



*The 62nd Annual Midwest Clinic:
An International Band and Orchestra Conference*

Crafting a Musical Curriculum through Content and Creativity

Thursday, December 18, 2008

4:00 pm

Elizabeth Sokolowski

elizabethsokolowski@mac.com

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About the Clinician:

Elizabeth Sokolowski is a Learning Coordinator in the North Penn School District for K-12 Music, Art and Physical Education, Secondary Health, Family & Consumer Sciences and Technology Education.

Clinic materials are also available electronically at
<http://web.me.com/elizabethsokolowski/Site/Welcome.html>
elizabethsokolowski@mac.com

SESSION OUTLINE

Crafting Curriculum through Content:

- **The WHY, the HOW, the WHAT: Crafting Curriculum is a process, not an event!**
 - **WHAT: Components of a Comprehensive Review**
 - Curriculum, Budget, Recruitment & Retainment, Professional Development, Facilities, Technology, Resources
 - Data utilization
 - **HOW: Focus on Curriculum**
 - **Goal-Oriented Curriculum Writing**
 - Crafting a Music Department Philosophical Statement
 - Designing Enduring Understanding and developing a Common Musical Language
 - Aligning Scope and Sequence: Introducing, Developing, Securing Learning
 - Writing Course Level/Grade Level Curricular Documents
 - **WHY:**
 - For District Administration: the communication of the intents of our program
 - In support of Departmental Collegiality: creating a focused program

Cultivating Creativity through Curriculum:

- **The Treasure, The Potential, The Gift: Engaging and Nurturing the Creative Musician**
 - **Cultivating Ownership:** Being an Architect of Human Potential
 - **Inspiring Individuals:** Fostering Musicianship through that which can not be “written”... nurturing the creative student
 - **Making Meaning:** Shaping an authentic and engaging Musical ensemble classroom in supporting curriculum AND cultivating Musicianship... The Creative Director
- **Parting Thoughts:** Sculpting Our Classrooms... Our devotion to Music and Education.

Music Department Curricular Vision

Crafting a Music Department Philosophical Statement

Designing **Essential Understandings** and developing a
Common Musical Language

Aligning **Scope and Sequence**:
Introducing, Developing, Securing Learning

General
Music

Concert
Band

Vocal
Music

Orchestra

Music
Theory

Music
Technology

Crafting a Music Department Philosophical Statement

What is a philosophy for Music Education?

“A philosophy is a statement of beliefs describing the reasons for and the nature of music education”

PA Crosswalks Framework for Music Education, p.8
www.keyarts.ws

What is the PURPOSE of developing a Music Department philosophical statement?

The purpose is to develop a collective vision of what the department believes is important and vital for the sustenance and growth of the Music Program... for the benefit of STUDENTS.

PROCESS for Developing a Music Department Philosophical Statement

Step 1: Have members of the music department or steering committee (dependent upon department size) individually reflect upon the four questions asked in the Frayer Model and write down their responses to each.

- 1) Define Music in your own words.
- 2) Why is Music a valuable and essential component of a student’s education and life?
- 3) Who should teach a comprehensive Music Education program?
- 4) What is the purpose of Music Education?

Step 2: On 4 large pieces of post-it paper hung around the room, with each statement/question of the Frayer Model represented, have teacher place their responses to each quadrant of the model on each sheet.

Step 3: Divide the large group of teachers into four groups evenly among the four response sheets. Each group will read through the responses, dialogue about the content, and draft a summative statement reflective of what is present on their post-it paper.

Step 4: The whole group reconvenes and a member from each group is selected to report out. Another individual is designated to be the “whole group” recorder. As each group reports out on their findings and reads their summative statement to the whole group, the recorder places the four summative statements on one post-it paper.

Step 5: The whole group dialogues to organize the summative statements into a cohesive philosophical statement.

<p>Define MUSIC in your own words.</p>	<p>Why is MUSIC a valuable and integral component of a student's education and life?</p>
<p>Who should teach a comprehensive MUSIC EDUCATION Program?</p>	<p>What is the PURPOSE of MUSIC EDUCATION?</p>

**Crafting a
Music Department
Philosophical Statement**

Designing Enduring Understandings and Developing a Common Language

Once the philosophy is crafted, and with the ideals of this statement as a foundation, the Music Department/ steering committee designs the **Enduring Understanding** essential to the Music Education Program.

