Redefining Music Literacy: Common Core to Common Score

Elaine Bernstorf, Selim Giray, & Steve Oare
Wichita State University
Because technology has increased the complexity of literate environments, the 21st century demands that a literate person possess a wide range of dynamic & malleable literacies. Successful 21st century participants must be able to:

• Develop proficiency and fluency with technology;
• Collaboratively pose and solve problems;
• Design and share information for a variety of purposes;
• Manage, analyze, and create multiple information streams;
• Create, analyze, and evaluate multimedia texts;
• Attend to the ethical responsibilities.

National Council of Teachers of English
http://www.ncte.org/positions/statements/21stcentdefinition
Increasing Specialization of Literacy

- Basic Literacy
- Intermediate Literacy
- Disciplinary Literacy
“If the definition of text may be expanded to include non-print texts, such as works of dance, media arts, music, or theatre… then all of the standards in this category (Reading) - at every grade level - can connect directly to arts-based content or investigation.”

(Charleroy, 2012)
Disciplinary Literacy teaches discipline-specific strategies to facilitate learning.

- 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.
Disciplinary Reading Instruction

- Students must learn the languages, purposes, and ways of using text that are unique to each discipline
- Students must learn the special skills and strategies needed to make complete sense of discipline-specific texts
- Disciplinary reading skills foster reading in & for the discipline rather than using a discipline to foster generic reading skills
Multiple Meanings & Modes

- **Multiple Modes:**
  - Language
  - Notation
  - Aural
  - Graphic (icons, graphs, diagrams)
  - Gesture – (conducting; Curwen handsigns)

- **Multiple Meanings:**
  - Verbal
  - Musical
    - Referential
    - Contextual

- **Sourcing** (considering author & author perspective)
- **Contextualization** (placing the document/info within its historical period and place)
- **Corroboration** (evaluating information across sources)
- **Close reading and Re-reading** (considering every word to unpack multiple layers of meaning)
- **Critical response to text** (interpretive &/or evaluative)
- **Use of text structure** (examining emphasized parts of speech, vocabulary usage & etymology, and text density)
Artistic Literacies:
Star Spangled Banner

Perspectives:
- Responder?
- Performer?
- Connector?
- Creator?
- Teacher?

Strategies:
- Sourcing:
- Contextualization
- Close Reading
- Critical Response
- Use of Structure
Teachers must be musically literate
- As responders, performers, connectors, & creators
- Literate in multiple genres & text (lead sheets, tablature)
- Language reading that influences musicianship
- Holistic score study: structure, function, meaning, sourcing, technical requirements
- Coding (dictation, composition) as well as decoding
- Student decision making (music choice, interpretation, presentation, arranging)
Teacher Education Implications

- We need to teach our students to teach musical literacy
  - Using strategies & thought processes typical for musicians within a given genre (RPCC)
  - Through an apprenticeship process in which students make decisions (music choice, interpretation, presentation) while guided by a master
Some resources

Thank You!

Questions?

Elaine.Bernstorf@wichita.edu

Selim.Giray@wichita.edu

Steve.Oare@wichita.edu