



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
Child-Centered : Future-Focused

Self Study of K-12 GENERAL MUSIC EDUCATION Instructional Program

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Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, at 1725 North Dodge Street, Iowa City, IA, 319-688-1000.

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As a result of the curriculum review process, the self-study team reviewed our belief statements, mission statements, and achievement goals for General Music, and thereby adopted the following:

BELIEF STATEMENTS

[as articulated by the National Association for Music Education (NAfME)]

We believe that music education...

- supports the social and emotional well-being of students, whether through distance learning or in person
- nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way
- is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

MISSION STATEMENT

In order to provide a high-quality music education for *all* K-12 students in the Iowa City Schools, the general music curriculum focuses on four primary areas of learning: Active Music Making, Cultural Connections & Proficiency, Music Understanding & Cognition, and Social-Emotional Learning. Regular instruction in these four areas develop a strong foundation for students, allowing them to engage with music throughout their lives as an audience member, creator, and/or a performer.

Active Music Making:

- Students engage in music making as singers, instrumentalists, composers, and dancers, behaving as musicians do...learning music by *doing* music.

Cultural Connections & Proficiency:

- Students develop awareness of music's role in the world like windows and mirrors, allowing insight into cultural, communal, and/or personal experiences.

Musical Understanding & Cognition:

- Students create new music as they improvise, compose and arrange musical ideas, applying and synthesizing musical knowledge.

Social-Emotional Learning:

- Students learn and practice essential communication and collaborative skills that transfer to other disciplines and to future work and play.

ACADEMIC ACHIEVEMENT GOALS

The following academic achievement goal for the Fine Arts is set by the ICCSD Board of Directors:

Students will observe and/or participate in multiple fine arts experiences, representing a broad range of fine arts forms.

- On average, the number of experiences and/or range of art forms will increase overtime.
- On average, the number and percent of students from the disaggregated sub group will increase in voluntary participation in one or more of the art forms.

Summary of Survey Data

See [this document](#) for a summary of the survey.

See [this document](#) for data disaggregated by race/ethnicity.

ICCSD General Music Program Strengths and Limitations

The following information was generated from review and analysis of data gathered from surveys as well as demographic and academic achievement data. Those responding to surveys included administrators, parents, students in grades 5-12, and teachers (both elementary and secondary). Information was also collected by a review of the Iowa and National Core Arts Standards, as well as the discussion and reflections of the self-study team.

Program Strengths:

Survey respondents are satisfied with the music education being taught in the ICCSD schools:

- 67% of elementary parents, 71% of elementary students, and 91% of staff reported being satisfied with music education in their school.

Music education is valued by survey respondents:

- 68% of elementary students, 88% of elementary parents, and 99% of staff agreed or strongly agreed with the statement, "Music is an important part of education."

Instructors are knowledgeable and available for help:

- 85% of elementary students and 87% of elementary parents agreed with the statement, "Instructors are knowledgeable."
- 64% of elementary parents and 79% of elementary students agreed that, "Help is available from the music teachers."

"General music helps develop students' musical skills:"

- 73% of students, 88% of parents, and 94% of staff respondents agreed with the above mentioned statement.

The current program utilizes a variety of musical repertoire:

- 61% of parents, 68% of students, and 78% of staff agreed with the statement, “the music students **perform** represents a variety of genres, styles, and cultures.”
- 63% of parents, 77% of students, and 82% of staff agreed with the statement, “the music students **listen to** represents a variety of genres, styles, and cultures.”

Survey respondents value the music program, and would like to see additional offerings:

- Open ended comments suggest students and parents have a desire for:
 - Elementary choirs
 - Increased number of opportunities to see live performances
 - Drumming, Orff, or percussion ensembles
 - Access a wider variety of instruments including ukulele and piano
 - Classes on composition and music technology
 - Musical theater, dance, and drama

Program Limitations:

Survey respondents do not view the current music program as challenging, and currently there are no district-wide academic achievement goals for music:

- 49% of parents, and 53% of students reported “not challenging,” and 53% of students and 41% of students reported “neutral” to the question “How challenging do you find the music education provided by the district?”

Student respondents do not value music as highly as parents and staff:

- 32% of students were neutral or disagreed with the statement, “Music is an important part of education.” Only 6% of parents and 1% of staff held this same view.
- Open-ended comments suggested a desire for classes/exercises that move beyond learning “about” notation, and into composition, creative thinking, and music technology.

Materials and musical repertoire could represent a wider range of cultures:

- 14% of elementary students identifying as underrepresented minorities, and 25% of secondary students identifying as Asian disagreed with the statement, “My music teacher uses examples of race, cultures, and backgrounds like mine.”
- 20% of elementary students identifying as underrepresented minorities disagreed with the statement that the musical materials, “Include examples of people of different genders and gender identities.”

Not all parent respondents felt well informed about the music program or curriculum.

- Open ended comments from parents indicated that it would be useful for the staff to provide more information about the music curriculum and program.

Parents and staff perceive a lack of funding:

- Survey data indicated that only 40% of parents and 53% of staff agreed with the statement, “There are enough materials for everyone in the music classroom.”

- Open ended comments from parents indicated that there is a need for additional funding and instructional time for the music program.
- Staff discussions illuminated that inequity exists between buildings when it comes to classroom equipment, as many classrooms are funded by building PTOs, rather than the district.

