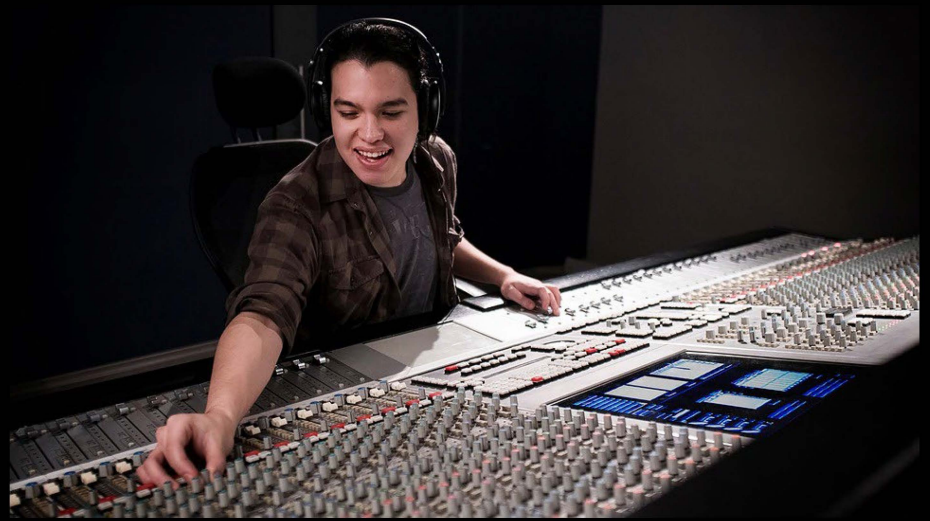


Madison Public Schools Performing Arts Program



Looking to the future...





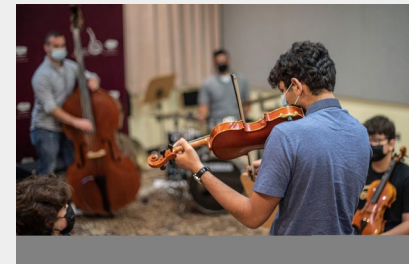


Profile of a Graduate

Where do the Performing Arts fit?



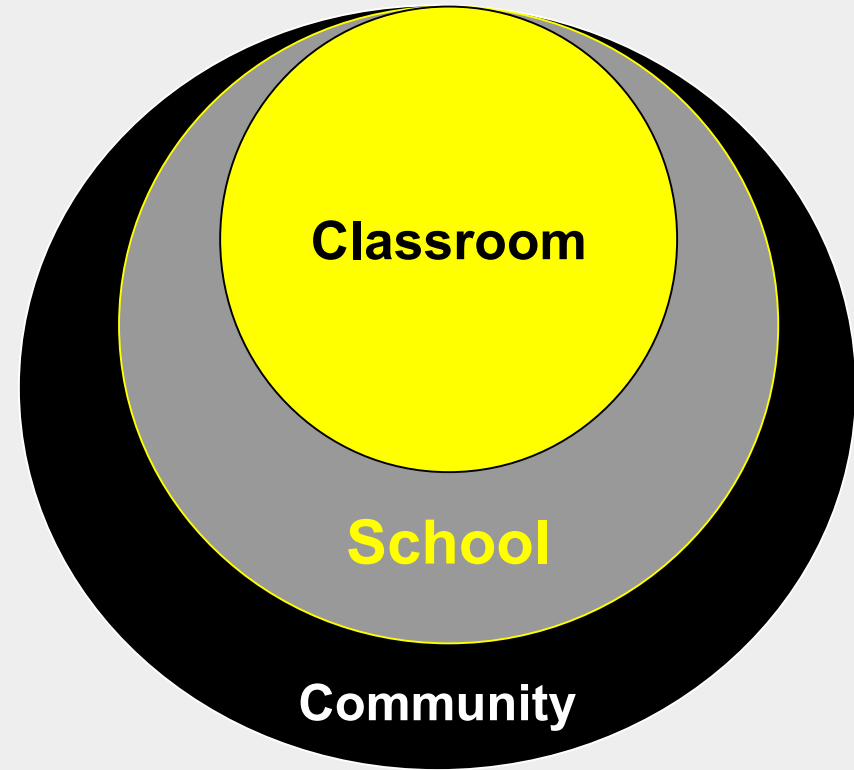
- **Critical Thinking**
 - Analyzing
- **Creative Thinking**
 - Design
- **Collaboration/Communication**
 - Product Creation



Classroom: How can educators provide the support and facilitation needed to allow students to participate in developing their own learning experiences?

School: How can schools bring students into the process of identifying a diverse and comprehensive set of learning opportunities?

Community: How can we work together to build a dynamic, culturally responsive arts community prepared to hear, support, and validate the needs of students at critical transition points?



- **How do we assess what is next?**
 - **Where are we headed?**
 - **How do we get there?**



1. Achievement—the scope and depth of what students learn

2. Participation—how many students benefit from music classes

3. Impact—whether participating students are motivated and empowered to continue their musical involvement after moving to the next level





- The percentage of students who elect high school ensemble classes has been declining steadily over the past several decades.
- **21 percent of US high school students currently elect BOC, a decrease of 10 percent in just the past ten years.**
- The strands of singing and playing ensemble instruments have long been a focus of school music programs in the United States.
- **Other strands, such as harmonizing instruments (guitar, piano) and music composition, have existed outside K–12 schools for centuries, but only recently have become widespread in school curricula.**





- **There has been an increasing popularity of music composition, facilitated by software and other technologies, that enable students to explore and express musical ideas with an ease that could not have been imagined only twenty years ago.**
- **Students highly involved in theatre are more likely to be reading at a high level of proficiency by grade 12.**
- **Young children taught in theatre arts integration classrooms have higher attendance rates.**
- **A study of Nobel Prize winners in science revealed that most have arts related hobbies.**
- **Theatre can help young students build understanding of scientific practice concepts.**

How do we choose our courses and offerings?

- 1. Will the courses appeal to students who are not already electing to participate in a performing group?**
- 2. Will the courses provide opportunities to teach a variety of standards, including listening and creating?**
- 3. Will student participants find opportunities to continue their involvement after graduation?**
- 4. Will the courses also provide a vehicle for expanding students' musical tastes, or at least making them more receptive to alternative musical styles.**
- 5. Are their options for full year and trimester long courses at the high school level?**



How do we then provide the proper foundation to be able to offer these experiences at the middle school and high school levels?



Where are we now?

Professional Development

EduPlanet

Student Focus Groups

Scope and Sequence

Vertical Alignment

What's next?