
Agenda Item for March 2

3 messages

Emmanuel Hobro <ehobro@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 10:05 PM

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,
Emmanuel Hobro
University of Hawai'i

 **Testimony2022.pdf**
279K

Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Emmanuel Hobro <ehobro@hawaii.edu>

Wed, Mar 2, 2022 at 2:36 PM

Aloha,

We are unable to open your attachment relating to your written testimony please resend.

Mahalo,
Board Support Office
[Quoted text hidden]

Emmanuel Hobro <ehobro@hawaii.edu>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

Wed, Mar 2, 2022 at 4:02 PM

Hi!

So sorry- here it is.

Thanks,
Emmanuel Hobro
[Quoted text hidden]

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Emmanuel Hobro
UH ID #24026234
UH Manoa

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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

Thursday, March 3, 2022 - Student Achievement Committee (SAC) General Board Meeting (GB)

Agenda Item: Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee

Our collective organizations represent approximately 75 pre-service and practicing music educators.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

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- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all of our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

Sincerely,

Hawai'i Music Educators Association



Hawai'i Orff Schulwerk Association

