



## **K-12 Music Curriculum Review**

### **Year Two**

West St. Paul - Mendota Heights - Eagan Area Schools

School District 197

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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. Although this is stated as a requirement, students in AVID and math intervention may not be able to fit music into their schedule.

At the high school, students may choose to take music courses to fulfill the fine arts credit requirement to graduate high school.

In year one of review the team developed Core Beliefs, Outcomes that Matter to All and a SWOT Analysis. These documents can be found in Appendix A.

In year two, the elementary music department worked on unpacking the music standards. They identified the skills and concepts that are essential to music education. They then developed a scope and sequence with common assessments tied to the skills. The team will continue working on the common assessments throughout the 2018-19 school year.

The secondary music department also began working on developing scope and sequences and grade level outcomes, as well as reviewing and making recommendations (as needed) for improvement in the following areas;

- Gr 5-12 performance and concert schedule
- Music lessons (duration, frequency and participation)
- Instrument exploration days
- Instrument rentals and associated fees and costs
- Culturally responsive instruction

Continuing into next year, the secondary music department will continue to develop and refine scope and sequences, develop common assessments, and potentially review opportunities for addressing gaps.

## Curriculum Review: Year Two

### Unpacking the Standards

All music teachers met and went through each of the Minnesota State Music Standards and wrote learning targets. Because of the number of teachers in music, we were able to offer for all music teachers to participate in this work at a deep level.

### Developing a Scope and Sequence and Grade Level Outcomes

Beginning in August 2018, continuing throughout the 2018-2019 school year and into summer 2019, the team will have developed a scope and sequence for each grade and course area. The scope and sequence for music includes concept, standards, skills/learning targets and resources used.

Two different approaches were taken in the development of the scope and sequence. In elementary courses, the scope and sequence is organized by skills and concepts. For the performance-based courses at the middle school and high school however, (e.g., Concert Choir) the scope and sequence is organized from a concert cycle approach, where regardless of the music selection being performed, there are predictable skills and standards that are addressed in those specific areas within the cycle.

8th Grade Choir Scope and Sequence			
Cycle and Related Learning Targets	Skills	Benchmark Alignment	Resources
Review and maintain concepts and skills from previous grade level.			
<i>Year Round: Foundational knowledge and skills necessary to create, perform and respond to music</i>			
Singing with freedom and efficiency	I can demonstrate use and control of breath  I can demonstrate use of open vowel sounds  I can demonstrate ability to articulate clear consonant sounds when singing  I can apply vocal skills and techniques to concert music	1. 3.A.1.1 <i>Use foundational knowledge and skills while responding to, creating and presenting artistic work</i>	Daily rehearsal skill practice:  Warm Ups that provide practice on each skill  Visual reminders of technique specifics  Modeling of techniques by teacher

Grade 1			
Concept	Skill(s)/Learning Targets	Benchmark Alignment	Resources
Review and maintain concepts and skills from previous grade level.			
<i>Rhythm</i>			
Long and Short Sounds	R, MO, IW, I, S	3.1.2.4.1 3.1.3.5.1 3.1.3.6.1 3.1.4.8.1 3.1.5.9.1 3.1.5.10.1	<a href="#">Long and Short Sounds Folder</a>
Beat vs. Rhythm (Beat vs. Words)	MO, S, R, IH, PW, L	3.1.3.5.1 3.1.3.6.1 3.1.4.7.1 3.1.4.8.1 3.1.5.9.1 3.1.5.10.1	<a href="#">Beat vs. Rhythm Folder</a>

The elementary scope and sequence documents contain links to resources that may be used to teach each skill/concept. School District 197 music teachers will be able to come to the document as they plan their lessons in the coming years. Teachers developed outcomes by grade level based on the standards for students and parents that are available on the district website.

## Performances

The music department offers a number of performance opportunities for students, families and the community. Generally, these performances can be categorized as either part of the school day program, or as outside of the school day enrichment opportunities through community education.

Each elementary approaches their performances a little differently but all five elementary schools have vocal and instrumental performance as a part of their music programming.

