



K-12 Music Curriculum Review

West St. Paul - Mendota Heights - Eagan Area Schools

School District 197

Prepared by

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Background

All students in kindergarten through twelfth grade have the opportunity to take music courses in School District 197. School District 197 offers music as a specialist course at all five elementary schools. Time in music consists of 90 minutes a week for all elementary students.

At the middle school, music is offered at fifth and sixth grade every third day for the whole year. Seventh and eighth graders take music every other day, all year. Students may choose between band, choir or orchestra.

At the high school, students are required to take one art credit to graduate. Students may choose to take music courses to fulfill the art credit. As we looked at high school course enrollment (Appendix A), we looked for trends in enrollment in high school courses over time. For course details, see the high school music pathway and course descriptions in Appendix B.

The music review team (Appendix C) first met in November to establish Core Beliefs about music education. The group used a collaborative brainstorming process to develop statements to convey our beliefs about music education. The group discussed the statements in relationship to the following areas: Lifelong Learning, Community and Culture of Music, 21st Century Learning and Music Programming. The group had meaningful conversations about music education and its role in the development of our students.

In March, we met to finalize our Core Beliefs, conduct a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats), and develop Outcomes That Matter to All. We pulled enrollment data (Appendix A) from Performance Matters and shared out the data and trends that we saw in each music area. This data was used to assist in our SWOT Analysis (Appendix D). When developing our Outcomes That Matter to All we began by developing outcomes for each area of music separately. We soon came to find that no matter your instrument the outcomes of our music program are the same and overarching.

Core Beliefs

- Music is a part of life, a life-long skill, extending beyond the K-12 education experience.
- Music promotes self-discipline and builds self-worth through personal expression and creative growth.
- Music education is first and foremost aesthetic education; music education stands alone as valuable.
- Music education reaches seven of the eight multiple intelligences: spatial, bodily-kinesthetic, musical, linguistic, logical-mathematical, interpersonal, and intrapersonal.
- Music education is a whole community experience.
- Music is a universal expression of culture, giving students an opportunity to express themselves based on what is happening in society.
- Music should be accessible for all students no matter socioeconomic, cultural, or age/gender/developmental differences.
- Music is vital to educating the whole child, that includes initiative, integrity, imagination, inquiry, self-knowledge, ability to feel and recognize truth.
- Music students should be involved in community outreach. (ie, extra-curricular performances, volunteering, etc.)
- Music education includes various forms of assessment, based on effort, growth, self/peer evaluation, creative thinking and opportunities beyond performing ensembles.
- Music education should include equitable access to a guaranteed and viable curriculum and resources aligned to state and national standards for all students, K-12.
- Music education includes a wide variety of music-making opportunities in addition to traditional performing ensembles.
- Music education curriculum and pedagogy should be inclusive and student focused, including special programs.
- Music education should include technology when and where appropriate.
- Music education develops the following:

- 21st Century Skills:
 - creativity and innovation
 - critical thinking and problem solving
 - communication and collaboration/teamwork
 - flexibility and adaptability
 - initiative and self-direction

- Personal skills:
 - self-confidence
 - responsibility
 - emotional development
 - spatial intelligence

Outcomes that Matter to All

Mission (Our Core Purpose):

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

When our work aligns with our Core Purpose, we will produce Outcomes That Matter To All:

1. Students will have a lifelong connection to music.
2. Students will understand that music is as diverse as they are and is constantly changing.
3. Students will have a working knowledge of the elements of music.
4. Students will be proficient in reading and performing music, including: rhythm, articulation, dynamics, interpretation and musicality.
5. Students will perform in tune with a characteristic sound.
6. Students will be proficient in the mechanics of their instrument/voice.
7. Students will be able to create, perform, reflect on and revise music.
8. Students will have ensemble awareness and understand their role and value within the whole.
9. Students will have an understanding of professional and education opportunities available post-secondary.

