The Music and Literacy Connection: Teaching Music with Integrity while Addressing the Standards

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What Connects Music and Literacy?

- **Parallel Processes**
  - Decoding Skills:
  - Reaching Comprehension
  - Aligning CCSS ELA to Music knowledge and skills
  - Communication of Emotion (Nina Kraus and Oliver Sacks)
Oliver Sacks had it right!

"One does not need to have any formal knowledge of music — nor, indeed, to be particularly "musical" — to enjoy music and to respond to it at the deepest levels. Music is part of being human, and there is no human culture in which it is not highly developed and esteemed."

- Oliver Sacks, Musicophilia
“Our auditory systems, our nervous systems, are indeed exquisitely tuned for music ... its complex sonic patterns woven in time ... the mysterious way in which it embodies emotion and "will"—and how much to special resonances, synchronizations, oscillations, mutual excitations, or feedbacks in the immensely complex, multi-level neural circuitry that underlies musical perception and replay, we do not yet know.”

- Oliver Sacks, Musicophilia
Remember this statement....

“Literacy Standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using THEIR content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in THEIR respective fields.”

- Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 3, 2010
# ELA Standards

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<th>READING STANDARDS</th>
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<td>Presentation of Knowledge and Ideas</td>
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<th>WRITING STANDARDS</th>
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<td>Production and Distribution of Writing</td>
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<td>Research to Build and Present Knowledge</td>
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** Foundational Skills**

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Reading Skills

Decoding: The breaking of the visual code of symbols into sounds (music)

Comprehension/Musicianship: Constructing or assigning meaning to a text by using clues and prior knowledge
Progressing to Literacy

**Visual Processes**
Important in Reading and Learning

**Auditory Processes**
Important in Reading and Learning

**Emerging Literacy**

**Decoding Skills**

**Enriched Literacy**

“The goal of any literacy experience is always the construction of meaning.”

Cooper, 1998
Special Needs: Perception!

**Auditory/Listening**
- Multi-model—need visual and motor to make sense of auditory inputs
- **ENACTIVE to ICONIC**
  - creative movement
  - conducting
  - choose, draw or manipulate

**Visual/Viewing**
- Multi-model
  - need motor and auditory paired with visual
- Read symbols in meaningful contexts
  - Songs, form, patterns
- Beware of drills for isolated symbols
  - EGBDF/FACE vs CDEFGABC
  - CEG; GFEDC
  - dms; sfmrd; mrd; ds,d
Dee talked about Reading Literacy Skills Overview

Decoding

Phonological Awareness
- Auditory and Visual Processes for segments
  - timbre, intensity, time, and pitch elements
- Phonemic awareness
  - smallest units of sound

Print Skills
- Alphabet Principle (symbol names)
- Orthographic Awareness (symbol patterns)

Fluency Skills
- Word Recognition (automaticity)
- Cueing Skills
  - Syntax
  - Graphophonic
  - Semantic

Prosody
- Expression, pitch inflection, stress, phrasing (cadence)
Meaning and Alignment

walk it, talk it, sing it, shout it! Hal - le - lu, I got my

mind on free-dom!— Walk it, talk it, sing it, shout it!

Clap my hands and keep my mind on free-dom!— Walk it, talk it,

sing that free-dom song!
We sing what we SEE

- **AWARENESS:**
  - print concepts “music vs. language”
  - contour and pattern awareness

- **RESPONSE:** track, sing, play

- **VALUE:** choose favorites

- **ORGANIZE** (analyze)
  - TIME and KEY knowledge without “signatures”?

- **CHARACTERIZE:** Be a music “reader”
Connections to Common Core: Disiplinary Literacy!!

Redefinition of “text” to include non-print media
(read, write redefined to include perform, analyze, compose, choreograph, draw, etc...)

TEACH MUSIC CONCEPTS
And support ELA standards
What the Research says:

“A number of studies reveal that children undergoing music training have stronger cognitive abilities, vocabulary, rhythm perception and productions (liked to reading skills), perception of vocal pitch, and perception of speech in noisy backgrounds than non-musician children.”

Kraus, N., Hornickel, J., Strait, D., Slater, S., and Elaine Thompson (December 2014)
Old to New: Affective Literacy

- The synthesis of cognitive and psychomotor seems to open the possibility of using what is known and understood to represent ideas a deeper and more emotional level.
“One does not need to have any formal knowledge of music — nor, indeed, to be particularly “musical” — to enjoy music and to respond to it at the deepest levels. Music is part of being human, and there is no human culture in which it is not highly developed and esteemed.”

- Oliver Sacks, Musicophilia
Affective Domain

- Receive
- Respond
- Value
- Organize
- Characterize
**Affective Domain: Krathwohl**

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<tr>
<th>RECEIVE</th>
<th>RESPOND</th>
<th>VALUE</th>
<th>ORGANIZE</th>
<th>CHARACTERIZED by a Value</th>
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<tbody>
<tr>
<td><strong>1.</strong> Awareness</td>
<td>2.1 Acquiescence in responding</td>
<td>3.1 Acceptance of a value</td>
<td>4.1 Conceptualize of a value</td>
<td>5.1 Generalized set</td>
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<td><strong>2.</strong> Willingness to receive</td>
<td>2.2 Willingness to respond</td>
<td>3.2 Preference for a value</td>
<td>4.2 Organization of a value system</td>
<td>5.2 Characterization</td>
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<td><strong>3.</strong> Controlled or selected attention</td>
<td>2.3 Satisfaction in response</td>
<td>3.3 Commitment (conviction)</td>
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Affective Literacy

- Executive Functions are a bridge between cognitive, affective and psychomotor domains.

- *Music routines (responding, performing, creating and connecting) develop the wonderful and automatic executive functions of our disciplinary literacy*

- “Musicianship” is what develops...
Affective Development through Music

The ELA Literacy Standards expect that all disciplines will draw from *their own* content to address standards (disciplinary literacy).

*Music* is a complex text. Look for parallels with your work using *music* as the text but emphasize the *ICONIC* and affective aspects, especially when working with students who have difficulties or disorders.
MAKE the Music and Literacy Connection!


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