NYSSMA

Curriculum Committee

A Standards Crosswalk Between Common Core and Music

This crosswalk documents the alignment between selected learning goals from the Common Core State Standards (CCSS) for English Language Arts (ELA), and Mathematics. As New York State has adopted these standards, it presents us with a new and dynamic opportunity to demonstrate alignment between the learning described in the standards, and the concepts commonly taught in the music classroom.

This is not an exhaustive document, but rather a beginning. The reader is encouraged to continue to build the crosswalk with additional connections from classroom experiences.

~ ELA ~

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| **Strand** | **Core Curriculum standard** | **Music** |
| Reading for Literature | Recount stories, fables, etc.  Words/phrases describe rhythm & meaning  Overall structure of story  Different points of view of characters  Identify who is telling story  Compare/contrast 2 or more versions of story  Determine theme and analyze it’s development  Compare/contrast written work to media version  Make connections between written text and other perspectives | Folk songs  Rhythms, patterns, repetition, form  Form  Texture & balance  Timbre (melody/harmony)  Theme & variations  Motivic development  Programmatic composition  Cultural connections to music |
| Reading for Information | Questions re: details of text  Know/use text features  Meaning of domain specific words  Describe overall structure of events, ideas, concepts or info  Distinguish own point of view  Engage in group reading w/purpose & understanding | Critical listening  Expressive markings in music  Music specific vocabulary  Form  React to music, improvisation  Sing and play with others |
| Reading Foundational Skills | Print concepts  Phonological awareness  Phonics & word recognition  Fluency | Read music notation, follow own part  Sound production, diction, articulation  Lyrics, rhythm, note reading  Music reading, practice for fluency |
| Writing | Write opinion supporting point of view  Draw evidence from text for analysis  Write information/explanatory texts  Production and distribution of writing  Short research projects  Write to support analysis of topics or text  Create text in response to literary work | Critical responses, written critiques  Reflection, improvement plan  Program notes  Program notes  Short research projects  Music critiques  Music composition |
| Speaking & Listening | Ask/answer questions to clarify comprehension  Create multimedia presentation of stories or poems  Engage in collaborative discussions  Initiate and participate effectively in collaborative work  Evaluate speaker’s point of view  Include multimedia components to clarify information  Make strategic use of digital media | Critical listening for performance in ensemble  Create audio recording of performance  Rehearsals, peer evaluation, group compositon  Student-led chamber ensemble(s)  Analyze music composition  Use music software/tech in composition  Enhance composition/performance through media |
| Language | Identify connections between words & their use  Correct use for frequently confused words  Use knowledge of language to write, speak, read, listen  Use nuances in word meanings  Distinguish shades of meanings  Acquire & use domain-specific words and phrases  Demonstrate command of conventions of standard English | Musical vocabulary  Clarify misused vocabulary (hi/low, soft/loud)  Use music vocabulary to describe music  Expressive quality of lyrics  Various tempi/expressive markings  Write or speak about music  Phrasing, articulation, expression markings |

~ Math ~

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| **Domain** | **Core Curriculum Standard** | **Music** |
| Counting & Cardinality | Know number names & counting sequence | Know rhythmic value of notes and rests  Count basic rhythms |
| Operations & Algebraic Thinking | Represent addition/subtract with objects  Generate and analyze patterns | Math problems using note values  Performance of rhythmic/tonal patterns  Musical form |
| Number & Operations-Fractions | Understand fractions as numbers  Understand fraction equivalents | Rhythmic values of notes & rests  Duple/ triple meter  Measures  Sub-division  Rhythm pyramid (whole, half, quarter, etc.) |
| Measurement & Data | Classify objects & count number of objects  Work with time  Measure lengths  Describe & compare measurable attributes  Represent and interpret data | Time signature  Organize sound over time (rhythmic aspect)  Tempo  Intervals  Science of sound (frequency, amplitude, etc. of sound waves) |
| Geometry | Identify and describe shapes  Graph points to solve real-world problems  Making inferences and justifying conclusions from observation | Form  Melodic contour  Timbral and pitch qualities of instruments (size of inst; string length; overtone series, acoustics) |
| Ratio & Proportional Relationships | Ratio concepts and use reasoning to solve problems | Linear arrangement of rhythmic relationships (melodic construction- augmentation, diminution)  Vertical arrangement of rhythmic relationships (rhythms lining up between parts) |