SWOT Analysis

After completing the Core Beliefs, the review team completed a SWOT analysis for music programming in School District 197 which identified Strengths, Weaknesses, Opportunities, and Threats. Here you will find a summary of our SWOT Analysis. You can view the entire analysis in Appendix D.

Strengths

Our music program in School District 197 has immense support from the board, parents and community. The school board has dedicated funding of \$50,000 per year for instruments as well as coordinator FTE to sustain programming. Our teachers are collaborative and innovative in their practices, continually finding new ways to engage students in music. Students in fourth grade are exposed to instrumental music through our fourth grade exploratory days. This gets students excited about the possibilities of fifth grade music as they prepare to register for their first year of middle school.

Weaknesses

One weakness of the music program in our district is the elementary scheduling of specialists. Because students are seen on a certain day of the week, those who have music on Monday and Friday do not get as much time in music as the students who meet Tuesday through Thursday. Mondays and Fridays are missed often, due to holidays and other days off.

We do not have an articulated K-12 scope and sequence for music curriculum in our district. Teachers work from the standards but nothing is in writing for teachers to follow. Co-curricular music opportunities at the middle school are run through Community Education and therefore incur cost and transportation issues for the the students. This creates inequitable access to these opportunities for students.

Some additional weaknesses included the options for students who do not wish to take a performance music class and consistency of lessons at the middle school. Co-curricular music (after school choir) at the elementary is only offered at two elementaries and is funded through parent organizations.

Opportunities

The music review team is excited to explore new opportunities through the curriculum review process, such as partnering with community businesses for various engagement opportunities. Additional music offerings would allow students who are not interested in taking a performance course to still be involved in our music program. The team would like to explore the opportunity to partner our high school and elementary students for our orchestra program.