Garlough	Mendota	Moreland	Pilot Knob	Somerset
Grades 1-4 Evening Concert (time of year varies)	Grades K-3: Evening Concert by Grade Level  Grade 4: Musical and 4th Grade Recognition	Grade K: School Day Program in June  Grades 1-3: Evening Concerts in November or April  Grade 4: Evening Musical with Stages Theater and 4th Grade Recognition	Grade K: Evening Concert in May  Grades 1-4: Grade Level Evening Concert in November	Grade K: School day concert in June  Grades 1-4: Evening Concert Biennial rotation: Winter Year 1 and Spring Year 2  Grade 4: 4th Grade Recognition
<b>After school Music:</b> None	<b>After school Music:</b> None	<b>After school Music:</b> Grades 3-4: Moreland Melodies  School Day and Evening Concerts in December and April	<b>After school Music:</b> None	<b>After school Music:</b> Choir  Evening Concert in the spring and Volunteer Appreciation Day

The middle schools host two performances for choir, band and orchestra. The approach to these performance varies by site.

	Heritage	Friendly Hills
<b>Choir</b>	<b>Two in total</b> One winter, one spring (all grades combined)	<b>Two in total</b> One winter, one spring (winter single grades, spring all grades combined)
<b>Band</b>	<b>Two in total</b> One winter, one spring (all grades combined)	<b>Two in total</b> One winter, one spring (winter single grades, spring all grades combined)
<b>Orchestra</b>	<b>Two in total</b> One winter, one spring (all grades combined)  District Orchestra (May)	<b>Two in total</b> One winter, one spring (winter single grades, spring all grades combined)  District Orchestra (May)

At Henry Sibley High School, students generally have between 5-8 performances across the school year, including the typical fall, winter and spring concertsas well as the school-based events like Henry Sibley High School Graduation and Solo and Ensemble Concerts.

	Henry Sibley
<b>Choir</b>	<b>Five in total</b> Fall Concert (October), Gala Concert (November) Winter Concert (December), Early Spring Concert (March) Spring Concert (May), Sibley Graduation
<b>Band</b>	<b>Eight in Total</b> Homecoming (Fall), Gala Concert (November) Winter Concert (December), Early Spring Concert (March) Solo and Ensemble Concerts (March) Large Group Contest (March), Spring Concert (May), Sibley Graduation
<b>Orchestra</b>	<b>Five in total</b> Gala Concert (November), Winter Concert (December) Lullaby Concert (February), Spring Concert (May), District Orchestra (May)

An integral part of the music program is the combining of middle and high school programs for performances. Choir and Band students come together in grades 8 - 12 in February for what is called the Bridges Concerts. These concerts provide an opportunity for 8th grade students to see what music opportunities are available at the high school. The concerts are timed to followed the registration process. Orchestra students have an opportunity to come together each year of middle school with high school students in a district wide orchestra festival in May.

## Extra Curricular Performance Opportunities

In addition to the performances that are provided as part of the typical music department programming, students can take advantage of several additional opportunities that are available through community education, or activities and athletics.

Middle school programming is offered through community education. These programs meet before or after school. Efforts have been taken over the past two years to provide more equitable programming between the three different programs and between the two sites. In prior years some groups were able to meet more frequently than others. Access to these programs is still an area of focus as not all students have transportation options to allow their participation.

High school opportunities are offered through district activities and supported by the booster organizations.

	Extra-Curricular in Middle Schools	Extra-Curricular in High School
<b>Choir</b>	<b>Heritage Night at the Ritz - March</b> Includes Heritage Harmony (Choir), Heritage Fiddlers (Orchestra), Jazz Band (Band) and solo/ensembles from curricular  <b>FHMS: Cafe Cabaret - March</b> Includes Summit Singers (Choir), Jazz Band (Band) and Friendly Fiddlers (Orchestra)	<b>Jazz Choir</b> Performances at Curricular Concerts in December, March and May
<b>Band</b>		<b>Marching Band</b> <b>Jazz Band (Four Levels)</b> <b>Jazz Combos (Two Levels)</b> <b>Competitive Winter Drumline</b> <b>Competitive Winter Color Guard</b> <b>Fall, Winter and Spring Pep Bands</b>
<b>Orchestra</b>		<b>Chamber Orchestra</b> Variety of dates including performances at Curricular Concert in December, March and May

## Lessons

A important element of music education is providing students opportunities for small group instruction and practice in addition to participating with the entire choir, band or orchestra departments. This small group instruction takes the form of lessons that students with similar instruments participate in regularly across the school year.

