**Music – K-1 Comparison**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Looking At The Similarities and Differences With Three Music Documents -- Fall 2015 (K-1)** | | | | | | | |
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Content** | 1. Singing and Choral Performance - Sing various kinds of music accurately, expressively and in a healthy manner. Achieve comfort with personal singing voice, alone or in groups.  2. Playing and Identifying instruments - Perform various kinds of music accurately and expressively on (an) instrument(s).  3. Create music and improvise music.  4. Read and write music using accepted notation.  5. Listen to, evaluate, and describe various kinds of music, using appropriate musical terminology. | **Performance** | New standard is asking for meaning, more interpretation, higher order thinking skills, more concept based. | **Performing** -  **4. Anchor Standard:** Select, analyze and interpret artistic work for presentation.  **5. Anchor Standard:** Develop and refine artistic techniques and work for presentation**.**  **6. Anchor Standard:** Convey meaning through the presentation of artistic work**.** | Communicate and interpret; Connection of literacy is there | Specific language, concepts that are related to music methodology are represented in the Core Companion. | Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. |
|
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Teaching**  **Strategies** | Singing, playing, and movement | We’re still singing, playing, and doing movement | Past standard is teacher driven; New standard is more conceptional | Students are required to analyze and apply at a higher level. |  |  | More orff and Kodaly driven while still requiring students to analyze and apply at a higher level. |
|
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Assessment** |  |  |  |  |  |  |  |
|

**Music – 4-5 Comparison**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts** speech, and **Companion** |
| **Content** | **1994**  Standard #1 -  Sing various kinds of music accurately, expressively, and in a healthy manner. Achieve comfort with personal singing voice, alone or in groups  #2 - Perform various kinds of music accurately and expressively on (an) instrument  #3 - Create music and improvise music  #4 - Read and write music using accepted notation  #5 - Listen to, evaluate, and describe various kinds of music, using appropriate musical terminology  #6 - Understand and apply music elements  #7 - Apply an understanding of music history to music styles and correlate music to the other arts and to other disciplines |  | New standards are more process based, the 1994 standards are focused on the content. | 2014  **Creating:** #1 - Generate and conceptualize artistic ideas and work  #2 - Organize and develop artistic ideas and work  #3 - Refine and complete artistic work  **Presenting:** #4 - Select, analyze, and interpret artistic work for presentation  #5 - Develop and refine artistic techniques and work for presentation  #6 - Convey meaning through the presentation of artistic work  **Responding:** #7 - Perceive and analyze artistic work  #8 - Interpret intent and meaning in artistic work  #9 - Apply criteria to evaluate artistic work |  | New standards are more process oriented and the ICC focuses more on the content. | Iowa Core  **Standard 1**  Uses song, movement to effectively communicate, collaborate with a group, and produce a musical product.  **Standard 2**  Uses Instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.  **Standard 3**  Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.  **Standard 4**  Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.  **Standard 5**  Listens, responds, describes, analyzes and evaluates music critically.  **Standard 6**  Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.  **Standard 7**  Connects music with other disciplines while preserving the integrity of authentic musical learning experiences. |
|
|

**Music – 6-8 Comparison**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Looking At The Similarities and Differences With Three Music Documents -- Fall 2015 (6-8)** | | | | | | | |
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Content** | General  Choral  Instrumental  Jazz  All standards are grouped together: 6-8 | 1994 standards share commonalities w/ new ANCHOR STANDARDS;  Different language contained w/in documents, but still asking students to do music | Very generic, vague | Creating  Performing  Responding  Connecting  All standards have the above overarching concepts, and then get divided by CONTENT and GRADE LEVEL | Universal Constructs are similar to 4 artistic processes | Written with a different purpose in mind:  FAC - written for general audiences to explain how fine arts teachers align instructions to the universal constructs (i.e. other subjects that are not music)  New Standards - written specifically for music educators to deliver high-quality MUSIC education | Provides example for development of lessons |
|
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Teaching**  **Strategies** | No teaching strategies listed in the document |  |  | No teaching strategies listed in the document.  There are limited lesson plans available on NAfME website.  Essential Questions help guide lesson plan creation |  | Standards are listed. Need to familiarize self with web based resources. | Blooms Taxonomy based though no specific teaching strategies are listed |
|
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Assessment** | No assessment tool as a part of the standards. Standards are very broad |  | New Standards are clearly defined by subject | Assessments are content specific. Concepts are better defined and easier to design assessments | Provide examples of skills for assessment. | Skills are defined by subject (General, Ensemble, ETC.) | Provides a narrative or examples of assessable skills. |
|

**Music – 9-12 Comparison**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Looking At The Similarities and Differences With Three Music Documents -- Fall 2015 (9-12)** | | | | | | | |
|  | **Past Standards** | **Similarities** | **Differences** | **New National Standards** | **Similarities** | **Differences** | **Fine Arts Companion** |
| **Content** | 1. Sing various kinds of music accurately, expressively, and in a healthy manner. Achieve comfort with personal singing voice, alone, or in groups.  2. Perform various kinds of music accurately and expressively on an instrument.  3. Create music and improvise music.  4. Read and write music using accepted notation.  5. Listen to, evaluate, and describe various kinds of music, using appropriate musical terminology.  6. Understand and apply musical elements.  7. Apply an understanding of music history to musical styles and correlate music to the other arts and to other disciplines. | Standard 1 & 2 = Presenting/  Performing  Standard 3 = Creating  Standard 4 = not really addressed … Pr4 in General Music.  Standard 5 = Responding  Standard 6 = Responding, as well as Pr5  Standard 7 = Connecting | 1994 is the product and 2014 is the process  Music literacy is not really addressed. Kind of the most important one!  New is much more generic.  Allows for more individual interpretation | 1. Generate and conceptualize artistic ideas and work.  2. Organize and develop artistic ideas and work.  3. Refine and complete artistic work.  4. Select, analyze, and interpret artistic work for presentation.  5. Develop and refine artistic techniques and work for presentation.  6. Convey meaning through the presentation of artistic work.  7. Perceive and analyze artistic work.  8. Interpret intent and meaning in artistic work.  9. Apply criteria to evaluate artistic work.  10. Synthesize and relate knowledge and personal experiences to make art.  11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | Cr1 = Creativity & Critical Thinking  Cr2 = Creativity & Productivity  Cr3 = Collaboration & Creativity  Pr4 = Critical Thinking & Complex Communication  Pr5 = Collaboration, Complex Communication & Productivity  Pr 6 = Communication Productivity, Creativity, Collaboration, Flexibility  Re 7 = Critical Thinking, Communication  Re 8 = Flexibility, Creativity, Communication  Re 9 = Critical Thinking, accountability | 2014 is very abstract, FAC is very concrete. | - Critical Thinking  - Complex Communication  - Creativity  - Collaboration  - Flexibility/  Adaptability  - Productivity/  Accountability |
|
|