Threats

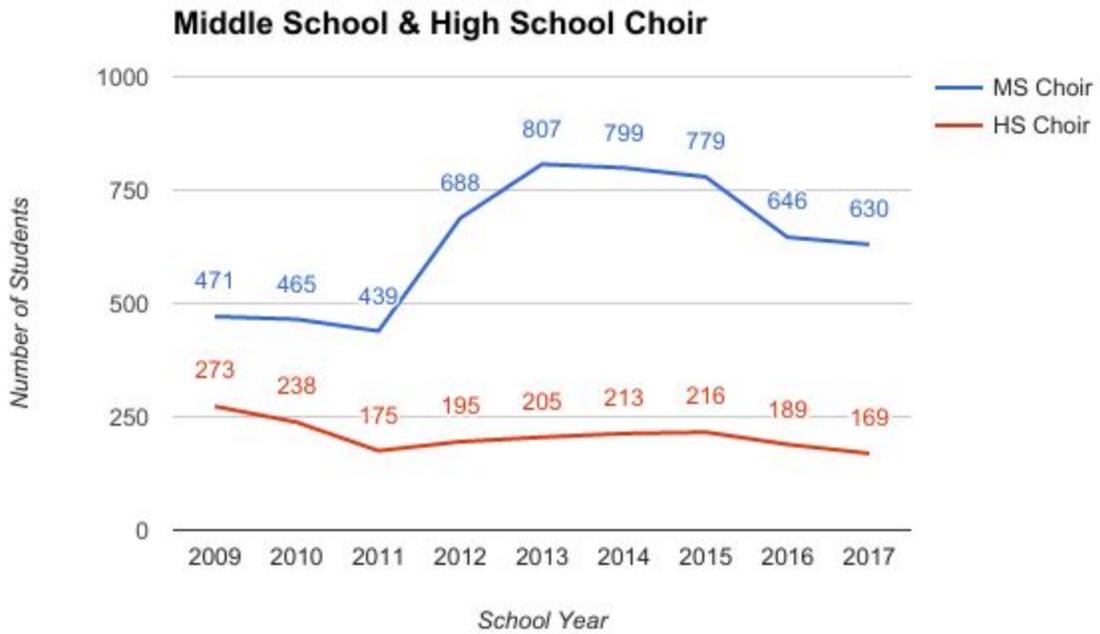
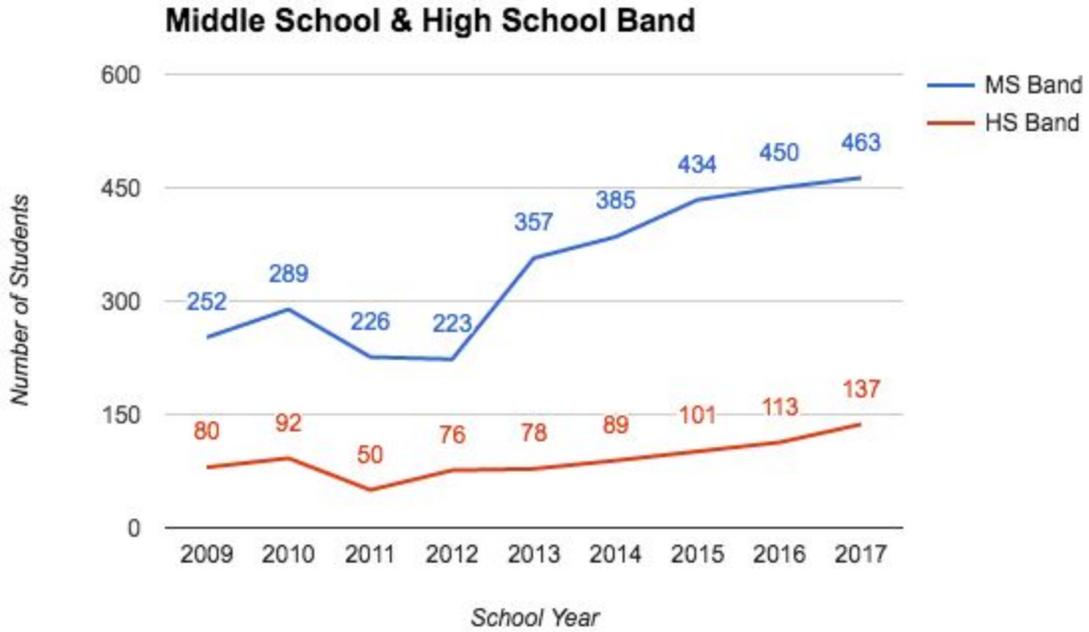
Scheduling can be a threat to our music program in a couple of ways. One comes with our fifth and sixth grade students only having their music class every third day. This is challenging in that students are expected to do a considerable amount of independent practice between classes at the very early stages of learning their instrument. If students are not finding success in learning their instrument they are less likely to continue with the instrument. This is more a concern for band and orchestra students. We also see a drop in band and orchestra students from seventh to eighth grade where students are taking both AVID and Spanish and their schedule may no longer allow them to take their instrumental class of choice.

