

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

April 22, 2013

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: April 11, 2013

A work-study session of the White Bear Lake Area School Board will be held on **Monday, April 22, 2013** at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEM

1. K-12 Music Program Review 5:30 p.m.
2. Federal Setting III Program Protocols 6:00 p.m.
3. Revised Draft of Partnership Protocols and Policy for May Meeting 6:30 p.m.
4. School Board and Superintendent Goals Updates
 - a) Goal 2: Finance: Update on Planning for Capital Projects Levy Renewal 7:00 p.m.
 - b) Goal 3: Continue Implementation of the Communications and Marketing Plan for the District: Update 7:30 p.m.

C. ADJOURNMENT 8:00 p.m.

AGENDA ITEM: **K-12 Music Framework**

MEETING DATE: **April 22, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Shannon Anderson, 6-12 Music Curriculum Leader**
Dan Gullick, K-5 Music Curriculum Leader
Lisa Switzer, Curriculum & Program Development
Coordinator

BACKGROUND:

A K-12 curriculum review process for K-12 music began in October, 2008. Doug Orzolek, Associate Professor of Music, Director of Graduate Programs in Music Education from the University of St. Thomas led the music department through a brainstorming and analysis of our current programming.

K-5 worked with the Perpich Center and focused on curriculum mapping and common assessments to meet the National and Minnesota Music Education Standards. The K-5 music department was able to create a full scope and sequence of K-5 music curriculum including common assessments at each grade level.

At the secondary level, further research commenced to study models of frameworks from other districts. A mission statement and four pillars of music education were agreed upon. Those four pillars include: musical skills and behaviors, social interactions, cultural and global awareness and life-long learners and 21st century skills.

Tonight Shannon Anderson and Dan Gullick will present the K-12 music curriculum for review.



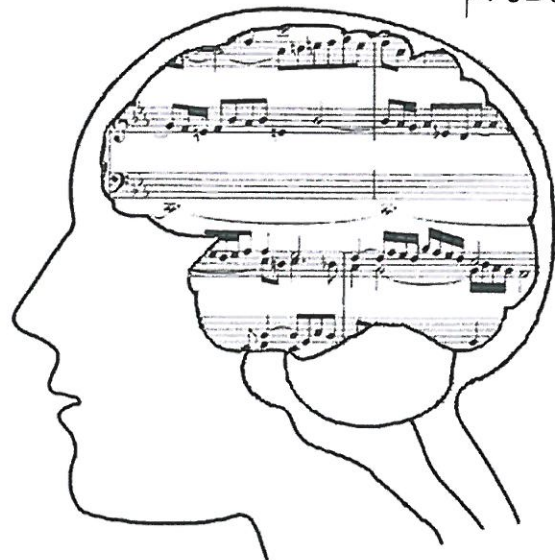
White Bear Lake Area Schools

Independent School District #624

presents

K-12 music curriculum framework

2012-13



White Bear Lake Area Schools

Independent School District #624

presents



The Elementary Music Curriculum Framework

2012

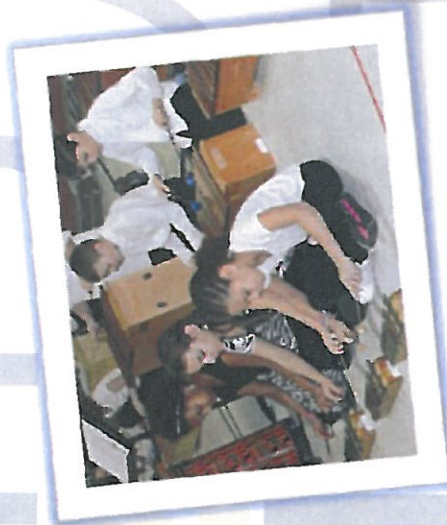


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Rationale Statement

The vital role of music is the enrichment of the human body, mind, and spirit. Students experience music through singing, playing, moving, listening, reading, writing, and creating. The music classroom encourages exploration, playfulness, imagination, and spontaneity in a healthy and safe environment. The music curriculum supports the development of the whole child through sequential, developmentally-appropriate teaching practices, and builds student success and confidence while learning core values. Students develop essential knowledge and skills necessary for lifelong enjoyment of music, including cultural awareness, community connectedness, and emotional self-awareness essential for citizens in an increasingly interdependent and changing world.