Enduring Understandings are overarching *MUSICAL* Learnings essential for ALL students.

After **Enduring Understandings** are designed, **Essential Content** can be identified within each domain of understanding.

~ See the **Designing Enduring Understanding and Developing a Common Language** visual model to work through defining **Enduring Understanding Domains**.

~ note: 4 Domains fit nicely on the chart, but the design should be to utilize the number of domains appropriate for the Music Education Program!

The **Essential Content/Skills/Concepts** provides the framework for developing and defining the Music Education Program **Common Language**.

~ When framing **Essential Content/Skills/Concepts**, utilize the following question:

At the completion of this Music Education Program, what should students know and be able to do?

Developing a **Common Language** is to define **WHAT** the **Essential Content** is and **HOW** the **Essential Content/Skills/Concepts** will be approached and delivered through ALL genre of the Music Education Program.

Aligning Scope and Sequence

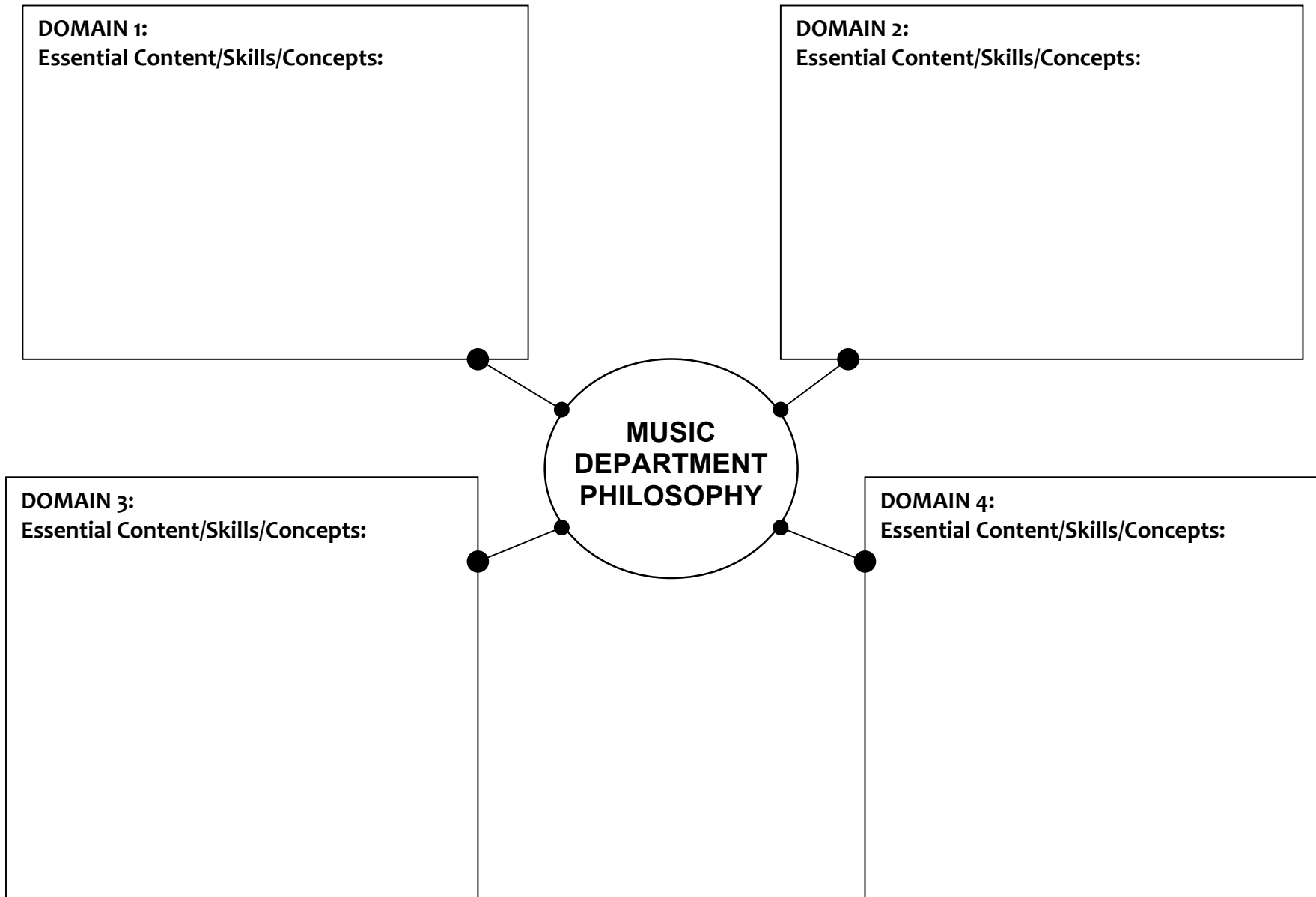
After designing **Enduring Understanding** and developing **Common Language**, the **Scope and Sequence** for delivery of the Learning needs to be addressed.

