

Decoding-Text	Decoding-Music	Decoding-Art
<p><i>Phonological Skills</i> Sensitivity to all units of sound. Rhyming words, counting syllables, articulating the beginning and ending of words.</p>	<p><i>Phonological Skills</i> Recognizing and playing repeated or imitated sound patterns, sequence, ostinato, matching pitch, etc.</p>	<p><i>Phonological Skills</i> <i>Perhaps not applicable in visual art</i></p>
<p><i>Phonemic Awareness</i> Letter-sound correspondence. Identify/manipulate smallest sound units within the written symbol (phonemes), e.g. s/t/o/p/</p>	<p><i>Phonemic Awareness</i> Music symbol/sound correspondence Pitches in a phrase, rhythmic subdivisions in a metered measure. Articulation, phrasing, tongueing, performance practices.</p>	<p><i>Phonemic Awareness</i> Symbol/sound correspondences. Identifying/manipulating the smallest units within the symbols: brush strokes, color variance, texture, utilizing lines & shapes within a larger context.</p>
<p><i>Sight Identification</i> Ability to identify high utility words that appear most often in print.</p>	<p><i>Sight Identification</i> Ability to identify and play high utility note types, rests, lines, spaces, rhythm symbols, dynamics, etc.</p>	<p><i>Sight Identification</i> Ability to identify high utility art elements and principals most often found in art works.</p>
<p><i>Orthographic Awareness</i> Knowing that letters and diacritics represent the spoken language. Rules that govern spelling and letter placement.</p>	<p><i>Orthographic Awareness</i> Understanding rules of notation used to represent musical sound. In Western culture, written music has rules about the sequences of pitches, organization of rhythms in predictable ways.</p>	<p><i>Orthographic Awareness</i> Understanding the principals and elements that constitute the creation of art. Color wheel, materials & chemicals, that make desired textural effects.</p>
<p><i>Cueing Systems</i> Context—meaning from words, phrases, sentences surrounding a word. Syntax—“Sounds right,” Graphophonic—“Looks right,” and Semantic—“makes sense.”</p>	<p><i>Cueing Systems</i> Gathering meaning from musical phrases, melodic phrases including placement of accidentals, rhythmic devices, etc. Music that “sounds and looks right, makes sense” based on the rules of a given culture.</p>	<p><i>Cueing Systems</i> Gathering meaning from art work. Based on the artist, style period, genre, determining the art work representative or meeting expectations historically and culturally.</p>
<p><i>Fluency</i> Clear, easy, expression. Freedom from word-identification problems that might hinder comprehension in silent reading or expression of ideas in oral reading; automaticity.</p>	<p><i>Fluency</i> Effortless music performance; freedom from technical problems that might hinder the musical correctness of a performance automaticity. Playing but not necessarily comprehending beyond symbols.</p>	<p><i>Fluency</i> Effortless artistic creation. Freedom from technical problems that might hinder completion of a work. Creating art work, but not necessarily able to explain or comprehend its meaning.</p>

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