Elementary Music Curriculum Review Committee

<u>Name:</u>	<u>Position/Building</u>
Dan Gullick.....	Music, Birch Lake/Oneka/Hugo; Department Chair
Susan Mielke.....	Music, Oneka; past Department Chair
Jody Pontious.....	Music, Otter Lake
Scott Keen.....	Music, Willow Lane/Matoska International
Odelis Anderson.....	Music, Lakeaires/Matoska International
Jane Burnmeister.....	Music, Lincoln/Hugo
Camille Farinella.....	Music, Matoska International
Sandy Knutson...	Music, Vadnais Heights/Otter Lake
Barb Kearns.....	Principal, Willow Lane; Principal Liaison
Ann Malwitz.....	Professional Development, District Center
Gretchen Harriman.....	Professional Development, District Center
Zane Shaefer.....	Professional Development, Perpich Center
Nyssa Brown.....	Professional Development Coordinator for Music Education,
Perpich Center for the Arts	

Timeline for Elementary Music Framework

May 2009- Initial meeting at District Center to start framework process: Cindy Moore, Gretchen Harriman, Ann Malwitz, Barb Kearns, Sue Mielke

June 2009- WBL Elementary Music Department met with Gretchen Harriman at District Center for curriculum mapping

September 2009 – May 2010 - Willow and Birch Lake Friday meetings: WBL Elementary Music Department curriculum mapping

June 18, 2010- WBL Elementary Music Department met with Perpich Center for the Arts at District Center: WBL Elementary Music Department, Ann Malwitz, Zane Shaefer, and Nyssa Brown to plan for common assessments.

September-October 2010- WBL Elementary Music Department assessed and recorded grade 5 using state standard (4.1.2.3.2): singing in a round

Nov. 12, 2010- Zane Shaefer and WBL Elementary Music Department work on common assessment by using a common assessment analysis tool using grade 5 recorded assessments at South Campus

January 18, 2011- WBL Elementary Music Department wrote grade 1 common assessments

April, 2011- 4-6pm continued common assessments

March 2011- Scott Keen and Dan Gullick attend the OAKE National Conference and attend sessions on music curriculum framework

May 26, 2011- Sue Mielke and Dan Gullick reformat curriculum map and finish common assessments formatted to quarters for grades 1-5

June-August 2011- Scott Keen coordinates standards in cross curricular areas. Jody Pontious formats district assessment tools.

September-November 2011-WBL Elementary Music Department writes a rationale statement and revises our documents to prepare for CACC

November 9-13, 2011- Dan Gullick attends the AOSA National Conference in Pittsburg, PA; attending sessions on best practices and curriculum development

January 2012- Dan Gullick formats all current documents, including adding a table of contents, timeline and list of participants

February 6, 2012 CACC hearing

April 8, 2013 Curriculum writing for Kindergarten

April 22, 2013 School Board workstudy hearing

May 13, 2013 Final School Board approval

National and Minnesota Music Education Standards

National Standards: Grades K-12

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Grades K-3: Minnesota State Music Standards, revise 2009; in effect in the school year of 2010-2011

1. Artistic Foundations
 - a. Demonstrate the foundation of the arts area
 - i. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts (0.1.1.3.1)
 - b. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
 - i. Read and notate music using a system of notation such as solfege, numbers or symbols (0.1.2.3.1)
 - ii. Sing and play with accurate pitch rhythm and expressive intent (0.1.2.3.2)