Questions to consider:

- (1) What should students know and be able to do in each domain of **Enduring Understanding** at the conclusion of this Music Education Program?
- (2) With these goals in mind, discern grade level “chunks” to identify benchmarks in the learning and understanding of these goals.
 - a. Consideration of building and grade configurations, when general music courses begin, when instrumental music programs begin, and when courses move from “required” to “elective” status will help to determine benchmarks, and therefore program scope and sequence.
 - b. Utilize the Scope and Sequence visual model for discerning grade level configurations in three modes of learning: (1) introducing (2) developing and (3) securing learning.

Designing **Enduring Understandings** and developing a **Common Language**: 4 Domains

Each **Domain** is identified as an **Enduring Understanding**



In identifying **Enduring Understandings**, reflect upon this question:
What should students know and be able to do at the conclusion of this Music Education Program?

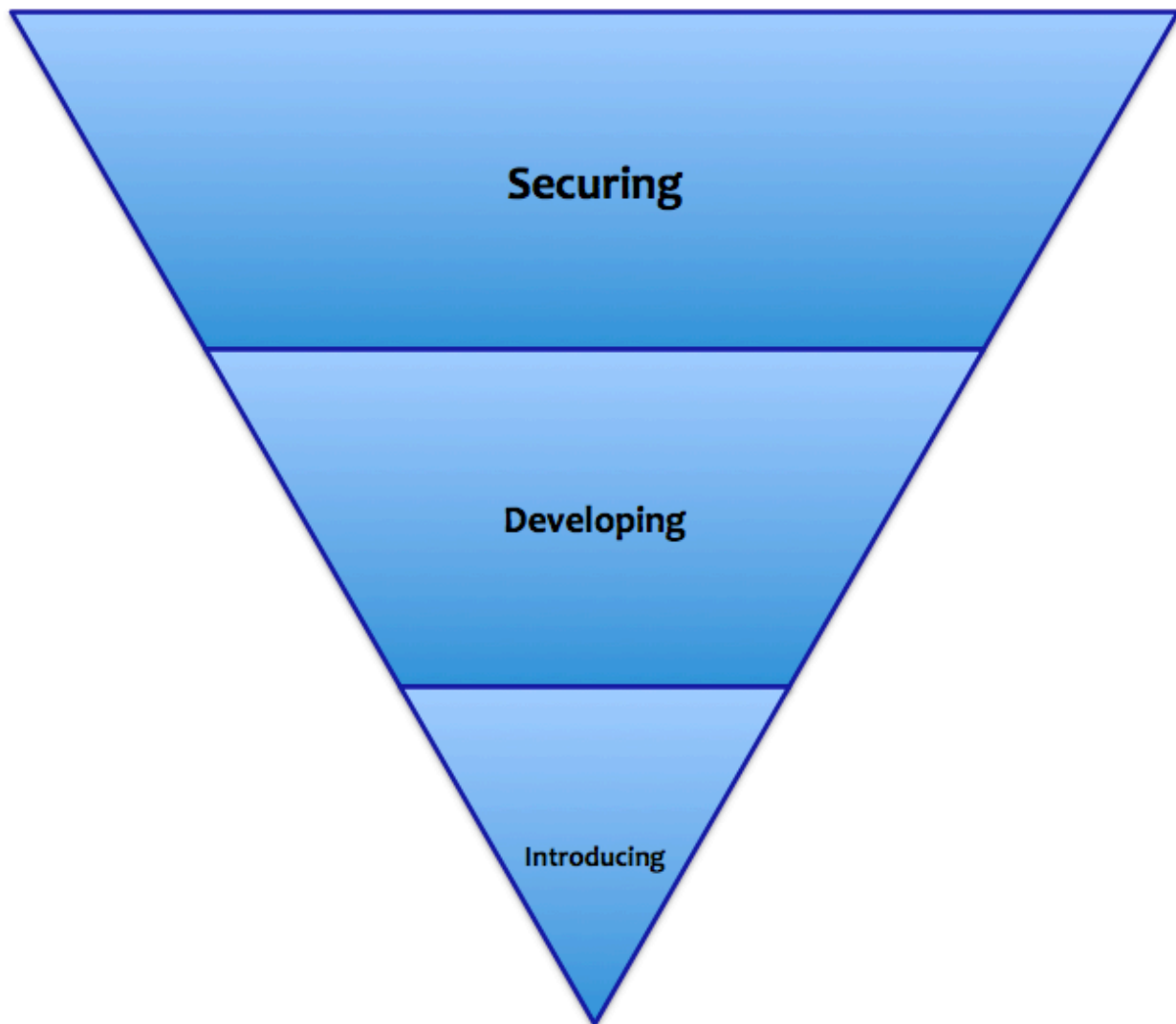
Scope and Sequence

For each of the **Enduring Understandings**, **Scope and Sequence** is developed based upon **Essential Content/Skills/Concepts**, and mindful of **Common Language**, through three stages of development: **Introducing**, **Developing** and **Securing** learning.

Enduring Understanding: _____

Essential Content/Skill/Concept: _____

Music Program Goal for this Essential Skill: _____



Determine benchmarks for **Enduring Understanding**... thus Learning increases and deepens.
For example: **Introducing Essential Content/Skills/Concepts** in grades Kindergarten through 3, **Developing Essential Content/Concepts/Skills** in grades 4 through 8 and **Securing Essential Content/Skills/Concepts** in grades 9 through 12.

