

# Attack the TAKS

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CC 212 11:00-12:15  
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## What this session provides

- Understanding of the problem
- The administrators viewpoint
- Proactive tools

## How many of you have these problems?

- Teacher is asked or directed to
  - Abandon music curriculum
  - Tutor students
  - Send children from music into tutoring

Any other similar problems?

## Principal Perceptions

1. Is music important?
2. Is music class time productive?
3. Are music program goals part of the campus plans?
4. What are parent and community expectations?

*fff*

*fff*ight

*ff*lee

*ff*low

*f*ight

Who can win if you fight the directive ?

Win/lose – (you lose ☹)

Lose/lose – (you lose ☹)

Two Approaches

1. Reactionary – the problem exists. What should we do?

2. Proactive – what can we do to prevent the problem?

*f*ight

Better Option: Who can win if you fight the perceptions?

Win/Win – (you win ☺)

[www.tmec.org](http://www.tmec.org)



## *f*ight Perceptions

Which resources address each perception?

1. Is music important to them?
2. Music class productive?
3. Music program goals part of the campus plans?
4. Parent and community expectations?

## *f*lee

You can run but  
You cannot hide!

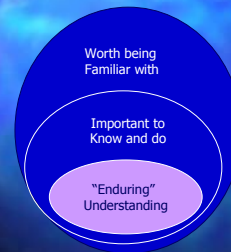
(Unless you are interested in moving to Kuwait – word is they are looking for teachers.)

## *f*low

1. Nothing to do if students are pulled out of class.
2. Tutoring and TEKS in the music classroom.

## Curricular Priorities

source: *Understanding by Design*: Wiggins and McTighe, ASCD; 1998



## Interdisciplinary Concepts

- Line
- Shape
- Movement
- Rhythm
- Balance
- Color
- Mood
- Environment
- Texture
- Form
- Space
- Spatial awareness
- Tone
- Blend
- Golden mean

## Curricular Priorities & Assessments

source: *Understanding by Design*: Wiggins and McTighe, ASCD; 1998

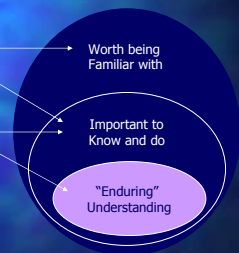
### Assessment Types

*Traditional quizzes and tests*

- Paper/pencil
  - Selected-response
  - Constructed-response

*Performance tasks and projects*

- Open-ended
- Complex
- authentic

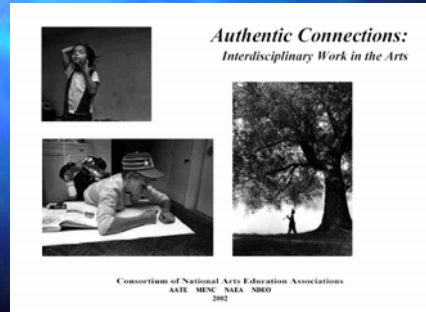


## Parallel Objectives

How do we

- keep teaching our music objectives and
- still follow the directive?

<http://menc.org/>



## Transfer

To accomplish transfer of learning,  
you must teach for the transfer

## Parallel Objectives

An example for Kindergarten.  
Start with a song, book, picture, or TEKS.

Hey, hey, look at me

Hey, hey, look at me, I am clap ping you can see.

Include clapping and add other movements.

## Parallel Objectives

Constructivist/project approach

Project: form groups of 3-4 students and  
create movements and words.

Find TEKS for music and another subject

## Parallel Objectives

- **Texas Essential Knowledge and Skills by Grade Level (Elementary)**
- **Group by subject and grade**

<http://www.tea.state.tx.us/teks/>

## Parallel Objectives

### §110.2. English Language Arts and Reading

Knowledge and Skills

1C, 3B, 3C, 3D, 6B, 6C, 8C

### §113.2. Social Studies, Kindergarten.

17B

## Simplify

Less is more.

Not a list of several TEKS that correlated.

Select one of each.

## Simplify

Music Knowledge and skills

Creative expression/performance

(A) sing or play classroom instruments independently or in a group

## Simplify

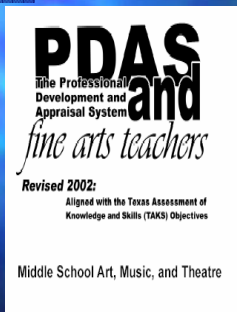
Language Arts – Select one

Knowledge and skills

Listening/speaking/purposes

(C) participate in rhymes, songs, conversations, and discussions

<http://www.cedfa.org/growing/>



## CEDFA Correlations Gr. 6 Music/Language Arts Strands

- (6.3) Creative expression/performance. The student reads and writes music notation.
- W1. The student will, within a given context, produce an effective composition for a specific purpose.

## CEDFA Correlations Gr. 6 Music/Language Arts SE's

- (6.3)(B) The student is expected to use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated).
- (7.15) A) The student is expected to write to express, [discover, record,] develop, reflect on ideas, and to problem solve.

## Music Strand L. A. Strand

- (1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
- (12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

## Music TEKS L A TEKS

- (1B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances
- (12K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

## Language Arts Lesson

- **Objective:** Use a chart and class discussions to dissect text to discover how the author's grammatical style and use of adjectives and adverbs affects the tone and mood of the text.
- **Text:** *Island of the Blue Dolphins* by Scott O'Dell and *Thunder Cave* by Roland Smith

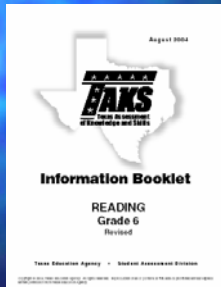
## Language Arts Lesson

- **Activities:**
  - Groups of 3 students each are given a chart, and told to chart the adjectives and adverbs used in the text
  - Whole group collates and discusses and notes matching words
  - Reach consensus about the author's choice of words
  - Other words that could have been used are noted

## Language Arts Lesson

- **Application:** Students write a narrative in a specific mood or tone using the work they've just completed to aid in that process.

<http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>



## Gr. 6 TAKS Reading Test

To determine how style, tone, and mood contribute to the effect of a text, students must be able to recognize how an author uses these elements to make a text unique. Students must understand that the way an author uses words, phrases, and sentences to make a text distinctive from others represents his/her style. The author creates a particular tone when his/her attitude toward the content is reflected in the text, affecting the way the student reads and understands it.

## Gr. 6 TAKS Reading Test

For example, a text that has an objective tone would be very different from one that has a sentimental tone. Mood is somewhat different from tone: mood is the feeling or atmosphere the writer creates through the details or language he/she uses. Items of this type will be developed only when these elements are clearly present in the text.

## Gr. 6 TAKS Reading Sample

Now we were going home. I thought of my wife and remembered the tears on her cheeks as we had prepared to lift anchor back in April. I could still see her waving good-bye from the Weeping Tower, where so many wives and sweethearts of Dutch sailors have cried as their men sailed off to sea. Ah, but she would be dancing and shouting with the children when I returned! I pictured her with laughter in her eyes and a song on her lips.

## Gr. 6 TAKS Reading Test

11. The tone of paragraph 5 can be described best as
- A solemn
  - B mysterious
  - C nervous
  - D\* tender

## Proactive

Here we need to summarize how to be proactive

Everything we talked about is reacting to the problems.

However, all should be done before principals directives arrive@!