- c. Demonstrate understanding of personal, social, cultural and historical contexts that influence the arts area.
 - i. Identify the characteristics of music from a variety of cultures including contributions of Minnesota America Indian tribes and communities. (0.1.3.3.1)
- 2. Artistic Process: Create or Make
 - a. Create or make in a variety of contexts in the arts area using the artistic foundations.
 - i. Improvise or compose to express musical ideas using the voice or an instrument. (0.2.1.4.1)
 - ii. Revise a creation based on the feedback of others. (0.2.1.4.2)
- 3. Artistic Process: Perform or Present
 - a. Perform or present in a variety of contexts in the arts area using the artistic foundations.
 - i. Sing and play a varied repertoire that includes simple rhythms and melodies. (0.3.1.3.1)
 - ii. Reflect on a performance based on the feedback of others. (0.3.1.3.2)
- 4. Artistic Process: Respond or Critique
 - a. Respond to or critique a variety of creations or performances using the artistic foundations.
 - i. Compare and contrast the characteristics of a variety of music works or performances. (0.4.1.3.1)

Grades 4-5: Minnesota State Music Standards, revise 2009; in effect in the school year of 2010-2011

- 1. Artistic Foundations
 - a. Demonstrate the foundation of the arts area
 - i. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts (4.1.1.3.1)

- ii. Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music. (4.1.1.3.2)
 - iii. Identify the characteristics of a variety of genres and music styles such as march, taiko, mariachi and classical.(4.1.1.3.3)
- b. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
- i. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef and time signatures. (4.1.2.3.1)
 - ii. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent. (4.1.2.3.2)
- c. Demonstrate understanding of personal, social, cultural and historical contexts that influence the arts area.
- i. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities. (4.1.3.3.1)
 - ii. Describe how music communicates meaning.(4.1.3.3.2)
2. Artistic Process: Create or Make
- a. Create or make in a variety of contexts in the arts area using the artistic foundations.
 - i. Improvise or compose rhythms, melodies and accompaniments using voice or instruments to express a specific musical idea. (4.2.1.3.1)
 - ii. Revise creative work based on feedback of others and self-reflection. (4.2.1.3.2)
3. Artistic Process: Perform or Present
- a. Perform or present in a variety of contexts in the arts area using the artistic foundations.
 - i. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.(4.3.1.3.1)
 - ii. Revise performances based on the feedback of others and self-reflection. (4.3.1.3.2)
4. Artistic Process: Respond or Critique
- a. Respond to or critique a variety of creations or performances using the artistic foundations.
 - i. Justify personal interpretations and reactions to a variety of musical works or performances. (4.4.1.3.1)

Grade Level Curriculum Overview for Kindergarten

Content

<u>Rhythm-</u> Beat -Movement, Body Percussion, Instrumental, Vocal - Sound, silence Tempo -Fast, Slow (identify, perform, listen) Rhythmic Reading - Sound, silence Meter - Various (experience)	<u>Harmony-</u> Vocal -Beat, rhythm Instrumental Accompaniment -Beat, rhythm
<u>Melody-</u> Contour -Vocal Exploration -High, low -Up, down Pitch -Talking -Singing Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures	<u>Form-</u> Musical Form -Same, different (listen, identify, perform, create)

Content continued

Kindergarten

<u>Instruments-</u> Timbre -Vocal: Singing, Taling - Hand held un-pitched percussion: various -Barred Instruments (identify, listen, perform, mallet technique) Orchestral Instruments -experience Cultural/Folk Instruments -Introduce and experience cultural and folk music (listen, imitate, perform)	<u>Artistry-</u> Vocal Technique -Head voice, breath, posture Instrument Technique -Mallets, Un-pitched and Pitched percussion Dynamics -Loud, Quiet (listen, perform, sing, verbalize, identify, move) Listening -Etiquette: Concert, Listening (verbalize, demonstrate) Performance -verbalize, critique, revise Create -Improvise/Compose- (Introduce, experience, create)
<u>Movement-</u> Loco-Motor -Gross Motor -Fine Motor Non Loco-Motor -Gross Motor -Fine Motor Folk Dance/Play Party -Gross Motor -Fine Motor Passing Games Clapping Games	