Next Steps

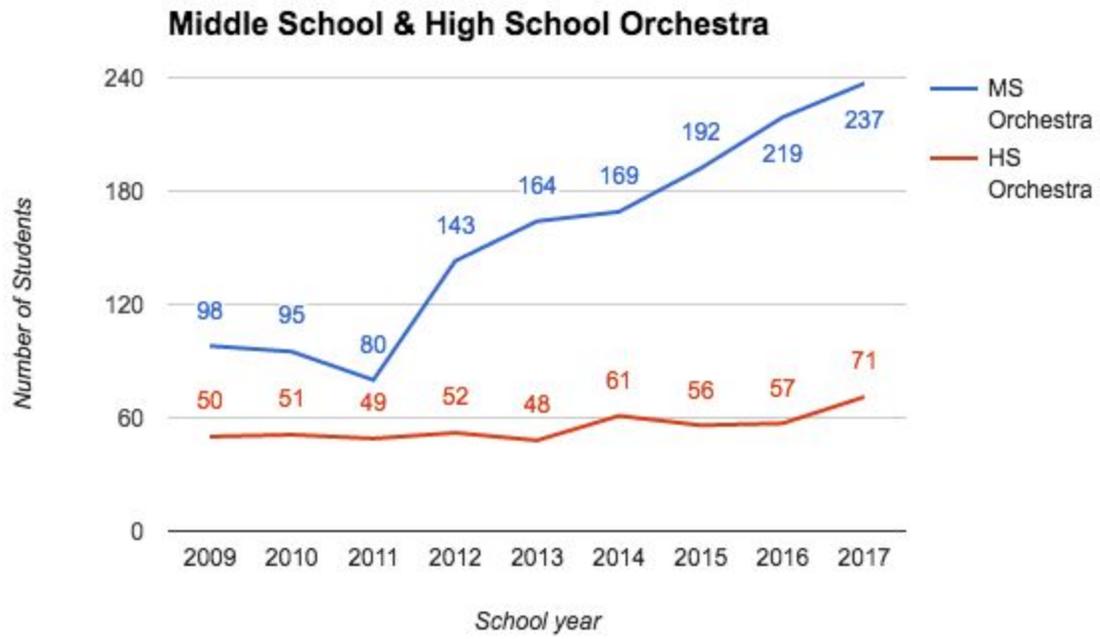
The music review team will continue its work into the 2017-18 school year. We will work alongside the review of the state art standards, which include music. We will review the standards and how our current resources meet those standards. We will then create a K-12 scope and sequence for the courses we offer and identify any changes that need to be made to those courses. If new resources need to be purchased we will develop a plan for the purchase and implementation of those resources.

Appendix A (1 of 2)

Enrollment Data (2009-2017)



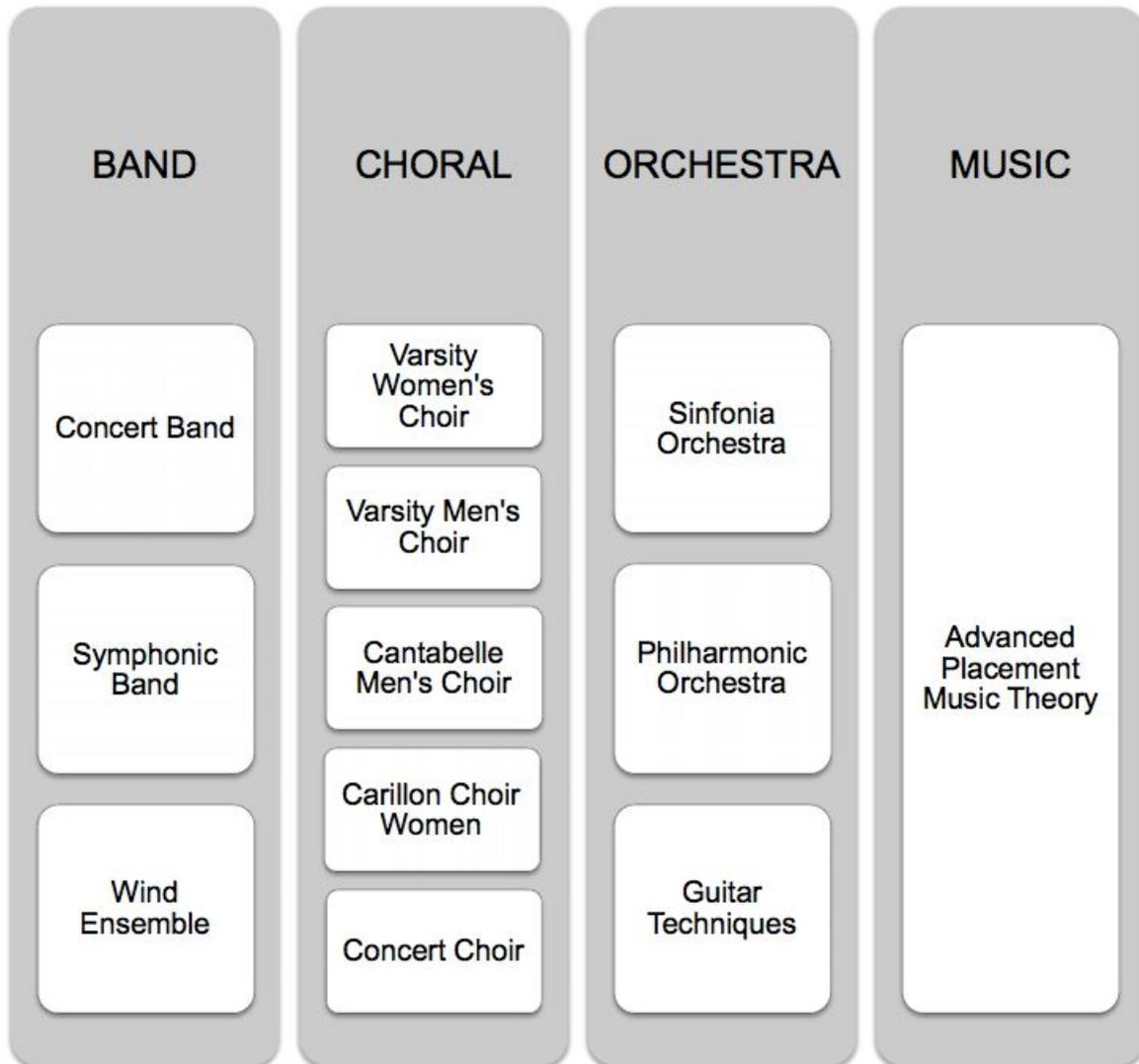
Appendix A (2 of 2)



