

Teacher: _____

School: _____

Class: _____

Year: _____

Student: _____

Subject: _____

**New York State
Common Core Learning Standard
Math and Music Data Sheet
For Music Coverage Classes**

New York State Common Core Learning Standard (**NYSCCLS**) in Math - Students Conceptual Categories: Counting, Number and Quantity, Measurement, Proportional Relationships, Equations, and Recognition of Patterns.

Indicate the student's level in math (coverage teachers might need to verify with the official class teacher). _____

Suggested Class Goal: Students will focus on the use of counting, measurement, and equations while listening to music or practicing or performing music.

For more insights see *Infusing Mathematical Concepts Into A Music Curriculum* @ http://specialneedsinmusic.com/text/lessons/lesplns/math_inferences_.pdf

Write the **date** when the student achieves the following **individual goal(s)**. Indicate the **prompting method(s)** as needed.

1. The student used numbers to represent quantities related to music and to solve quantitative problems such as counting up the number of notes in a phrase. _____
2. The student used numbers to represent quantities related to music and to solve quantitative problems such as counting up the number of phrases in a song. _____
3. The student used counting to analyze mathematical concepts of equalities and more or less to study music repertoire by counting up notes, phrases, or comparing meters, tempos and time signatures. _____
4. The student used simple equations to understand the use of patterns within a song or larger musical composition. _____
i.e. Two phrases from *When The Saints Go Marching In* -- CEFG CEFG -- each phrase is a pattern of notes and is also an equation of $4 = 4$
see *Kybd Song Melody Worksheets Work Sheets* @ http://specialneedsinmusic.com/text/lessons/sheets/lgn_sheets/lng_kybd_song_mel.pdf
5. The student used addition and/or division to analyze note values _____
i.e. A half note divided by two equals two quater notes -->see *Math and Music Work Sheets* @ http://specialneedsinmusic.com/text/m_m/m_m_wk1.pdf
6. Other _____

Comments

prompting methods: 1. teacher modeling 2. audio prompt 3. visual prompt 4. audio/visual prompt
5. verbal prompt 6. independent 7. other _____

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Suggested Class Goal: Students will incorporate counting abilities by clapping, tapping, playing, singing or counting up patterns in a phrase or song.

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Write the **date** when the student achieves the following **individual goal(s)**. Indicate the **prompting method(s)** as needed.

1. The student played, clapped, or tapped beats as a staff member counted out numbers. _____
2. The student played, clapped, or tapped beats while counting out numbers. _____
3. The student counted (expressed either verbally or by gesture) the number of notes in a row. _____
4. The student counted (expressed either verbally or by gesture) the number of repeating patterns. _____
5. The student counted (expressed either verbally or by gesture) while listening to music. _____
6. The student counted (expressed either verbally or by gesture) the number of quarter note beats while improvising. _____
7. The student counted (expressed either verbally or by gesture) the number of measures while improvising. _____
8. The student counted (expressed either verbally or by gesture) the number of entrances of a motif. _____
9. The student counted (expressed either verbally or by gesture) the number of chord changes. _____
10. The student counted (expressed either verbally or by gesture) the number of black keys used in a pentatonic scale. _____
11. The student counted (expressed either verbally or by gesture) the number of notes used in a major or minor scale. _____
12. Other _____

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Suggested Class Goal: Students will incorporate elements of music into practice and performance that involve mathematical concepts such as counting, measuring, and /or comparing patterns. This can include, but is not limited to, meter, note values, duration of dynamics (sound levels) and use of chords and harmony.

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Write the **date** when student achieves the following **individual goal(s)**. Indicate the **prompting method(s)** as needed.

1. The student counted (expressed either verbally or by gesture) the number of measures in a short phrase. _____

2. The student counted (expressed either verbally or by gesture) the number of measures in a long phrase. _____

3. The student related the metronome marking to fast or slow tempo for any given piece. _____

4. The student compared note patterns and determined which is longer. _____

5. The student compared note patterns and determined which is shorter. _____

6. The student counted (expressed either verbally or by gesture) the number of notes found in a chord. _____

7. The student counted (expressed either verbally or by gesture) the number of measures in a counter melody. _____

8. The student counted (expressed either verbally or by gesture) the number of notes in a counter melody. _____

9. The student counted (expressed either verbally or by gesture) the number of beats in a quarter note. _____

For **goals 9 through 12** see *Math and Music Work Sheets* @ http://specialneedsinmusic.com/text/m_m/m_m_wk1.pdf

10. The student counted (expressed either verbally or by gesture) the number of beats in a half note. _____

11. The student counted (expressed either verbally or by gesture) the number of beats in a dotted half note. _____

12. The student counted (expressed either verbally or by gesture) the number of beats in a whole note. _____

13. Other _____

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Suggested Class Goal: Students will use a multisensory approach to incorporate mathematical concepts involving measurement, counting, use of equations, addition, multiplication and/or division into their music practice. This can include, but is not limited to, listening for the number of times repetitions occur, gesturing the use of short or long notes, pointing to keys, counting up patterns on worksheets, counting by striking an instrument (such as a chime), plucking strings and/or playing keys. Students can also try to hold small instruments, wave their arms to various meters, march, tap, and/or wave a streamer.

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Write the **date** when student achieves the following **individual goal(s)**. Indicate the **prompting method(s)** as needed.

1. The student clapped, tapped, stamped out and/or counted out the beats of various note values and then divided the note value in half to demonstrate another note value. i.e. a whole note to a half note. _____
see *Math and Music Work Sheets* @ http://specialneedsinmusic.com/text/m_m/m_m_wk1.pdf
2. The student added up two note values to equal a third note value by either clapping or counting out the notes. i.e. add two quarter notes to equal a half note. _____
3. The student counted up note patterns on worksheets. _____
4. The student pointed out or played a specific numbers of keys on the piano. _____
5. The student plucked specific numbers of strings on a guitar. _____
6. The student counted (expressed either verbally or by gesture) a specific number of chords in a row. _____
7. The student played and counted (expressed either verbally or by gesture) a specific number of chords in a row. _____
8. The student waved a streamer to a specific number of beats. _____
9. The student counted (expressed either verbally or by gesture) the beats while waving a streamer. _____
10. Other _____

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Write the **date** when student achieves the following **individual goal(s)**. Indicate the **prompting method(s)** as needed.

- 10. The student moved feet, tapped, waved a streamer, blinked, conducted and/or sang in 2/4 time. _____
- 11. The student moved feet, tapped, waved a streamer, blinked, conducted and/or sang in 3/4 time. _____
- 12. The student moved feet, tapped, waved a streamer, blinked, conducted and/or sang in 4/4 time. _____
- 13. The student moved feet, tapped, waved a streamer, blinked, conducted and/or sang in 6/8 time. _____
- 14. The student counted (expressed either verbally or by gesture) the number of times a letter/note appears on a worksheet. _____
- 15. The student multiplied the number of times a repeated melodic or rhythmic pattern occurred. _____
i.e. The opening phrases from *Jingle Bells* -- EEE EEE -- is blue the same as 3 E's times 2 groups (or phrases) = 6 E's
- 16. The student moved his/her hands or feet to a specific number of beats. _____
- 17. The student counted (expressed either verbally or by gesture) the number of times he/she moved his/her hands or feet to a specific number of beats. _____
- 18. Other _____

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