Grade Level Curriculum Overview for Grade 1

Content

<u>Rhythm-</u> Beat -Movement, Body Percussion, Instrumental, Vocal Tempo -Fast, Slow (identify, perform, listen) Rhythmic Reading -Quarter note, 2-Eighth notes, Quarter rest (move, speak, listen, Perform, sing, label, read, write) Meter -Simple Duple, Simple Triple (experience, conduct, move, beat groupings, identify) Terminology/Symbols -Repeat sign, Rhythm, Beat	<u>Harmony-</u> Vocal -Spoken/Sung Ostinato (speak, sing, imitate, explore, improvise, create) Instrumental Accompaniment -Un-pitched percussion exploration -Barred Instruments Chord Borduun (perform, imitate, explore, improvise)
<u>Melody-</u> Contour -Vocal Exploration Pitch -So-Mi- La (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures Terminology/Symbols -Pitch, High, Low, Loud, Quiet	<u>Form-</u> Musical Form -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abba,abba Large Form -AB, ABA (listen, move, create, inner-hearing, perform, identify) Terminology/Symbols -Introduction, Repeat Sign

Content continued

Grade 1

<u>Instruments-</u> Timbre -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) Orchestral Instruments -Individual instruments (i.e. Peter and the Wolf) Cultural/Folk Instruments -Introduce and experience cultural and folk music (listen, imitate, perform)	<u>Artistry-</u> Vocal Technique -Head voice, breath, posture Instrument Technique -Mallets, Un-pitched and Pitched percussion Dynamics -Loud, Quiet (listen, perform, sing, verbalize, identify, move) Listening -Etiquette: Concert, Listening (verbalize, demonstrate) Performance -verbalize, critique, revise Create -Improvise/Compose- 4-beat pattern (demonstrate, perform, revise, critique)
<u>Movement-</u> Loco-Motor -Improvise/Create (ex: walk, jog, jump) Non Loco-Motor - Improvise/Create (ex: wiggle, clap, snap) Folk Dance/Play Party -Simple Dance Calls Passing Games Clapping Games Levels -High, Middle, Low	

Grade 1

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	I Think Music's Neat Fang and Twang Chinese Dance from the Nutcracker Engine, Engine Lucky Me Counting Song Bye Lo Baby O Bell Horses Baker's Hat	See Cross-Curricular Connections Books <i>The Very Busy Spider</i> by E. Carle <i>Drummer Hoff</i> by B. Emberley <i>It's Not Easy Being a Bunny</i> by M. Sadler <i>Otto Goes to the Beach</i> by T. Parr	<u>Minnesota State Standards</u> (0.1.1.3.1) (0.1.2.3.1) (0.1.2.3.2) (0.1.3.3.1) (0.2.1.4.1) (0.2.1.4.2) (0.3.1.3.1) (0.3.1.3.2) (0.4.1.3.1) <u>National Standards</u> 1,2,3,4,5,6,7,8,9

Grade Level Curriculum Overview for Grade 2

Content

<u>Rhythm-</u> Beat -Movement, Body Percussion, Instrumental, Vocal Tempo -Faster, Slower, Compare (identify, perform, listen) Rhythmic Reading -2 Tied Quarter Notes, Half Note, Half Rest (move, speak, listen, Perform, sing, label, read, write) Mefer -Simple Duple, Simple Triple (experience, conduct, move, beat groupings, identify) Terminology/Symbols -Bar line, Double bar line	<u>Harmony-</u> Vocal -Round, Partner Song (speak, sing, imitate, explore, improvise, create) Instrumental Accompaniment -Un-pitched percussion Ostinati - Barred Instruments Broken Bordium/ Ostinati (perform, imitate, explore, improvise)
<u>Melody-</u> Contour -Vocal Exploration Pitch -Do-Re-Mi-So-La (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures Terminology/Symbols -Skip, Step, Leap, Melody	<u>Form-</u> Musical Form -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba Large Form -ABC, Verse-Chorus (listen, move, create, inner-hearing, perform, identify) Terminology/Symbols