Appendix B (1 of 3)

High School Music Pathway and Course Descriptions

MUSIC



Appendix B (2 of 3)

Course Descriptions

MUSIC

BAND PROGRAM

Sibley has three performing concert bands that meet during the school day. The Wind Ensemble and Symphonic Bands are auditioned bands while the Concert Band is a non-auditioned group. Most 9th grade students are members of the Concert Band. All bands cover a curriculum designed to expand the student's skills and knowledge in music literacy, music theory, music history, improvisation and technical facility on their instrument. Students using school owned instruments pay the district instrument rental fees of \$50.00 - \$100.00 annually for instrument rental and maintenance.

0727, 0728 – CONCERT BAND Full Year - 1 credit - Grade 9-10

Students must register for both semesters

Prerequisite: Previous work in band or teacher recommendation.

The Concert Band is an ensemble consisting of mostly students in grades 9-10. This ensemble performs intermediate level band music. Musicians should be interested in developing basic skills necessary for good concert performance and rehearsal technique. The fundamentals of music literacy, music history and practice technique will be discussed in this ensemble. **Homework Guide = 2**

0731, 0732 – SYMPHONIC BAND

Full Year - 1 credit – Grade 9-12

Students must register for both semesters

Prerequisite: Audition

The Symphonic Band is a select group of instrumentalists in grades 9-12. This is an audition only group. This group of musicians will play intermediate to advanced and technically challenging band repertoire.

Homework Guide = 2

0741, 0742 – WIND ENSEMBLE

Full Year - 1 credit - Grade 10-12

Students must register for both semesters

Prerequisite: Audition

The Wind Ensemble is a select group of instrumentalists in grades 10-12. This is an audition only band. This group of musicians will play advanced and more technically challenging band repertoire. Wind Ensemble members perform a Masterwork in the Gala Concert with the top Orchestra and Choirs. This is a rigorous band for Sibley's top performing musicians.

Homework Guide = 2

CHORAL PROGRAM

The Henry Sibley Choir Program consists of five curricular choirs: Chamber Choir, Carillon Women's Choir, Concert Choir, Varsity Women's and Men's Choirs. Chamber Choir and Carillon Choir are advanced level choirs that require a great deal of commitment by the students. The Concert Choir is a mixed, intermediate-level choir. Varsity Women's and Men's Choirs are entry level ensembles that do not require the same time commitment as Chamber and Carillon Choir.