Lessons for band and orchestra at the middle school are part of the district provided curriculum. As the number of students has increased in band and orchestra, the ratio of lessons available to enrollment has not always been maintained. A variety of music staff can provide lessons, but as the programs have expanded, a number of students are receiving lessons with an instructor that are not aligned with the area of their music study. For example, trombone lessons are sometimes provided by orchestra staff, or students who play violin receive their lessons from the band staff. This is an area of concern as to how the music department groups students in their lessons, and is a result of trying to maintain full time

positions at sites, which provide consistency in teachers for students in the course and reduce travel between buildings. Additional training will be provided to staff who are delivering lessons outside of their area of strength.

An overall look at lessons at the middle school for the 2017-2018 school year is summarized below.

School	Duration	Frequency	Number of students participating
Friendly Hills	15 minute lessons	3-5 lessons per quarter	450 students receiving lessons
Heritage	15 minute lessons	3-5 lessons per quarter	450 students receiving lessons

*\*Lessons based on instrumentation/ number of students that year/ schedule etc*

Band lessons at the high school are a key component of the music program and are paid for by families. Lessons are provided by the Band Boosters when families cannot afford the lesson fee. Lessons are provided during Band class. Eighty-four percent of high school students in Band took lessons in the 2017-2018 school year.

Some students may participate in orchestra or choral/ voice lessons, however those are all done outside of organized school activities.

### **Instrument Exploration Days**

As part of the 4th grade curriculum, the 4th Grade Exploratory Instrument Days provide an opportunity for all students to physically try all of the band and orchestra instruments in preparation for choosing an instrument to play at the middle school level. Middle school instructors visit each elementary school for a day. Students are pulled out of class for 30 minutes in groups of 10-12 to try each instrument. At the end of the session, students fill out a form that provides their top three instrument choices. The interest form is sent home for parents to discuss with students. This form will inform how the family completes the Middle School registration form for their student. The form is available in Appendix D.

The instrument exploration days are a critical component of the district music program. The days provide an opportunity for all students to experience playing an instrument. Since starting this program in 2013 the music department has seen a positive difference in the diversity in its performing groups. As a result, combined with the instrumental rental program, the music department has been able to give more opportunities to students creating more equitable access for all students in the district.

### **Equitable Access to Instruments**

Purchasing or renting instruments, which can sometimes cost upwards of \$5,000 for one single instrument, can create a major barrier for students who want to participate in music education. Additionally, having to transport large instruments, such as a tuba or french horn, between school and home can be a very difficult task for students.

In order to address the rentals are offered, the music department has developed a deep inventory of instruments that students can rent. The inventory has been developed through an annual \$50,000 district allocation as well as donations of instruments from the community. An example of the rental

contract can be found in Appendix C.

Students have the opportunity to rent instruments in two ways, as noted below.

- \$25 for instrument shared by students for school use only (i.g. for larger instruments that are difficult to transport like a tuba or cello)
- \$50 for instrument used by student for home and/or school use (i.g. students who cannot afford to purchase or rent monthly)

A large number of students take advantage of this rental opportunity at all three secondary schools, and within both instrument-based areas (band and orchestra).

School	Total Number of Rentals (Band + Orchestra)	Total Enrollment in 2018
Heritage Middle School	Between 150-160 in 2018	360
Friendly Hills Middle School	Between 80-85 in 2018	400
Henry Sibley High School	Between 60-65 in 2018	200

A large portion of the the rental contracts end up being subsidized due to the complex financial situations of many families. Annually, the music department usually only collects 5% of the rental fee. The \$50,000 budget is also used for annual repair and cleaning instruments. The typical cost to clean a single instrument is \$135 per instrument per year. A snapshot of how much the repairs, cleaning, restringing and purchasing of new instruments is noted below for the last two years.

Year	New Instruments	Repairs, Cleaning, Restringing
2016-2017	\$39,207	\$8,763
2017-2018	\$31,750	\$18,250

Many band and orchestra students also need supplies that the department provides (i.g. Reeds, oils, strings).

### **Equitable Access to Practice Materials**

Students are asked to purchase a practice book along with renting an instrument. This has been a barrier for a number of students who cannot afford to purchase these materials. As part of the review process, three-to-five student practice books (per instrument in band and orchestra) were purchased in fall 2018 to ensure that all students in band and orchestra can access them regardless of whether they were able to purchase them or not.