Content continued

Grade 2

<u>Instruments-</u> Timbre -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) Orchestral Instruments -Introduce Instrument Families Cultural/Folk Instruments -Expand Cultural and Folk Repertoire (listen, imitate, perform)	<u>Movement-</u> Loco-Motor -Improvise/Create (ex: walk, jog, jump) Non Loco-Motor -Improvise/Create (ex: wiggle, clap, snap) Folk Dance/Play Party -Simple Dance Calls Passing Games Clapping Games Levels -High, Middle, Low
<u>Artistry-</u> Vocal Technique -Head voice, breath, posture Instrument Technique -Mallets, Un-pitched and Pitched percussion Dynamics -Forte. Piano (listen, perform, sing, verbalize, identify, move) Listening -Etiquette: Concert, Listening (verbalize, demonstrate) Performance -verbalize, critique, revise Create -Improvise/Compose: 4-8 beat pattern (demonstrate, perform, revise, critique)	

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	2, 4, 6, 8 Traffic Lights Fig Leaf Rag Acka Backa Bounce High, Bounce Low Ritsch, Ratsch Donald Duck Play in the Snow Riding in a Buggy Mouse Mousie Who's That	See Cross-Curricular Connections Books <i>Scary, Scary Halloween</i> by E. Bunting <i>Stand Tall, Molly Lou Melon</i> by P. Lovell <i>The Star-Spangled Banner</i> by P. Spier <i>Swimmy</i> by L. Lionni	Minnesota State Standards (0.1.1.3.1) (0.1.2.3.1) (0.1.2.3.2) (0.1.3.3.1) (0.2.1.4.1) (0.2.1.4.2) (0.3.1.3.1) (0.3.1.3.2) (0.4.1.3.1) National Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

Grade Level Curriculum Overview for Grade 3

Content

<u>Rhythm-</u> Beat -Movement, Body Percussion, Instrumental, Vocal Tempo -Allegro, Moderato, Adagio (identify, perform, listen) Rhythmic Reading -Whole note, Whole rest, 4-sixteenth notes, dotted half note (move, speak, listen, perform, sing, label, read, write) Meter -Time Signature (2/4, 3/4, 4/4) (experience, conduct, move, beat groupings, identify) Terminology/Symbols -Meter, Time Signature, Accent, Measure, Fermata, Ostinato, Borduun	<u>Harmony-</u> Vocal -Simple 2-part singing (speak, sing, imitate, explore, improvise, create) Instrumental Accompaniment -Un-pitched percussion: 2-layers, rhythmic canon -Barred Instruments: Arpeggiated borduun, level borduun (perform, imitate, explore, improvise)
<u>Melody-</u> Contour -Vocal Exploration Pitch -So,-La,-Do-Re-Mi-So-La-Do' (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures Terminology/Symbols -Sharp, Flat, In-tune, Treble Clef, Note names of treble clef	<u>Form-</u> Musical Form -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba Large Form -Rondo, Call and Response, Question and Answer, Interlude, Extended Form (listen, move, create, inner-hearing, perform, identify) Terminology/Symbols -Coda