0775, 0776 - VARSITY WOMEN'S CHOIR

0777, 0778 - VARSITY MEN'S CHOIR

Full year – 1 credit – Grade 9-12

Prerequisite: None

The Varsity Women's Choir and Men's Choir are offered to any student interested in singing in a choir at Sibley High School. These choirs do not carry a heavy level of commitment in terms of time, concerts, and performance dates. Each group rehearses separately, and sings materials selected for their group as well as some pieces combined with the other choirs. Grading is based on rehearsal attendance/participation, contribution to the group, written and vocal testing, and mandatory performance attendance.

Homework Guide = 1.5

0773, 0774 – CONCERT CHOIR

Full Year – 1 credit – Grade 10-12

Prerequisite: Varsity Women's or Men's Choir. New students may audition for the choir.

Concert Choir is a select group of students who must be accepted by audition to enter. An accelerated level of performance, a high level of comprehension of music standards, and a commitment of time outside the school day are the primary requirements of this course.

Homework Guide = 1.5

0761, 0762 - CARILLON WOMEN'S CHOIR

Full Year - 1 credit - Grade 10-12

Students must register for both semesters.

Prerequisite: Varsity Women's Choir or Concert Choir. In addition, students must prepare an individual performance selection, (audition), and show superior musicianship, including developed physiological vocal maturity. An audition does not guarantee placement into Carillon.

Carillon Women's Choir is the top women's ensemble consisting of 10-12 grade students. Entrance into Carillon is by audition only. Concert Choir is a prerequisite for enrollment in Carillon. This group focuses on challenging 4-6 part repertoire. Healthy vocal production, as well as the mastery of a rich and mature choral tone, is stressed during rehearsals and performances. This auditioned ensemble maintains a very active schedule with performances in school concerts and surrounding communities.

Homework Guide = 1.5

Appendix B (3 of 3)

0771, 0772 – CHAMBER CHOIR **Full Year - 1 credit - Grade 10-12**

Students must register for both semesters.

Prerequisite: Concert Choir or Carillon Choir In addition, students must prepare an individual performance selection and show superior musicianship, including developed physiological vocal maturity. An audition does not guarantee placement into Chamber Choir.

Chamber Choir is the top mixed, curricular ensemble consisting of primarily 11-12th grade students. Entrance into Chamber Choir is by audition only. This group focuses on challenging SATB repertoire from the Renaissance to the Twentieth Century with a particular emphasis on the music of great European and American composers. Healthy vocal production, as well as the mastery of a rich and mature choral tone, is stressed during rehearsals and performances. This auditioned ensemble maintains a very active schedule with performances in school concerts and in surrounding communities. Participation in Solo-Ensemble Festival and All-State Choir auditions is highly encouraged for members of the Chamber Choir.

Homework Guide = 1.5

ORCHESTRA PROGRAM

Sibley has two orchestras, Sinfonia and Philharmonic. They have different performance levels, but provide an equal opportunity for learning and performance. String players new to Sibley should register for Sinfonia. Students using school owned instruments pay the district instrument rental fees of \$50.00 - \$100.00 annually for instrument rental and maintenance.

0749, 0750 – SINFONIA ORCHESTRA

Full Year - 1 credit - Grade 9

Students must register for both semesters.

Prerequisite: Previous work in orchestra or teacher recommendation.

This course is open to all students who play a stringed instrument sufficiently well to be able to play orchestra literature. Students will study and perform the literature for string ensemble, study the structure of musical composition, and improve their playing technique, and listen to selected musical styles and composers. Each student is expected to practice at a minimum 2 ½ hours weekly, outside of regular rehearsals.

Homework Guide = 2.5

0751, 0752 – PHILHARMONIC ORCHESTRA

Full Year - 1 credit - Grade 9-12
Students must register for both semesters.

