

MuEd 301 – Spring 2017

Name: Paige Stadler

National Core Music Standards

Directions: Refer to the assignment rubric to fill in the answers below. You must use this form.

Type your answers in the field below the question or comment. For each question list the web address where you found the answer at the end of the question. Questions 1-9 are worth 3 points each. Question 10 – 39 are worth 1 point each.

1. Before the National Music Core Standards were adopted they went through three rounds of public review and input was received from 6000 educators. The point is made that these standards weren't simply created for music teachers, they were created by music teachers. In your opinion, how does this fact help or hinder the implementation of the new standards?

I think that this helps the implementations of the new standards, because who knows music education better than music educators? If an administrator who knows nothing about music is telling music teachers what they can and cannot do in their classroom, what help is that to the students? These new standards are incredibly beneficial and help music teachers track where their students should be and exactly what they should be learning at any given age. The fact that the new standards were revised and made by music educators is most certainly helpful.

2. What was the focus of the 1994 standards?

The focus of the 1994 standards was directed towards musical knowledge and skills.

3. What is the focus of National Music Core Standards (2015)?

The focus of the new standards is to gain a conceptual understanding of music.

4. What are the three artistic processes in the National Music Core Standards (2015)?

The three artistic processes are creating, performing, and responding.

5. Are the standards voluntary or mandatory and how do the standards differ from curriculum?

The standards are voluntary and consist of a great deal of flexibility in the classroom. With the standards, teachers across the US will be able to develop more creative curriculum.

6. What do the standards seek?

The new standards seek to instill music literacy.

7. What do the standards reflect?

The new standards reflect the actual process in which musicians engage.

8. What do the standards provide?

The new standards provide teachers with frameworks that closely match the unique goals of their specialized classes.

9. List the eleven common anchors.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Anchor Standard #5. Develop and refine artistic work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

10. List the web link for the Core Music Standards (Pre-K – 8)

<http://www.nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

11. List the web link for the Core Music Standards (Composition-Theory Strand)

<http://www.nafme.org/wp-content/files/2014/06/2-Core-Music-Standards-Composition-Theory-Strand.pdf>

12. List the web link for the Core Music Standards (Technology Strand)

<http://www.nafme.org/wp-content/files/2014/06/3-Core-Music-Standards-Technology-Strand1.pdf>

13. List the web link for the Core Music Standards (Guitar-Harmonizing Strand)

<http://www.nafme.org/wp-content/files/2014/06/4-Core-Music-Standards-Guitar-Harmonizing-Instruments-Strand.pdf>

14. List the web link for the Core Music Standards (Ensemble Strand)

<http://www.nafme.org/wp-content/files/2014/06/5-Core-Music-Standards-Ensemble-Strand1.pdf>

15. List the web link to the glossary for the Core Music Standards

<http://www.nafme.org/wp-content/files/2014/06/7-Core-Music-Standards-Glossary.pdf>

16. List the web link to Enduring Questions (EUs), Essential Questions (EQs), and Definitions

<http://www.nafme.org/wp-content/files/2014/06/6-Core-Music-Standards-EUs-EQs-Definitions.pdf>

17. List the web link for the Opportunity to Learn Standards (OTL) for the “General Music Checklist”

<http://www.nafme.org/wp-content/files/2016/08/OTL-Standards-Checklist-General-Music-Checklist.pdf>

18. List the web link for the Opportunity to Learn Standards (OTL) for “Specialized Areas Including Ensembles Checklist”

<http://www.nafme.org/wp-content/files/2016/08/OTL-Standards-Checklist-Specialized-Areas-Including-Ensembles-Checklist.pdf>

19. List the web link for the Opportunity to Learn Standards (OTL) for “General K-12 Checklist”

<http://www.nafme.org/wp-content/files/2016/08/OTL-Standards-Checklist-General-K-12-Checklist.pdf>

20. List the web link for the Model Cornerstone Assessment (MCA) Grade 2 - Creating

http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Grade_2_GenMus_Creating_2016.pdf

