

NAfME Standards for Grades 3-5 = by the end of 5th grade...

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Council for General Music Members, 2017

DIVERSITY, INCLUSION, CULTURAL COMPETENCE,
DIFFERENTIATING INSTRUCTION, EQUITY

Notes on additional suggestions with the teacher-filters of:

- Special Learners, Physical and Mental Impairments (ie: 504 plans, IEP plans, Language learners, etc.)
- Varying at-home family dynamics of Students (ie: lack of basic needs, survivors of abuse or neglect)
- Poverty, Refugees (ie: political, religious)
- Perceptions of classmates with each other (ie: LGBTQIA, social dynamics, cliques, etc.)
- Cultural Equity, Celebrations, Belief structures
- Self-awareness, self-management, social awareness, relationship skills, and responsible decision making

IMAGINE:

MU.Cr.1.1.5a: “Story as thematic material”

- Students use stories about handi-capable people, culturally diverse people, situationally challenged people, world-religious celebrations
- Students watch videos about musical people from around the world, who are different than us
- Students engage in classroom discussions to share positives about skills of composing/improvising project
- Students participate in pre-planned groupings of varying students based on criteria of equity

MU.Cr.1.1.5b: Pre-written performance, use orff/boomwhackers, and dances in asymmetric meters

- Students experience a variety of recorded folk music from around the world,
- Students may meet experts to assist in powerful teaching of dance/movement (as applicable), ie: videos, community member, parent, teacher in the building, etc..
- Students are given specific jobs for a performance, based on their abilities for success, ie: respecting religious disagreements with “dance”, learning accompaniment parts on instruments, or demonstrating alternative physical movements.
- Student performs on adapted instruments or makes use of instrument holders/mounts as needed

MU.Cr2.1.5a: Create/Compose rhythm compliments in groups, notate composition, self-reflect, and obtain feedback on project

- Students experience forming groups with a lens for equity and inclusion
- Students demonstrate whole-class rhythms to build ideas upon, practice as a class
- Students play-along with world-music recordings, foreign languages, etc.
- Students may experience the use of alternative forms of reflection, feedback. Ie: if writing is a physical challenge for a student, use of audio or video could be incorporated to meet requirement of reflection or feedback.
- Students work to focus on musical skills obtainment, not if they” liked it or not”.

MU.Cr2.1.5b: Create compositions, use standard notation to document, and record the piece.

- Students may be given accommodations for writing/notational skill abilities, as needed.

MU.Cr3.1.5a: Refine compositions and perform for peers, based on feedback.

- Same accommodations as above
- Students are given opportunities to assist in making skill-based rubrics, and demonstrate appropriate ways to give feedback to each other.
- Students demonstrate use of musical language and vocabulary when speaking or writing feedback. Students experience several opportunities for this within their whole-class.
- Students demonstrate peer-appropriate and inclusionary verbal feedback, behaviors, and discussion techniques.

MU.Cr.3.2.5b: Perform work on a musical instrument for a public audience.

- Students perform for a variety of audience types: ie: differing classrooms, adults in the school/district, varying age levels, parent events, community events, district events, etc.
- Students demonstrate appropriate audience expectations and can cite specific musical skills they've learned within a performance.

PERFORMING:

MU.Pr4.1.5a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

ie: critical listening skills

- Students use pre-selected online and other resources to learn about details around specific works performed.

ANALYZE:

MU.Pr4.2.5a: Performing while using a checklist of musical elements, and context of music selected, Perform pieces with accurate musical phrasing.

- Students are given multiple opportunities to perform, demonstrating rich musical language, vocabulary, and a variety of musical elements and interpretations.

MU.Pr4.2.5b: Performing through both sight-reading, and practiced work.

MU.Pr4.2.5c: Perform and play along to world music and cultural and historical music, compose music "in the style of", discuss meanings of listening examples.

- Students experience music that is considered multi-cultural, sacred, secular, or folk.
- Students demonstrate use of inclusive and non-discriminatory language used in review, i.e. language that acknowledges and celebrates the musical context/culture of the performance.

INTERPRET

MU.Pr4.3.5a: Perform on instruments with expression, dynamics, articulations, experiment with instrumentation, and add expressive elements to a piece to learn about intent as a composer.

MU.Pr5.1.5a: Record solo performance for purposes of self-evaluation, reflection, improvements, goal setting.

- Students are provided with several means of recording, with additional adult help for any who may need it.
- Student makes use of respectful language and demeanor when listening to others' perceptions of contextually situated music.

MU.Pr5.1.5b: Perform showing technical accuracy, identify ways to solve problems, make a plan for improvements.

PRESENT:

MU.Pr6.1.5a: Perform expressively on an instrument, alone and with others.

MU.Pr6.1.5b: Perform on an instrument with appropriate style.

*RESPONDING:

MU.Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, contexts.

- Student has freedom to explore music and own interests, experiences, purposes, contexts and is provided with varied opportunities to demonstrate understandings of self and others through music.
- Student makes use of respectful language and demeanor when listening to others' perceptions of contextually situated music.

*ANALYZE:

MU.Re7.2.5a: Discuss and/or write about the impact of the music and its meaning or purpose in its authentic context.

- Student reflects upon the impact of music through written means with appropriate accommodations for writing ability i.e. collaboration with a scribe.
- Student reflects upon the impact of music through discussion with appropriate accommodations for verbal abilities, i.e. providing an alternate way of showing understanding through writing or adaptive devices.
- Student incorporates inclusive language in discussion, demonstrating an understanding that music means different things to different people.
- Student experiences authentic examples of musical meaning-making in varied familiar and unfamiliar contexts as a model for reflection and discussion.

*INTERPRET:

MU.Re8.1.5a: Perform, on instrument, expressive qualities with expressive intent

- Student performs on instruments that will provide a successful music-making experience.
- Student has the opportunity to play various instruments through a rotation so as not to feel singled out.
- Student performs on adapted instruments or makes use of instrument holders/mounts as needed.
- Student performs with expressive qualities and reflects upon expressive intent through discussion, writing, and other reflective outlets.

*EVALUATE:

MU.Re9.1.5a: Write reviews of performances

- Student creates a written document providing an evaluation of a performance, individually adapting the writing process as needed, i.e. writing with the assistance of a scribe or presenting an oral presentation of review
- Student implements appropriate music terminology throughout the review with appropriate assistance which may take the form of manipulatives and visual aids..
- Student makes use of inclusive and non-discriminatory language in review, i.e. language that acknowledges and celebrates the musical context/culture of the performance.