

SIDEBAR: THE PREMISES OF LEARNING THROUGH MUSIC AT THE CONSERVATORY LAB CHARTER SCHOOL

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[based on original frameworks devised by Music-in-Education Faculty at New England Conservatory]

1. *Music serves as a model for engaged learning throughout the entire school community. A Learning Through Music school values Five Fundamental Processes intrinsic to fully engaged learning in music and any other subject area:*

- Listen: Observe, discriminate, decipher, perceive, describe...
- Create: Invent, transform, improvise, produce, compose...
- Perform: Demonstrate, interpret, follow through, work with deadlines, memorize, achieve fluency and mastery of skills...
- Inquire: Question, investigate, analyze, discover...
- Reflect: Make connections, self assess, establish goals, revise work

2. *In a Learning Through Music School, music is granted equal status with the academic subjects. A Learning Through Music school values music as much as any other subject area and therefore requires students, parents, and teachers to take a comprehensive, interdisciplinary view of musical instruction, assessment, parent and community engagement.*

3. *Music serves as a resource or tool for interdisciplinary learning. Academic Enhancement Lessons and Learning Through Music Interdisciplinary Lessons are designed to help students know and understand fundamental concepts shared between music and any other discipline such as:*

- Language and Music: Text and music, expression, character, theme, plot, dialogue, vocabulary...
- Math/Logic and Music: Proportion, order, sequence, patterns, hierarchy, systems thinking
- Science and Music: Measurement, inquiry, observation, experimentation, discovery, classification
- History and Music: Timeline, critical social events, social change, culture...
- Movement and Music: Timing, imitation, coordination, gesture
- Visual Art and Music: Composition, color, graphic design
- Social Development and Music: collaboration, performance, responsibility for home practice
- Computers and Music: Composition, drill and practice, systems thinking...

4. *As a result of investigating key concepts between music and any other subject, Key Interdisciplinary features emerge that are shared across all disciplines.*

- Shared concepts (proportion, timeline, sequence, part-whole relationships, symmetry, empathy, etc.)
- Shared strategies (sorting, parsing, counting, collaboration, decoding, inference, systems thinking, critical thinking, etc.)
- Shared contexts (historical periods, cultural perspectives, genre, etc.)
- Shared representations (graphs, numeric, words, notations, icons, design...)
- Shared assessment devices (performance assessment, tests, portfolios, projects, rubrics, etc.)

5. *As a result of music being a model for learning, teaching, assessment and community building, music and musical allusions pervade the school culture and become a primary ingredient in approaching the development of both basic symbolic skills (like language literacy and numeracy) and higher order thinking skills.*