

# Common Core to Common Score: Implementing the CCSS in Orchestra Classes

Dr. Steve Oare, Wichita State University  
Steve.oare@wichita.edu

- **Common Core Basics**
  - Initiated in 2009 by the National Governors Association & Council of Chief State School Officers
  - Purpose: To articulate a standard set of reading & math expectations to ensure “career & college readiness”
  - Completed in 2010 with assessments following
  - Adopted by 43 states, DoD schools, & 4 territories
  - All Teachers are responsible for reading standards
- **Definition of Literacy is Changing**
  - CCSS sees literacy as a combination of Reading, Writing, *Speaking*, & *Listening*
  - Critical thinking is key
  - Text means more than simple written language
- **Disciplinary Literacy**
  - Disciplinary Literacy teaches discipline-specific strategies to facilitate learning.
  - Disciplinary Literacy is the ability to USE discipline specific reading and writing strategies for the acquisition of new content in a given discipline. This requires the literate person to have general literacy skills, content specific literacy skills, and prior knowledge of content.
  - Content Area Literacy teaches general strategies to facilitate reading in specific disciplines
  - We need to help students use text the way that content-specific practitioners use it.
- **CCSS ELA Anchor Standards for Technical Subjects**
  - 3 Standards for Key Ideas & Details
    - cite evidence; determine central ideas; follow procedures
  - 3 Standards for Craft & Structure
    - Determine symbol meaning; analyze structure & purpose
  - 3 Standards for Integration of Knowledge
    - Integrate information; Distinguish facts & speculation; Compare & contrast
  - 1 Standard for Range of Reading & Level of Text Complexity.
    - Read independently
- **CCSS Speaking & Listening Anchor Standards**
  - 3 Standards for Comprehension and Collaboration
    - Engage in collaborative discussions; Interpret information presented in diverse media; Delineate a speaker’s argument and claims
  - 3 Standards for Presentation of Knowledge & Ideas
    - Logically present claims & findings; Include multimedia components; Adapt speech to a variety of contexts
- **Arts References in Common Core Standards for Reading**
  - *“If the definition of **text** may be expanded to include non-print texts, such as works of dance, media arts, music, or theater. . . then all of the standards in this category (reading) – at every grade level – can connect directly to arts-based content or investigation.”*
    - College Board (2012). The Arts and the Common Core: A Comparison of the National Core Arts Standards and the Common Core State Standards. From [nccas.wikispaces.com](http://nccas.wikispaces.com)
- **Key point to remember:**
  - Good music teachers already address these standards when they teach comprehensively!
    - (We just have to be better at communicating it)

### COMMON CORE-BASED UNIT PLAN FOR:

#### **J.S. Bach Brandenburg Concerto #5 (First Movement – Abridged) arr. Isaac**

Check out “*Shaping Sound Musicians*” by Patricia O’Toole (2013) or “*Blueprint for Band*” by Robert Garofalo (1976) to learn about creating unit plans for performance pieces.

- **WHAT TO TEACH IN UNITS**
  - CONCEPTS
    - Theory concepts (keys, chords, meter, rhythm patterns...)
    - Music Reading
    - Phrase shape / interpretation
    - Formal Structure
  - SKILLS
    - Tone, technique, expression
    - Ensemble – balance, blend, intonation, vertical alignment
  - KNOWLEDGE
    - Music history
    - Terms
    - Style tendencies
- **Analyze the score as conductor & as teacher**
  - Teacher/Conductor analysis sheet (*graphic included in powerpoint*)
  - Look for “Problemtunities” – What problems in the score offer great & appropriate teaching opportunities in your ensemble?

