

# The ‘Shared Fundamental Concepts’ Music-Integrated Teaching & Learning Framework

*To what extent is music and music-integrated teaching and learning enhanced by the rigorous investigation of fundamental concepts, historical contexts, and symbol systems shared across disciplines?*

**Language and Music:** words, theme, syntax, dialogue, expression, character, narrative, reading, composition . . .

**Math and Music:** number, unit, sequence, patterns, proportion, hierarchy, duration . . .

**Science and Music:** measurement, categorization, systems thinking, discovery, experimentation . . .

**History and Music:** timeline, cultural studies, social-geographic context, biography, anthropology . . .

**Movement and Music:** timing, coordination, expression, gestures . . .



**Visual Art and Music:** composition, color, shape, design, abstraction, perspective . . .

**Computers and Music:** composition, orchestration, drill and practice . . .

**Social-Emotional Development and Music:** empathy, collaboration, self discipline, self-assessment . . .

*The Learning Through Music “Shared Fundamental Concepts” Content Integration Framework*

investigations into how music and music-integrated teaching and learning can generate rich, multi-representational evidence of meeting local, state, or national standards of content knowledge in music, math, language arts, history, and science.

## THE CLCS TEACHER PORTFOLIO AS AN ACTION RESEARCH ASSESSMENT AND RESEARCH TOOL

For the Research Center, teacher and student portfolios have long been the focus of authentic assessment of arts learning in schools [Davidson, Crouch & Norton 2000; Winner, Davidson & Scripp 1992]. Because of the explicit mission statement of the charter proposal and the two broad action research questions stated above, teacher portfolios became tools for practitioner-based action research.

In the first four years at the Conservatory Lab Charter School, classroom teachers and music specialists created professional development portfolios that served to organize and present samples of an entire year’s work from five perspectives:

- 1) classroom and curriculum design and management
- 2) observations of classroom practice
- 3) accountability for documentation and assessment of student achievement
- 4) adherence and contribution to the mission and values of the school
- 5) professional development as a teacher

Thus, each teacher portfolio was expected to include:

- an introductory statement describing the contents of the portfolio and a guiding personal philosophy of teaching and learning related to the CLCS mission;
- sample independent and peer within-discipline and music-integrated curriculum work;
- sample within-discipline and music-integrated student portfolio work;
- samples of and reflections on three pre-post Music Literacy Skill Tests and academic test profiles;
- a sample of Stanford academic test results and an interpretation of their relationship to class work and internal tests;
- an example of self (and/or peer)