Course Level Development of Enduring Content via Essential Content/Skills/Concepts

(COURSE LEVEL and/or GRADE LEVEL Curricular Documents spiral with the **Scope and Sequence** identified)

(Alignment of State and National Standards occurs at the **Course Level**)

MUSIC DEPARTMENT COURSE LEVEL CURRICULAR DOCUMENT			
Genre: _____ COURSE: _____ GRADE(S)/COURSE # _____			
ENDURING UNDERSTANDING: _____			
SCOPE AND SEQUENCE STAGE: _____			
<u>Essential</u> Content/Skills/Concepts	State and/or National Standard	Materials and Resources to Support Content/Skills/Concepts	Assessments to support Learning

Resources, Tools, People, Books & Links

Richard Florida

The Rise of the Creative Class

Howard Gardner

Frames of Mind: The Theory of Multiple Intelligences
Multiple Intelligences: New Horizons in Theory and Practice
Five Minds for the Future
www.howardgardner.com

Keystone Arts Education Network: Pennsylvania

Pennsylvania Crosswalks Framework for Music Education
www.keyarts.ws

Edward S. Lisk

The Creative Director: Conductor, Teacher, Leader
The Creative Director: Alternative Rehearsal Techniques
Intangibles of Musical Performance: The Creative Director
<http://web.me.com/elisk/Site/Welcome.html>

Stephen Melillo

The Let's Find Out Teaching Suite: Hypertools for the Music Educator
www.stormworld.com

New Jersey Standards Clarification Project

Visual and Performing Arts in the Understanding by Design format
www.state.nj.us/education/aps/njscpl/

Tom Peters

The Circle of Innovation

Sir Ken Robinson

The Arts in Schools
Out of Our Minds: Learning to be Creative

Technology, Entertainment, Design (TED Conference Podcasts)

www.ted.com

Grant Wiggins & Associates: Authentic Education

Understanding by Design
www.grantwiggins.org

Benjamin Zander

The Art of Possibility
www.benjaminzander.com