### **TEACHING STRATEGIES & THEIR ASSOCIATED COMMON CORE STANDARDS:**

- **Preparing Students for Brandenburg #5: Are they set up for success before you introduce the piece?**
  - Listen to Baroque music – compare & contrast it with another non-Baroque piece in the folder (Venn Diagram)
    - ✓ *CCSS– ELA#9--- Compare and contrast the information gained from multimedia sources with that gained from reading a text.*
  - Place the Baroque period on a time line with other historical events
    - ✓ *CCSS – ELA#7 --- Integrate information expressed in words in a text with a version of that information expressed visually.*
  - Warm-up Sheets: D & A major scale & arpeggios; Cut time rhythm patterns; excerpts (*sample warm-up sheet included in powerpoint*)
    - ✓ *CCSS – ELA#4 --- Determine the meaning of symbols as they are used in a specific context relevant to grades 6-8 texts and topics.*
    - ✓ *CCSS – ELA#10 --- read and comprehend texts in the grades 6-8 text complexity band independently and proficiently.*
- **Introducing Brandenburg #5:**
  - Overview – What do the title & composer tell you? – Access prior knowledge
    - ✓ *CCSS – ELA#1 Cite specific textual evidence to support analysis*
  - STARR – (key)Signature, Time signature, Accidentals, Rhythms, Road Map
    - ✓ *CCSS – ELA#1 Cite specific textual evidence to support analysis*
    - ✓ *CCSS – ELA#3 Follow precisely a multistep procedure when carrying out tasks*
  - Where are the spots that will need work?
    - ✓ *CCSS – ELA#1 Cite specific textual evidence to support analysis*
- **Addressing knowledge, skills, and feelings. . . .**
  - Rehearsing Brandenburg #5:
    - Recognize repeated sections (identify form); identify part function; find repeated & sequenced patterns
    - “Stand up when you’re playing the bass line.” Or, “Let me hear the accompaniment parts at measure X”
    - ✓ *CCSS – ELA#5 Analyze structure; #9 compare & contrast; S&L#1C respond to questions;*
      - Create a practice sheet – list goals for the week, spots for self-assessment, and reflection space
    - ✓ *CCSS – ELA #3 Follow precisely a multistep procedure.*
  - Word / Symbol Walls
    - Students organize terms into categories
    - Glossaries in notebooks – categorized!

- ✓ *CCSS – ELA#4 --- Determine the meaning of symbols as they are used in a specific context relevant to grades 6-8 texts and topics.*
- How are the original & transcription different?
  - Compare recordings of the original & transcription using a Venn Diagram
  - How can we make our piece and the performance more authentic?
- ✓ *CCSS – ELA#5 Analyze structure; #9 compare & contrast; S&L#1C respond to questions;*
- ✓ *CCSS – ELA#5 Analyze the structure*
- Where is the climax? “What happens in the score to lead you to this decision?” Draw an energy graph *(graphic included in powerpoint)*
- ✓ *CCSS – ELA#7 Integrate technical information expressed visually; S&L#5 include multi-media*
- **Performing Brandenburg #5:**
  - Record & evaluate using a rubric – compare their assessment with yours
    - Have students describe quality & create the rubric
  - ✓ *CCSS – ELA#1 Cite specific evidence to support analysis*
  - Discuss/reflect: is this a good piece of music? Why?
    - ✓ *CCSS – ELA#1, #2, #5, #6, & #10 ; #8 distinguish among facts, judgment, and speculation*
  - Discuss/reflect: in what context should we perform it? In what performance venue/event is this piece appropriate? Why?
    - ✓ *CCSS –S&L#6 – adapt presentation to variety of contexts*
  - Discuss/reflect: How can we make this more authentic to the original performance?
    - ✓ *CCSS - #5 analyze structure; #9 compare & contrast; S&L #1 collaborate*
  - Writing/Discussing Opportunities
    - Concert Piece Journals *(journal included in the powerpoint)*
    - Learning plans – what do we need to work on? Why? How?
    - Individual White boards – short answer; aural dictation; composition
    - Practice journals – it’s not just about the time spent!
    - Self-assessments using rubrics
    - Program notes & Movie scene descriptions
    - Exit Slips
      - What section should we work on tomorrow? (W-1; W-9; W-10)
      - How will you practice to improve pitch from 27- 37? (
      - Why do you think Bach changed key?
      - Write a 4 bar rhythm pattern in cut time using halve, quarter, & eighth notes
- **DO I HAVE TIME FOR ALL OF THIS?**
  - You will spend time teaching concepts & skills, BUT. . . .
  - You will save time transferring known concepts & skills to new pieces.
  - You will make music more meaningful to your students if they understand how music is made.
  - You will teach MUSIC rather than simply teach the SONG
  - You will win over your colleagues, administration, & parents when you integrate learning in an authentic way!

