	No Child Left	School-To-Work
Brain-Based	Didactic Teaching	Behind	Movement
Teaching	Emotional	Outcome-Based	Self-Esteem
& Learning	Intelligence	Education	Movement
Character Education	Feminism and	Phonics vs Whole	Socratic
Charter Schools	Gender Issues	Language	Questioning
Constructivism	Gifted Education	Portfolio-Based	Teaching for
Cooperative	Global Education	Assessment	Understanding
	Inquiry-Based	Problem Solving	Thematic
	Learning Styles	"Raise the	Curriculum
		Standards"	

Music teachers generally feel very out of place when new concepts are being rolled out and we are required to “fit in” with other subject areas.



We realize that trying to fit us in can be frustrating for academic coaches and administrators.



It turns out that no one should be concerned about working hard to “fit us in” to what everyone else is doing.

- Music is its own incredibly effective form of communication and expression.
- When it comes to music education, **the printed music is our “text”**.
- It takes very specific complex skills to analyze, interpret and evaluate even the easiest level of music.
- You are going to try this today!

Music Education uses Common Core strategies ALL the time—we couldn't do what we do without it.

*We always have, and always will.*

# Under Common Core, music is a “Technical Subject”

- *Technical subjects* are any courses that are devoted to a practical study such as workforce related subjects.
- Workforce related subjects fall under the 15 CTE Industry Sectors.
- Appendix A of the Common Core State Standards document states that a Technical Subject also includes a broader field of study such as music or art.



# What do we require students to do in music?

- Go **far beyond** just the performance of music on the page.
- To **understand it deeply**, to make inferences from it, to analyze and interpret it.
- We are asking students to **become independent musical thinkers.**

- *Every* time we play a piece of music, we are analyzing, interpreting and assessing what we are doing-the basic tenets of Common Core.
- Let me repeat--**Every** time, **all** the time, **at every level** of musical achievement, we are continuously analyzing, interpreting and assessing the music we study and perform.
- *Otherwise the music would sound bad!*  
There is literally no other way to do it right.

Today I'd like to take you through a typical (and common) lesson we do in music so that you can understand that what we do is technical, complex and has logical steps.

By showing you how inherent Common Core concepts and techniques are to the study of music, you may be able to apply the same concepts to your own lessons in your subject areas.

P.S. This is what I have to do  
all the time—now it's your  
turn!

# Sight Reading

- Sight reading is when a musical group or musician performs a piece of music for the first time.
- I have created a set of Seven Essential Sight Reading questions to help students to tackle the challenge of performing a new piece of music.
- You will need to know a few music terms and symbols to do this activity today.

# Tempo Indication

- “Tempo” is the speed of the beat of the song.
- Usually Italian words at the beginning of the music.
- The words can also be in English.
- **Modifiers:** The words *rit.* (slow down) *rall.* (slow down a lot) or *accel.* (speed up)
- The tempo can change within a song.

# Time Signature

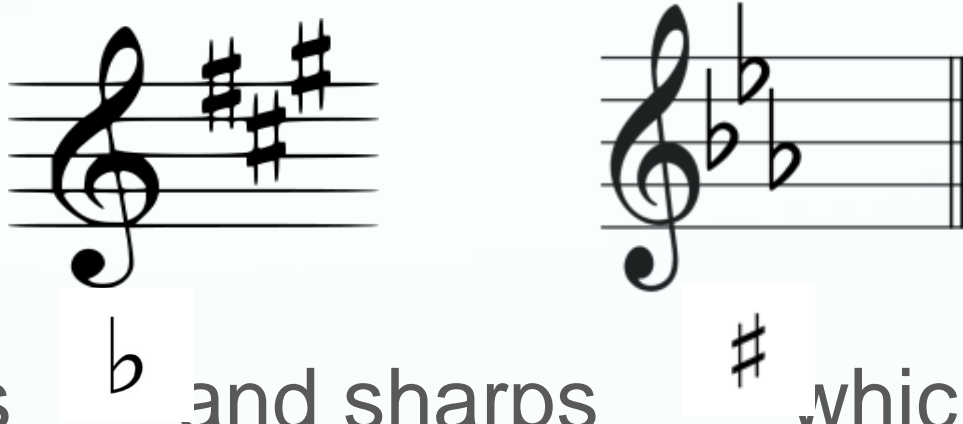


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- Two numbers at the beginning of a line of music. The one above is called “three four” time.
- This gives the feel or “lilt” to the music.
- The time signature can change during the song.



# Key Signature



- Flats  $b$  and sharps  $\#$  which appear at the beginning of the line of music. There can be none or one or more, up to six.
- The key signature can change within a song.

# Don't worry...

- You are just going to have to LOOK for these things.
- ***Remember that this is just half of the lesson***—our music students would then perform the music that they analyze, interpret and assess!
- Good luck!