

Music Center:

Performing Arts Center of Los Angeles County

and

Julia B. Morrison Elementary

(Norwalk – La Mirada USD)

What we have learned,
and what we are trying, in terms of
Music Curriculum

Part A

Curriculum:
written documentation
of what is being taught

2005 - 2006

Artists develop the series of music lessons

- Artists filter sequenced lessons through the lens of specific grade level standards

Teachers as learners alongside students

- Teachers provided with modeling and written lessons to enable them to replicate all (or part) of artist's lesson

2006 - 2007

Artists develop the series of music lessons

- Artists filter sequenced lessons through the lens of specific grade level standards

Teachers as learners, with increased capacity for understanding

- Teachers provided with modeling and written lessons to enable them to better recognize, analyze, and synthesize the components of music instruction

2007 - 2008

Shared Delivery of Music Instruction

Premise:

Balanced (or comprehensive) music instruction includes all 5 strands of the California Music Standards.

Hypothesis:

The expertise of an arts specialist - or a teaching artist - may best be utilized by focusing their instruction on particular strands of the standards [Artistic Perception (1.0) and Creative Expression (2.0)],

AND

Other strands of the standards [Historical/ Cultural Context (3.0), Aesthetic Valuing (4.0), and Connections, Relationships and Applications (5.0)] may serve as a natural entry point for teachers to begin to lead other aspects music instruction.

2007 – 2008 (cont)

Artists develop the series of music lessons

- Artists filter sequenced lessons through the lens of specific grade level standards, with particular emphasis on AP (1.0) and CE (2.0)
- Artists provide suggestions and resources for teachers to develop extensions to music lessons that address HCC (3.0), AV (4.0) and CRA (5.0)

Teachers as learners,

with initial attempts at leading aspects of music instruction

- In grade level teams, teachers collaborative develop music lessons that they will teach in their own classes, with particular emphasis on HCC (3.0), AV (4.0) and CRA (5.0)

Part B

Scope and Sequence

GOAL:

To draft a vision for K-6 Music Instruction
(built independent of specific site-based
resources)
that identifies key elements of an authentic,
comprehensive music program.

Sequenced to reflect challenging, yet developmentally
appropriate learning goals, this “essential core” of skills
and knowledge will consider the progression of:

1. *student engagement* – ie, participation in music leads to progress and achievement in music;
2. *music literacy* – ie, reading, writing and responding in the language of music;
3. *aesthetic understanding* – ie, the perception and analysis of, and response to music;
4. *student self-awareness* – ie. students’ reflective understanding of their own learning processes; and
5. *integration* - connections to literacy in other subjects, other cultures, and in development of personal skills

Building a K-6 Music Blueprint (our Music Tree)

Branches: individual experiences designed for the students, which stem from the “essential core”

- sequenced curricular units and lesson plans that address clearly defined student learning goals
- classroom resources (i.e. teaching artists, music textbooks, Artsource, Anchor Works, Jazz @ Lincoln Center materials, etc.) that support instruction addressing student learning goals

Trunk: vertical articulation of core skills and content knowledge to be learned at each grade level

- reiterative process, fluid articulation (vs. rigid stepping of instruction)
- language acquisition (the language of music)
- internal (singing) and external (instrumental) music making

Roots: provide integrity and growth potential

1. Authentic arts instruction –

Authentic to traditions, history, best practices of the art form/genre

For any genre, this is **real** music – makes reference to real techniques of the art form

An expert practitioner would recognize this as **real** music learning vs watered-down curriculum

Not just teaching of skills, but rather the teaching of the art form/genre

2. Comprehensive (balanced) arts instruction – includes composition, performance, cultural context, etc

3. Integrated instruction

Guiding Questions

- What are the essential components of a K-6 music program at each grade?
- How can the California Music Standards at each grade level serve as a guide and inform this effort?
- How can a reiterative learning cycle be intentionally designed to deepen student comprehension?
- What assessment strategies can be built into the initial design to measure student learning as well as overall program effectiveness?

Value

- target instruction to meet specific learning goals
- regardless of music genre, specific instruments to be studied, or who leads music instruction (classroom teacher, music specialist, teaching artist, after-school music instructor, etc.)
- identify gaps in current music instruction
- target program development/ improvement to address identified instructional gaps, and to ensure curriculum coherency