21. List the web link for Model Cornerstone Assessment (MCA) Grade 2 - Performing

<http://www.nafme.org/wp-content/files/2014/06/8-Music-MCA-General-Music-Grade-2-Performing.pdf>

22. List the web link for Model Cornerstone Assessment (MCA) Grade 2 - Responding

http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Grade_2_GenMus_Responding_2016-4.pdf

23. List the web link for Model Cornerstone Assessment (MCA) Grade 5 - Creating

http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Grade_5_GenMus_Creating_2016-1.pdf

24. List the web link for Model Cornerstone Assessment (MCA) Grade 5 - Performing

<http://www.nafme.org/wp-content/files/2014/06/9-Music-MCA-General-Music-Grade5-Performing.pdf>

25. List the web link for Model Cornerstone Assessment (MCA) Grade 5 - Responding

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Grade_5_GenMus_Responding_2016.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Grade_5_GenMus_Responding_2016.pdf)

26. List the web link for Model Cornerstone Assessment (MCA) Grade 8 - Creating

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Grade_8_GenMus_Creating_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Grade_8_GenMus_Creating_2015.pdf)

27. List the web link for Model Cornerstone Assessment (MCA) Grade 8 - Performing

[http://www.nafme.org/wp-content/files/2014/06/9-Music-MCA-General-Music-Grade-8-
Performing.pdf](http://www.nafme.org/wp-content/files/2014/06/9-Music-MCA-General-Music-Grade-8-Performing.pdf)

28. List the web link for Model Cornerstone Assessment (MCA) Grade 8 - Responding

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Grade_8_GenMus_Responding_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Grade_8_GenMus_Responding_2015.pdf)

29. List the web link for Model Cornerstone Assessment (MCA) Ensemble Creating

http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Ensemble_Creating_2015.pdf

**30. List the web link for Model Cornerstone Assessment (MCA) Ensemble Creating
Improvisation**

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Ensemble_Creating_Improv_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Ensemble_Creating_Improv_2015.pdf)

**31. List the web link for Model Cornerstone Assessment (MCA) Ensemble Performing Novice/
Intermediate**

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Ensemble_Performing_Novice_Intermediate_2016.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Ensemble_Performing_Novice_Intermediate_2016.pdf)

32. List the web link for Model Cornerstone Assessment (MCA) Ensemble Performing Proficient

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Ensemble_Performing_Proficient_2015-1.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Ensemble_Performing_Proficient_2015-1.pdf)

33. List the web link for Model Cornerstone Assessment (MCA) Ensemble Performing Accomplished/Advanced

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Ensemble_Performing_Accomplished_Advanced_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Ensemble_Performing_Accomplished_Advanced_2015.pdf)

34. List the web link for Model Cornerstone Assessment (MCA) Ensemble Responding

http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Ensemble_Responding_2015.pdf

35. List the web link for Model Cornerstone Assessment (MCA) Guitar/Keyboard/Harmonizing Instruments Proficient

[http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Harmonizing-
Instruments_Proficient_2016-3.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Harmonizing-Instruments_Proficient_2016-3.pdf)

36. List the web link for Model Cornerstone Assessment (MCA) Technology Proficient

<http://www.nafme.org/wp-content/files/2014/11/Technology-MCA-Proficient-3.pdf>

37. List the web link for Model Cornerstone Assessment (MCA) Composition-Theory Proficient

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Composition_Theory_Proficient_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Composition_Theory_Proficient_2015.pdf)

38. List the web link for Model Cornerstone Assessment (MCA) Composition-Accomplished

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Composition_Theory_Accomplished_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Composition_Theory_Accomplished_2015.pdf)

39. List the web link for Model Cornerstone Assessment (MCA) Composition-Theory Advanced

[http://www.nafme.org/wp-content/files/2014/11/
Music_MCA_Composition_Theory_Advanced_2015.pdf](http://www.nafme.org/wp-content/files/2014/11/Music_MCA_Composition_Theory_Advanced_2015.pdf)