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 & meaningOverall structure of storyDifferent points of view of charactersIdentify who is telling storyCompare/contrast 2 or more versions of storyDetermine theme and analyze it’s developmentCompare/contrast written work to media versionMake connections between written text and other perspectives | Folk songs Rhythms, patterns, repetition, formFormTexture & balanceTimbre (melody/harmony)Theme & variationsMotivic developmentProgrammatic composition Cultural connections to music |
| Reading for Information | Questions re: details of textKnow/use text featuresMeaning of domain specific wordsDescribe overall structure of events, ideas, concepts or infoDistinguish own point of viewEngage in group reading w/purpose & understanding | Critical listeningExpressive markings in musicMusic specific vocabularyFormReact to music, improvisationSing and play with others |
| Reading Foundational Skills | Print conceptsPhonological awarenessPhonics & word recognitionFluency | Read music notation, follow own partSound production, diction, articulationLyrics, rhythm, note readingMusic reading, practice for fluency |
| Writing | Write opinion supporting point of viewDraw evidence from text for analysisWrite information/explanatory textsProduction and distribution of writingShort research projectsWrite to support analysis of topics or textCreate text in response to literary work | Critical responses, written critiquesReflection, improvement planProgram notesProgram notesShort research projectsMusic critiquesMusic composition |
| Speaking & Listening | Ask/answer questions to clarify comprehensionCreate multimedia presentation of stories or poemsEngage in collaborative discussionsInitiate and participate effectively in collaborative workEvaluate speaker’s point of viewInclude multimedia components to clarify informationMake strategic use of digital media | Critical listening for performance in ensembleCreate audio recording of performanceRehearsals, peer evaluation, group compositonStudent-led chamber ensemble(s)Analyze music compositionUse music software/tech in compositionEnhance composition/performance through media |
| Language | Identify connections between words & their useCorrect use for frequently confused wordsUse knowledge of language to write, speak, read, listenUse nuances in word meaningsDistinguish shades of meanings Acquire & use domain-specific words and phrasesDemonstrate command of conventions of standard English | Musical vocabularyClarify misused vocabulary (hi/low, soft/loud)Use music vocabulary to describe musicExpressive quality of lyricsVarious tempi/expressive markingsWrite 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 restsCount basic rhythms |
| Operations & Algebraic Thinking | Represent addition/subtract with objectsGenerate and analyze patterns | Math problems using note valuesPerformance of rhythmic/tonal patternsMusical form |
| Number & Operations-Fractions | Understand fractions as numbersUnderstand fraction equivalents | Rhythmic values of notes & restsDuple/ triple meterMeasuresSub-divisionRhythm pyramid (whole, half, quarter, etc.) |
| Measurement & Data | Classify objects & count number of objectsWork with timeMeasure lengthsDescribe & compare measurable attributesRepresent and interpret data | Time signatureOrganize sound over time (rhythmic aspect)TempoIntervalsScience of sound (frequency, amplitude, etc. of sound waves) |
| Geometry | Identify and describe shapesGraph points to solve real-world problemsMaking inferences and justifying conclusions from observation | FormMelodic contourTimbral 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) |