

Connecting the National Coalition for Core Arts Standards to the
Effective Practice: Techniques To Improve Your Musicianship Unit



Berklee
PULSE

CASIO®

INTRODUCTION

The primary goal of this digital PDF document is to align benchmarks and outcomes provided by the 2014 Ensemble Strand of the National Coalition for Core Arts Standards for teaching and learning in music. Connections were made through the instructional activity ideas and respective assessments provided in each lesson of the Effective Practice: Techniques To Improve Your Musicianship Unit on the Berklee PULSE site.

QUICK LINK: pulse.berklee.edu/casio

EXTERNAL/INTERNAL NAVIGATION

This document should be opened with Adobe Reader, Adobe Acrobat or Preview (Mac) and a browser should be open.

Please note that many links are provided throughout this document that direct the user to specific PULSE web pages.

Links (permalinks) are provided to help users familiarize themselves with PULSE resources that can complement their instructional methodology – and shorten the learning curve associate with using a website with massive content and navigational challenges.

PROJECT PROCESS

Instructional designer and elementary school music educator, Sue Lindsey, graciously provided lesson plans, assessments, and other materials.

Although the standards highlighted in this document are connected to the 2014 Ensemble Strand of the National Coalition for Core Arts Standards, other units, electives and activities inside the Berklee PULSE site are referenced fort extended learning purposes.

ACKNOWLEDGEMENTS

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LESSON 1: PLANNING FOR AN EFFECTIVE PRACTICE ROUTINE

LESSON DESCRIPTION

Students will discover that the best way to progress musically is through goal oriented practice sessions. In this video lesson students will explore the benefits of practicing vs. just playing for fun, and how to organize their practice time using a journal.

OUTCOMES

- Describe the benefits of practice and how it differs from jamming and/or running through repertoire
- Identify the elements of a successful practice session
- Plan an effective a practice routine

CONNECTED STANDARDS

Responding

Common Anchor #7 – Analyze – Analyze how the structure and context of varied musical works inform the response.

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Common Anchor #9 – Evaluate – Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music

Connecting

Common Anchor #10 – Connect #10 – Synthesize and relate knowledge and personal experiences to make music.

MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Common Anchor #11 – Connect #11 – Relate musical ideas and works with varied context to deepen understanding.

MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

LESSON 2: PRACTICING TECHNIQUE

LESSON DESCRIPTION

In this lesson, students will discover the secret to having an effective practice session by mapping out a clear direction for their entire practice session. Leo Blanco will also guide them through best practices for warming-up while practicing your technique in creative and constructive ways.

OUTCOMES

- Identify the three parts of a practice session
- Describe why it is important to warm up and practice technique
- Identify what techniques to practice based on your goals and repertoire
- Establish a practice routine by practicing daily and tracking your practice in your **PULSE Practice Journal**

CONNECTED STANDARDS

Creating

Common Anchor #2 – Plan and Make – Select and develop musical ideas for defined purposes and contexts.

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Common Anchor #3 – Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

MU:Cr3.2.E.5a Share personally developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing

Common Anchor #4 – Select – Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Common Anchor #4 – Interpret – Develop personal interpretations that consider creators' intent.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Common Anchor #5 – Rehearse, Evaluate and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU:Pr5.3.E.11a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

Common Anchor #6 – Present – Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Responding

Common Anchor #7 – Analyze – Analyze how the structure and context of varied musical works inform the response.

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Common Anchor #9 – Evaluate – Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music

LESSON 3: PRACTICING REPERTOIRE

LESSON DESCRIPTION

This lesson will focus on developing a repertoire library. A student's repertoire is a list of songs that they know pretty well and that they feel comfortable playing at any time, whether it's an onstage performance or recorded session. Students will also have an opportunity to jam using play-along tools, such as the PULSE Jam Room and Casio Downloads to develop their performance skills.

OUTCOMES

- Explain the importance of selecting appropriate repertoire and incorporating it into a practice section
- Select appropriate pieces to work on during the repertoire section of a practice session
- Demonstrate practice readiness by choosing a play-along to be used in practice session
- Complete a plan for how you will use these play-alongs in your daily practice in the coming week

CONNECTED STANDARDS

Creating

Common Anchor #2 – Plan and Make – Select and develop musical ideas for defined purposes and contexts.

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.

Common Anchor #3 – Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria.

Common Anchor #3 – Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

MU:Cr3.2.E.5a Share personally developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing

Common Anchor #4 – Select – Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Common Anchor #4 – Interpret – Develop personal interpretations that consider creators' intent.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Common Anchor #5 – Rehearse, Evaluate and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU:Pr5.3.E.11a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

Common Anchor #6 – Present – Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Responding

Common Anchor #7 – Analyze – Analyze how the structure and context of varied musical works inform the response.

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

MU:Re7.1.E.11a Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

Common Anchor #9 – Evaluate – Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music

MU:Re9.1.E.11a Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

LESSON 4: PRACTICING IMPROVISATION

LESSON DESCRIPTION

Improvisation is the art of composing instantaneously, based on melody, harmony and structure of a song. In Lesson 4 students will describe and understand improvisation's role in a musical tune and focus on developing strategies to improve their own improvisational techniques.

OUTCOMES

- Define improvisation and understand its role in a musical tune
- Describe the key aspects of a song to study before improvising: key, melody, chord changes, chord scales, form
- Describe how to work with play-alongs to prepare for improvising

CONNECTED STANDARDS

Creating

Anchor Standard #1 – Imagine – Generate musical ideas for various purposes and contexts

MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Anchor Standard #2 – Plan and Make – Select and develop musical ideas for defined purposes and contexts

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Anchor Standard #3 – Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback, and explain rationale for changes

Performing

Anchor Standard #4 – Select – Select varied musical works to present based on interest, knowledge, technical skill, and context

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections

Anchor Standard #4 – Analyze – Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Anchor Standard #4 – Interpret – Develop personal interpretations that consider creators' intent

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Anchor Standard #3 – Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time.

LESSON 5: SELF-ASSESSMENT AS A WAY TO IMPROVE

LESSON DESCRIPTION

In this last lesson of this series, students will learn about self-assessment, how to modify their goals, and how to find their own voice in music by describing the benefits of recording themselves, identifying their musical influences and long-term goals.

OUTCOMES

- Define the benefits of recording yourself
- Assess your playing by listening to a recording of yourself
- Identify your musical influences and long-term musical goals

CONNECTED STANDARDS

Anchor Standard #2 – Plan and Make – Select and develop musical ideas for defined purposes and contexts

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Performing

Anchor Standard #4 – Interpret – Develop personal interpretations that consider creators' intent.

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Anchor Standard #5 – Rehearse, Evaluate and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

Responding

Anchor Standard #7 – Select – Choose music appropriate for a specific purpose or context.

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.