## Culturally Inclusive Curriculum

As part of the curriculum review process, curriculum resources are reviewed to assure diverse perspectives, their culture relevance and equitable distribution and access. Through this review, the music department identified the need to diversify the current music selections so that their content better matches students’ interests, abilities, and backgrounds.

## Common Assessments

Throughout the 2018-19 school year as well as into the summer, the music teams will meet to develop common assessments for each skill or unit of study taught in the music program. These assessments will look different between elementary and secondary because of the difference in instrument use. At the elementary level assessments are based on the specific skills taught at each grade level. Teachers will use the common assessment at the completion of teaching the skill or when they expect mastery of the skill. Common assessments are based on learning targets that are aligned to the Minnesota Standards in Music. Elementary Common Assessments will be created for Rhythm, Melody, Harmony, Form, Expression, and Timbre.

MELODY COMMON ASSESSMENT			
K and 1 Student will match teacher's pitch while singing.			
1	2	3	4
Student does not use singing voice	Student interchanges speaking and singing voice	Student matches pitch consistently 80% of the time	Student matches pitch 100% of the time
2 Student will sing pentatonic melody in tune			
1	2	3	4
Student does not use singing voice Student sings out of tune	Student sings melody with multiple errors	Student sings melody with few errors	Student sings melody with no errors

## Considerations for Future Study

While reviewing the music department’s SWOT Analysis and multi-year course enrollment information, the department began the process of identifying options for addressing both student interest and academic gaps with content.

Currently, students in the middle school participate on a yearly basis in one of the three required music offerings; band, orchestra, or choir. As the music department reviewed enrollment patterns, it was noticed that as students progressed from 5th to 8th grade, there is a disproportionate number of students that transition from taking band or orchestra as 5th or 6th graders to then taking choir later in their middle school experience. Anecdotally, the music department had made a similar observation, and had been reflecting on why students might be making this change.

The music department hypothesizes that while students have the ability to choose between band, orchestra or choir already, there may still be a gap between what music interests students have and what music offerings are provided, and over time students end up taking choir as a result. As the team discussed this further, the idea of providing a fourth option, one that could take the form of a digital music course, was offered as a possible solution. Within a course like this, students may have the opportunity to work with digital music platforms, as well as exploring how to play music with instruments like digital keyboards, or even guitars. The music department predicts that by having an option that allows for some variety (keyboards and guitars for example), as well as incorporating

contemporary approaches to exploring music through digital formats (which can also provide opportunities for diversifying what students learn about), the department may be addressing some of the larger gaps between what students' are interested in, and what music options are provided.

In order for students to be successful in AP Music Theory, the music department has expressed a desire to offer an introductory, Pre-AP Music Theory course that will cover foundational music theory topics prior to a high level AP Course. Current course offerings are focused on technique and performance.

Additionally, the music department would like to provide opportunities for students to create their own music and not necessarily with the experience of knowing how to play an instrument. To this end, the music department would like to propose a new course, called Music Production. In this Music Production course students would be creating original music through a variety of digital platforms. This course will provide a music opportunity meeting a student interest that is not currently available.

## **Next Steps**

During year three of the curriculum review process, the music department will work on the following:

- Continue to develop common assessments
- Review tools that can support personalized practice
- Time to review music selections in order to add culturally inclusive music selections, including concert music
- Elementary and middle school music staff attended a workshop through The Perpich Center for the Arts title, "Beyond the Standards: Understanding the Arts of the MN American Indian Tribes and Communities". We will continue to explore how American Indian music can be incorporated into our curriculum in meaningful ways.
- Review instrument needs at the elementary level to deliver the curriculum
- Follow-up on recommendations including:
  - Middle School activities
  - Training for staff providing lessons
  - Review practices and procedures for instrument rental program
  - Music course offerings

## Appendix A

### Year One Resources: Core Beliefs, Outcomes that Matter to All and SWOT Analysis Summary

#### Core Beliefs

- Music is a part of life, a lifelong 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.