Limited options exist for general music instruction at the secondary level:

- At the Junior High level, students are limited to one trimester of Music Tech, and one trimester of Rock Band.
- West High does not currently offer a general music option for students. General music is an important option for secondary students, as it provides a fundamental basis for students to explore music without a heavy focus on public performance.
- In Junior High, students cannot enroll in band or orchestra if they have not had previous instruction on an instrument. This means that students moving into the district in grade 7-12 who did not have access to instrumental music, or those who did not participate in instrumental music in grades 5 and 6, have limited options to continue their music education in Junior High or High School.

District Improvement Plan

General Music Program:

Strengths/Limitations	Recommendations and Plan of Action	Contact(s)	Timeline
Instructors are knowledgeable and available for help.	Continue to hire knowledgeable teachers by giving voice to the music staff and coordinator in the hiring process of all General Music Teachers Continue to provide quality professional development specific to the content area of general music	Human Resources Curriculum Coordinator Building Administrators	Academic year 2021-2022 and ongoing
Diversity of our current staff does not match the diversity of our student body.	Work towards increased recruitment, hiring, and retention of candidates from a variety of backgrounds, genders, and races	Human Resources Curriculum Coordinator Building Administrators	Academic year 2021-2022 and ongoing
Students and parents value the music program, and would like to see additional offerings.	Work with the <i>Any Given Child</i> program to identify new opportunities for K-8 fine arts programming Examine the possibility of Increasing instructional time for General Music in Gr 5 & 6, from 54 min per week to 81 minutes per week (same as K-4). This allows for additional ensembles such as an elementary choir or ukulele club.	Curriculum Coordinator <i>Any Given Child</i> Program Coordinator Executive Director of Teaching and Learning	Academic year 2021-2022 and ongoing

General Music Program, Continued:

Strengths/Limitations	Recommendations and Plan of Action	Contact(s)	Timeline
Limited options exist for general music instruction at the secondary level.	Work with existing JHS and HS music teachers to create new general music courses for JHS and HS. <ul style="list-style-type: none"> Expand current course offerings to all buildings (such as <i>Hear My Voice</i> at West High) 	JHS and HS Staff Secondary Building Administrators	Academic year 2021-2022 and ongoing
Parents do not feel informed about the music program or curriculum.	Improve communication about the music program and curricular goals by: <ul style="list-style-type: none"> Incorporating music into all school activities (such as PBIS) and Curriculum Nights Increasing opportunities for specials' teachers to communicate directly with parents Using district technology (such as Seesaw or Canvas) to share student work and/or communication with parents throughout the year. 	General Music Teachers	Academic year 2021-2022 and ongoing

Teaching and Learning:

Strengths/Limitations	Recommendations and Plan of Action	Contact(s)	Timeline
Survey respondents did not view the current music program as challenging.	Gather further information about this perception from students and parents through the use of: <ul style="list-style-type: none"> Surveys Focus Groups Student Interviews 	General Music Staff Curriculum Coordinator	Academic year 2021-2023 and ongoing
Currently, there is no district wide academic achievement goal for music education.	Examine the idea of working with district curriculum leaders to create and present an academic achievement goal to the ICCSD School board for possible adoption.	Executive Director of Teaching and Learning	Academic year 2021-2023
Students do not value music as highly as parents and staff.	General Music teachers will improve their communication about the value of general music education in preparing for adult life, including exploring careers in music, and developing skills students will need for college and career readiness. <ul style="list-style-type: none"> Consult with Any Given Child regarding the possibility of bringing in Teaching Artists to illuminate career possibilities in music. Explore options for more cross-curricular collaborations between classroom teachers and other specials, leading to greater understanding of the connection between music and other aspects of life. 	General Music Staff <i>Any Given Child</i> Program Coordinator	Academic year 2021-2022 and ongoing

Teaching & Learning, Continued:

Strengths/Limitations	Recommendations and Plan of Action	Contact(s)	Timeline
Materials and musical repertoire could represent a wider range of cultures.	<p>When examining new curricular materials for adoption, examine materials carefully for positive representations of a variety of cultures and identities.</p> <ul style="list-style-type: none"> Consult with the cultural proficiency team for up to date guidelines. <p>Provide professional development on Culturally Responsive Teaching specific to the content area of music.</p>	<p>General Music Staff</p> <p>Cultural Proficiency Team</p> <p>Curriculum Coordinator</p>	Academic year 2021-2022 and ongoing

Technology & Resources:

Strengths/Limitations	Recommendations and Plan of Action	Contact(s)	Timeline
Parents and staff perceive a lack of funding.	<p>Increase the access of curricular resources for students by:</p> <ul style="list-style-type: none"> Purchasing a standard classroom instrumentarium for each building that takes into consideration large class sizes. Establishing a technology budget for general music to provide students and teachers access to unique technological tools intended for music (such as Soundtrap, Noteflight, etc.) 	<p>General Music Coordinator</p> <p>Appropriate District Administrators</p>	Academic year 2021 and ongoing
Staff indicated that an inequity exists between buildings when it comes to classroom equipment, as many classrooms are funded by building PTOs rather than the district.	<p>Collaborate with district administrators to seek additional funding opportunities for the general music department.</p> <ul style="list-style-type: none"> Update broken equipment Purchase the needed instruments to “standardize” an inventory of classroom instruments 	<p>General Music Coordinator</p> <p>Appropriate District Administrators</p>	Academic year 2021 and ongoing
Students requested additional access to live performances and artists.	<p>Use technology (such as Zoom and digital recordings) to connect students to culturally diverse teaching-artists.</p> <p>Provide students additional opportunities to participate in “virtual field trips.”</p>	<p>General Music Staff</p> <p><i>Any Given Child</i> Program Coordinator</p>	Academic year 2021 and ongoing