

Doing the Write Thing: Supporting Literacy in the Performance Classroom
Brian N. Weidner-Fine Arts Coordinator, McHenry High School
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weidnerbrian@dist156.org

Key components of literacy

- ▣ Reading
- ▣ Writing
- ▣ Speaking
- ▣ Listening
- ▣ Organizational development
- ▣ Audience/Purpose
- ▣ Vocabulary/Concept development
- ▣ Critical thinking skills

Key standards for literacy

- ▣ College Readiness Standards
 - Serve as the core standards for the EPAS tests (EXPLORE, PLAN, ACT and by extension, the PSAT test)
 - Focused on reading, English, mathematics, science, and writing
- ▣ Common Core State Standards
 - Adopted by 48 out of 50 states
 - Replace Illinois State Standards in 2014
 - Include English-language arts (reading, writing, and speaking) and mathematics

Common concepts in standards

- ▣ Thesis
- ▣ Supporting details
- ▣ Summary
- ▣ Vocabulary
- ▣ Internal relationship
- ▣ Structure
- ▣ Transition
- ▣ Literary comparison
- ▣ Process of creation

Similarities between music and literacy

- ▣ Require both creativity and structure
- ▣ Have presence of small and large form
- ▣ Present a large quantity of unfamiliar vocabulary
- ▣ Possess stratified content
- ▣ Rely upon editing and self-critique to develop mastery

Direct steps for incorporating traditional literacy

- ▣ Utilize the vocabulary of literacy
- ▣ Find authentic opportunities to bring in literacy which enhance your music classroom
- ▣ Become familiar with curriculum in other courses, especially English and social studies, that allow for interdisciplinary relationships
- ▣ Develop a personal library of formal and informal writing and prompts on a range of subjects within music
- ▣ Opportunities for developing reading skills
 - Article reviews as guided reading
 - In class readings and discussions of program notes and authentic documents from composers, performers, and critics
 - Standardized test prep readings related to performance pieces
 - Literary comparisons
- ▣ Methods for developing reading skills
 - Guide reading forms which:
 - Highlight main ideas and supporting details
 - Focus on purpose, voice, and audience in readings
 - Look for unfamiliar words and contextual meanings of them
 - Present opportunities to apply or engage with materials within an article or argument
 - Ask for generalizations/summarizations of primary arguments
- ▣ Opportunities for developing writing skills
 - Concert program notes
 - Performance critiques
 - Self-evaluations
 - Electronic forum discussions
 - Literary comparison
- ▣ Methods for developing writing skills
 - Focus on scaffolded organization with main ideas and supporting details
 - Expectation for not only fact telling but opinion making with supporting rationale
 - Emphasis on proper language usage, both in terms of standard and technical grammar and vocabulary

Interdisciplinary skills

- ▣ Numerous skills are shared between music and literacy
 - Organization
 - ▣ Familiarity with organizational structures is common to fluency between music and literature
 - ▣ Example: Structured sight-reading
 - ▣ Many similarities to textbook pre-reading strategies
 - ▣ Focus on key elements which provide insight
 - ▣ Structure-rehearsal marks, double bars, significant events
 - ▣ Key components-key and time signature, style markings, articulations
 - ▣ Background knowledge activation-composer, title, genre

- Creativity
 - ▣ Creativity needs to be combined with criteria to ensure maintenance of structure and conventions
 - ▣ Example: Structured compositions which outline specific criteria for inclusion in creative endeavors
 - ▣ Provide room for both creative expression and adherence to fixed expectations
 - ▣ Create focus within composition while at the same time creating contrast and interest
- Vocabulary
 - ▣ Importance of key vocabulary in both music and literature
 - ▣ Focus needs to be placed not only on the meaning of words but also the methods by which vocabulary is developed
 - ▣ Example: Unfamiliar vocabulary studies
 - ▣ Draws on context in music just as might happen with literature
 - ▣ Emphasizes multiple contributing elements in developing vocabulary
- Critical thought
 - ▣ The ability to not only perform or read but also to process the material which is encountered
 - ▣ Can be used in considering how and why music is written and performed
 - ▣ Example: Forum discussions
 - ▣ Provide opportunities for formal discourse between students
 - ▣ Allows for focus on specific requested elements within music
 - ▣ Programs available include Blackboard, Moodle, Yahoo!Groups, and many others
- Causality/Process
 - ▣ Processes of creation as well as comprehension of cause and effect are important in fiction and non-fiction reading and music
 - ▣ Focus upon not only process but reflection upon experiences
 - ▣ Example: 3 minute clinics
 - ▣ Allow for comprehension in not only product but process
 - ▣ Requires reflection for the purpose of growth
- Message/Program
 - ▣ Music and writing require an understanding of purpose, audience, and voice
 - ▣ Consideration of what the overarching program is contributes to understanding the work as a whole
 - ▣ Example: Peer critique
 - ▣ Emphasize the effectiveness of performance to the purpose of the performance and intent of the music
 - ▣ Place specific guidelines to ensure support for opinions

Resources

- ACT College Readiness Standards- <http://www.act.org/standard/>
- Common Core State Standards- <http://www.corestandards.org/>
- Digital copies of all materials for this presentation can be found at
 - www.dist156.org→Activities →Activity information-East →East Activity Webpages →MCHS Bands
 - Go to the link under “Contents” for “IMEA Presentation-Doing the Write Thing”