<u>Instruments-</u> <u>Timbre</u> -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) <u>Orchestral Instruments</u> - Instrument Families (listen, identify, label) <u>Cultural/Folk Instruments</u> -Expand Cultural and Folk Repertoire (listen, imitate, perform)	<u>Movement-</u> <u>Loco-Motor</u> -Improvise/Create (ex: walk, jog, jump) -In a structure and freeform <u>Non Loco-Motor</u> -Improvise/Create (ex: wiggle, clap, snap) -In a structure and freeform <u>Folk Dance/Play Party</u> -Simple Dance Calls -Simple Folk Dances <u>Passing Games</u> <u>Clapping Games</u> <u>Levels</u> -High, Middle, Low
<u>Artistry-</u> <u>Vocal Technique</u> -Head voice, breath, posture <u>Instrument Technique</u> -Mallets, Un-pitched and Pitched percussion <u>Dynamics</u> -Mezzo Forte, Mezzo Piano, Crescendo, Decrescendo (listen, perform, sing, verbalize, identify, move) <u>Listening</u> -Etiquette: Concert, Listening; Field Trip to Orchestra Hall (verbalize, demonstrate) <u>Performance</u> -verbalize, critique, revise <u>Create</u> -Improvise/Compose: 4-16 beat pattern (demonstrate, perform, revise, critique)	

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	Down to the Baker's Shop Rocky Mountain When Johnny Comes Marching Home Viennese Musical Clock Hilly and Gully Rider Old Brass Wagon Love Somebody Captain, Don't Side Track Your Train Dinah I Love the Mountains Scotland's Burning	See Cross-Curricular Connections Books <i>Shake Dem Halloween</i> <i>Bones</i> by W. Nikola-Lisa <i>Hurry, Hurry, Mary Dear,</i> by N. M. Bodecker <i>Time for Bed</i> by M. Fox <i>One Hundred Hungry Ants</i> by E. Pinczes	<u>Minnesota State Standards</u> (0.1.1.3.1) (0.1.2.3.1) (0.1.2.3.2) (0.1.3.3.1) (0.2.1.4.1) (0.2.1.4.2) (0.3.1.3.1) (0.3.1.3.2) (0.4.1.3.1) <u>National Standards</u> 1, 2, 3, 4, 5, 6, 7, 8, 9

Grade Level Curriculum Map for Grade 4

Content

<u>Rhythm-</u> Beat -Movement, Body Percussion, Instrumental, Vocal Tempo -Accelerando, Ritardando (identify, perform, listen) Rhythmic Reading -Pick-up note, syncopation, single eighth note, single eighth rest, triplet (move, speak, listen, perform, sing, label, read, write) Meter -Time Signature (6/8) (experience, conduct, move, beat groupings, identify) Terminology/Symbols -Pick-up note, Anacrusis	<u>Harmony-</u> Vocal -Reading simple 2-part music(speak, sing, imitate, explore, improvise, create) Instrumental Accompaniment -Un-pitched percussion: multi-layers -Barred Instruments: moving chord borduun (perform, imitate, explore, improvise)
<u>Melody-</u> Contour -Vocal Exploration Pitch -So,-La,-Do-Re-Mi-Fa-So-La-Ti-Do' (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures Terminology/Symbols -Ledger lines, symbology-sharp, flat,natural	<u>Form-</u> Musical Form -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba Large Form -D.C. al Fine (listen, move, create, inner-hearing, perform, identify) Terminology/Symbols

Content continued

Grade 4

<u>Instruments-</u> Timbre -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) Orchestral Instruments -Specific instrument within a family (listen, identify, label) Cultural/Folk Instruments -Expand Cultural and Folk Repertoire (listen, imitate, perform)	<u>Movement-</u> Loco-Motor -Improvise/Create (ex: walk, jog, jump) -In a structure and freeform Non Loco-Motor -Improvise/Create (ex: wiggle, clap, snap) -In a structure and freeform Folk Dance/Play Party -Create a simple dance Passing Games Clapping Games Levels -High, Middle, Low
<u>Artistry-</u> Vocal Technique -Head voice, breath, posture Instrument Technique -Mallets, Un-pitched and Pitched percussion Dynamics -Fortissimo, Pianissimo (listen, perform, sing, verbalize, identify, move) Listening -Etiquette: Concert, Listening (verbalize, demonstrate) Performance -verbalize, critique, revise Create -Improvise/Compose: 16-24 beat pattern (demonstrate, perform, revise, critique)	<u>Recorder-</u> Pitches -Core Pitches: D E G A B C' -Optional Pitches: C F F# D' Bb E' (identify, listen, perform) Musicianship -breathing, phrasing, articulation Notation -Read, improvise, compose