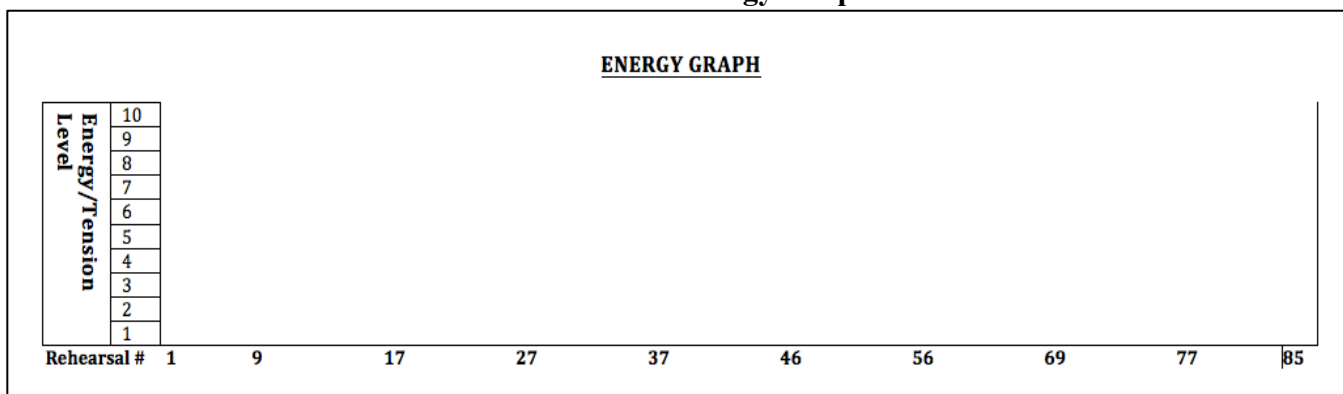


## APPENDIX B: Warm-up Sheet

Violins      Brandenburg Concerto #5  
Warm-up Sheet

Brandenburg Warm up p.2

## APPENDIX C: Energy Graph



## APPENDIX D: Concert Piece Journal

BRANDENBURG CONCERTO #5 STUDY GUIDE	
Name _____	
<b>Vocabulary:</b>	
Term	Definition or Description (& symbol if there is one)
1. Hooked bow	
2. Allegro moderato	
3. <u>Ritardando</u>	
4. Crescendo	
5. Accent	
6. Tonic	
7. Dominant	
8. Modulation	
9. Cadence	
10. Recapitulation	
11. Sequence	
12. Concerto <u>Grosso</u>	
13. Basso Continuo	
<b>Baroque Period Information</b>	
Dates:	
New types of music	
The main instruments	
Key composers were	
Non-musical historical events	

Brandenburg Concerto #5 Form										
<small>Cadences: Below are the rehearsal numbers. Circle any rehearsal number that marks the spot of a cadence AND write in other measure numbers where cadences occur.</small>										
1	9	17	27	37	46	56	69	77	End	
A										
<small>Form: In the space above, write a capital A, B, C, or D at the beginning of each section of the piece as appropriate. The first one is done for you.</small>										
<b>Skills to be tested:</b>										
<ul style="list-style-type: none"> <li>• Play the D major scale in two octaves in quarter notes at mm=100.</li> <li>• Play the A major scale in two octaves in quarter notes at mm=100.</li> <li>• Play the D major arpeggio line in the warm-ups at mm=100.</li> <li>• Play the cello line (#6 in the warm-ups) at performance tempo.</li> </ul>										
<b>Listening:</b>										
Listen to a more authentic recording of Brandenburg Concerto #5.										
Keep a tally of each new section you hear in the piece. _____										
Listen again. How many times did you hear the A theme? _____										
Listen one more time. Which sections used the concertino (soloists)? _____										
Which ones used the <u>ripieno</u> (everyone else)? _____										
Listen to a recording of the Isaac arrangement. How many sequences do you hear? _____										
<b>Preparation Timeline:</b> Mark the dates in which you achieve each level. We will also set goals for you to write in and try to meet.										
Section	Level 1: notes or rhythms	Level 2: notes & rhythms	Level 3: Tone, balance & dynamics	Level 4: phrasing & implied dynamics						
1-9										
9-17										
17-27										
27-37										
37-46										
46-56										
56-69										
69-77										
77-end										

### Appendix E: College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details:

- **(R-1)** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(R-2)** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(R-3)** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure:

- **(R-4)** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **(R-5)** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(R-6)** Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas:

- **(R-7)** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(R-8)** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **(R-9)** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity:

- **(R-10)** Read and comprehend complex literary and informational texts independently and proficiently.

### College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes1:

- **(W-1)** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- (W-2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (W-3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing:**

- (W-4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- (W-5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- (W-6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge:**

- (W-7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- (W-8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- (W-9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing:**

- (W-10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**College and Career Readiness Anchor Standards for  
Speaking and Listening**

**Comprehension and Collaboration:**

- (SL-1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- (SL-2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- (SL-3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

- (SL-4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- (SL-5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- (SL-6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.