Prerequisite: Audition only

An accelerated level of performance is the focus of this group. Although not limited to, it is primarily composed of 10-12th grade students who have been in Sinfonia Orchestra. Due to a standard repertoire being performed, basic skills must be established before participation in this ensemble. Advanced techniques are explored along with a more professional approach during rehearsals. This group will perform a Masterwork along with the Wind Ensemble and the top Choirs for the Gala Concert. Each student is expected to practice at a minimum of three hours weekly, outside of regular rehearsals.

Homework Guide = 3

0753 - GUITAR TECHNIQUES

Semester – ½ credit – Grade 9-12

This is an elective course offering as part of the Orchestra program beginning instruction for the guitar. You will learn open chords, moveable chords, accompaniment techniques, and a variety of playing techniques and styles, including finger style approaches to the guitar. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation, and tablature.

Homework Guide = 2.5

MUSIC THEORY

0755, 0756 – AP MUSIC THEORY 🌟

Offered bi-annually in odd year (Fall of 2017-2018)

Full Year - 1 credit - Grade 10-12

Students must register for both semesters.

Advanced Placement Music Theory is designed to be an in-depth study of how music works and functions, how it affects the listener, the composer's intent, and the performer's choices. Music of all types and different cultures will be analyzed for melody, harmony, form, and purpose. A workbook is used along with recording to teach students how to listen critically to any music, and how to write and harmonize simple melodies. Ear Training experience and cooperative group learning amongst the class will prepare the student for the AP exam. **Students will be expected to take the AP Exam in May as part of the course.**

Weighted Grade, 1.2 multiplier

Homework Guide = 5

Appendix C

Music Curriculum Review Team

A team of K-12 music teachers and district office staff was assembled to review the music program and curriculum as part of year one of the review process.

Team Member	Site, Position	Team Member	Position, Site
Amy Powers	Henry Sibley, Band	Amy Olson	Pilot Knob, Music
Michael Scott	Henry Sibley, Orchestra	Deb Nass	Moreland, Music
Suzanne Svitak	FHMS/HMS, Orchestra	Kari Peterson	Somerset, Music
Lauri Booth	FHMS, Band	Katie Pearson	FHMS, Vocal
Sue Bujold	HMS, Vocal	Kate Skappel	Curriculum Coordinator, District Office

Appendix D

SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> ● 4th grade exploratory day. ● Bridges Concerts (8-12 grade) ● Parent, Family and Community Support. ● Board funded \$50,000 per year for instruments. ● 90 min of music per week for all elementary. ● Collaborative teaching staff. ● Innovative teaching practices. ● Breadth of offerings at the High School: Band, Choir, Orchestra, Guitar, AP Music Theory ● Co-Curricular offerings. ● Arts Magnet Program. ● Booster funded high school band lessons. ● Coordinator FTE allotted for music 	<ul style="list-style-type: none"> ● Elementary students on Mondays and Fridays get far less music than students on Tuesday through Thursday. ● Lack of K-12 curriculum scope and sequence and common resources across buildings. ● No options for students who do not want to participate in a performance music course at the middle school. This has caused behavior and engagement issues. ● Consistency in lesson offerings at the middle school. ● Co-curriculars offered through Community Ed and not accessible to all - Fees/Transportation (Middle School) ● Elementary Co-curricular at two sites and funded by parent organization.

Opportunities	Threats
<ul style="list-style-type: none"> ● Stable and supportive community allows music to be consistent. ● Addition of music options for 7th and 8th grade electives. ● Partnering with local music professionals/stores to provide lessons at the high school. ● Explore music scheduling options within the current middle school schedule. ● Seek additional instrument donations to provide access for more students. ● Our location allows us access to many professional musical opportunities (i.e. performances, internships etc.) ● Performance opportunities in the community. ● Partnership between the high school and the elementary school for strings program. 	<ul style="list-style-type: none"> ● Elective offerings at 7th grade and above. ● Middle School schedule - 1 in 3 days makes it difficult to retain skills across time - requires more on the student to practice at home. ● Teacher turnover in band - especially at Heritage over the last few years.