### 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.

**Appendix B**  
**Music Curriculum Review Team**

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

<b>Team Member</b>	<b>Position, Site</b>
Amy Olson	Pilot Knob, Music
Deb Nass	Moreland, Music
Kari Peterson	Somerset, Music
Anna Koester	Mendota, Music
	Garlough, Music
Kate Skappel	Curriculum Coordinator, District Office

	<b>Band</b>	<b>Choir</b>	<b>Orchestra</b>
<b>Friendly Hill Middle School</b>	Lauri Booth	Alexandra Johnson	Suzanne Svitak
<b>Heritage Middle School</b>	Galen Johnson	Sue Bujold	Claire Dill
<b>Henry Sibley High School</b>	Amy Powers	Josh Countryman	Michael Scott
<b>District Office</b>	Katie Pearson, ATPPS Instructional Peer Coach (previously Choir @FHMS) Miles Lawson, Secondary Curriculum and Gifted and Talented Coordinator Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment		



**Appendix C- Middle and High School Rental Contact**

**SCHOOL INSTRUMENT USE RENTAL CONTRACT 2018/19**

**INDEPENDENT SCHOOL DISTRICT #197**

**West Saint Paul, Minnesota**

School: \_\_\_\_\_ Instructor: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**SCHOOL INSTRUMENT ASSIGNED:** \_\_\_\_\_

Manufacturer: \_\_\_\_\_ Serial #/Model: \_\_\_\_\_ Case #: \_\_\_\_\_

Instrument Condition: \_\_\_\_\_ Accessories Assigned: \_\_\_\_\_

**RENTAL FEES:**

Checks should be made payable to **ISD 197** for the below listed rental amount and should be given to the student's instrumental instructor along with a copy of this rental contract signed by the student and his/her parent. The renter's copy will be returned to the student as a receipt of payment after the fee has been processed.

The following fee schedule will be applied for use of a district instrument during the 9 month school year.

- \$50 for instrument used by student for home and/or school use
- \$25 for instrument shared by students for school use only

**STATEMENT:**

"I received the above listed school-owned instrument in the stated condition and agree to maintain and care for the instrument so that it might be returned in same condition at the end of the rental period minus allowance for normal use and wear (**Please note:** dents, cracks, breaks, and bent keys are considered damage, NOT normal use and wear). I further agree to assume all responsibility for repair and replacement of this instrument for damage while instrument is under contract."

My student is requesting the following:

\_\_\_ Pay in Full \_\_\_ Request payment plan \_\_\_ Full scholarship needed \_\_\_ Partial scholarship needed

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Contract Information for Staff Use:**

- Signed Contract Returned: \_\_\_\_\_
- Payment Information: \_\_\_\_\_
- Instrument Returned: \_\_\_\_\_

Comments: \_\_\_\_\_

**Appendix D- Instrument Exploration Worksheet - Grade 4**

NAME: \_\_\_\_\_ Teacher: \_\_\_\_\_

**INSTRUMENT SCREENING INFORMATION:**

Our goal is to help you find an instrument that will be easy for you to play and have a successful experience. Please try many different instruments before deciding on which one you will choose for 5<sup>th</sup> grade band or orchestra.

**-----THIS SECTION TO BE FILLED OUT BY THE MUSIC TEACHERS-----**

+ = easy/natural                      0 = average                      - = difficult to be successful on

**BAND INSTRUMENTS**

- |               |              |                  |
|---------------|--------------|------------------|
| ___ Flute     | ___ Trumpet  | ___ Tuba         |
| ___ Oboe      | ___ F Horn   | ___ Percussion * |
| ___ Clarinet  | ___ Trombone |                  |
| ___ Saxophone | ___ Baritone |                  |

\*Percussion includes Mallets and Drums. A requirement of at least 6 months or more of piano is necessary to start on Percussion due to instruction on multiple instruments.

**ORCHESTRA INSTRUMENTS**

- |            |           |
|------------|-----------|
| ___ Violin | ___ Cello |
| ___ Viola  | ___ Bass  |

**-----THIS SECTION TO BE FILLED OUT BY THE STUDENT-----**

My top 3 instrument choices (please list 3, as you may not get your first choice! Remember if you like to sing, choir is another option.)

1. \_\_\_\_\_ ?
2. \_\_\_\_\_ ?
3. \_\_\_\_\_

Do you have piano experience? No Yes, How long? \_\_\_\_\_ Do you already play an instrument? No Yes, How long? \_\_\_\_\_