



# de Angelis Vocal Ensemble, Inc.

## COMMON CORE STATE STANDARDS

The widespread adoption of federal education standards known as Common Core is shifting our assessment procedures from multiple-choice to the transformation of knowledge into practice. The skills Common Core identifies as essential learning are embedded in the new standards and are most practically and effectively addressed through the arts. Art requires both mastery of specific skill and understanding processes that give art its structure.

Common Core standards envision the meaning of twenty-first century literacy in that the knowledge and skills expected of students are deemed to have wide real-world applicability. Students who meet these standards are found to be critical readers capable of contextual thinking and understanding, able to identify valuable ideas and information and extract them from the overwhelming amount of information available to them. These students often choose advanced literary and informational texts, seeking deep and thoughtful engagement that builds knowledge, enlarges experience and expands worldview. Tests prove many of them to reflexively demonstrate the cogent reasoning and evidentiary reliance essential to private deliberation and to responsible citizenship in our republic. Students who meet these standards have been shown to develop skills in reading, writing, speaking and listening foundational to purposeful and creative linguistic expression.

The national effort to engage our children in creative thinking, to push the boundaries of knowledge is complemented by the study of art. To link our California Mission Music Project to the trend of Common Core standards is to move children from listening to choral music to a deeper learning experience.

## HOW WILL THESE PROGRAMS FACILITATE DEEPER LEARNING?

Anticipatory sets will be provided to educators for students before the Music in Schools programs occur.

Domains to include:

- a. **Focus on the texts** prepared for Music in Schools programs in order to answer questions raised in class. All arts areas include texts within the critique and evaluation parts of our disciplines.
- b. If you use a **very broad definition of text to include any primary source material**, then you can practice the tools of the ELA Common Core standards by closely “reading” or analyzing a painting, a dance, a musical performance. The work we do in the arts—to engage students in critically approaching artistic works—is a natural fit with the Common Core ELA standards.

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c. The use of content vocabulary. The arts engage students in content and context-specific vocabulary in a wide variety of ways every day. Our own terms are developed and precise and we use them with our students. This reinforces **development of rich, domain specific vocabulary** for our students—part of the Common Core ELA standards.

d. **Reinforce the development of academic vocabulary** in our work with students. Academic vocabulary refers to words such as “compare,” “contrast,” “synthesize,” “analyze”—the words which we expect students to know but don’t often spend time defining for them. As arts educators, we have a wonderful opportunity to make these academic words come alive in our classrooms. By being purposeful in defining them and then using them in an artistic context, we will help students build their confidence and knowledge of these words—the gatekeepers to success in secondary and post-secondary education.