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	I Want to Rise Wake Me! Shake Me! Trepak from the Nutcracker Canoe Song Tom Dooley Make New Friends Sarasponda Frere Jacques	See Cross-Curricular Connections <u>Books</u> <i>Possum Come A-Knockin'</i> by N. Van Laan <i>Follow the Drinking Gourd</i> by J. Winter <i>The Napping House</i> by A. Wood	<u>Minnesota State Standards</u> (4.1.1.3.1) (4.1.1.3.2) (4.1.1.3.3) (4.1.2.3.1) (4.1.2.3.2) (4.1.3.3.1) (4.1.3.3.2) (4.2.1.3.1) (4.2.1.3.2) (4.3.1.3.1) (4.3.1.3.2) (4.4.1.3.1) <u>National Standards</u> 1, 2, 3, 4, 5, 6, 7, 8, 9

Grade Level Curriculum Map for Grade 5

Content

<u>Rhythm-</u> Beat -Movement, Body Percussion, Instrumental, Vocal Tempo -Largo, Andante, Presto (identify, perform, listen) Rhythmic Reading -Eighth/Sixteenth Note Combinations (move, speak, listen, perform, sing, label, read, write) Meter -Mixed Meter (experience, conduct, move, beat groupings, identify) Terminology/Symbols -Pick-up note, Anacrusis	<u>Harmony-</u> Vocal -Counter Melody, Descant (speak, sing, imitate, explore, improvise, create) Instrumental Accompaniment -Un-pitched percussion: multi-layers -Baired Instruments: Reading simple 2-part music (perform, imitate, explore, improvise, read) -Function: Chords I, V, IV (listen, identify, perform, sing)
<u>Melody-</u> Contour -Vocal Exploration Pitch -So,-La,-Ti,-Do-Re-Mi-Fa-So-La-Ti-Do' and Major/Minor Scale (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures Terminology/Symbols -Counter melody, Descant	<u>Form-</u> Musical Form -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba Large Form -1st and 2nd ending, Theme and Variation, 12-Bar Blues (listen, move, create, inner-hearing, perform, identify) Terminology/Symbols

<u>Instruments-</u> Timbre -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper(identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) Orchestral Instruments -Specific instrument within a family (listen, identify, label) Cultural/Folk Instruments -Expand Cultural and Folk Repertoire (listen, imitate, perform) Found Sounds -listen, find, improvise, compose	<u>Movement-</u> Loco-Motor -Improvise/Create (ex: walk, jog, jump) -In a structure and freeform Non Loco-Motor -Improvise/Create (ex: wiggle, clap, snap) -In a structure and freeform Folk Dance/Play Party -Create a simple dance Passing Games Clapping Games Levels -High, Middle, Low
<u>Artistry-</u> Vocal Technique -Head voice, breath, posture Instrument Technique -Mallets, Un-pitched and Pitched percussion Dynamics -Fortissimo, Pianissimo (listen, perform, sing, verbalize, identify, move) Listening -Etiquette: Concert, Listening(verbalize, demonstrate) Performance -verbalize, critique, revise Create -Improvise/Compose: 16-24 beat pattern (demonstrate, perform, revise, critique)	<u>Recorder (optional)-</u> Pitches -Core Pitches: D E G A B C' -Optional Pitches: C F F# D' Bb E' (identify, listen, perform) Musicianship -breathing, phrasing, articulation Notation -Read, improvise, compose

Grade 5

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	Dis Solda La Four White Horses Mama Don't Allow Ghost of Tom Winter is Here Welcome All B-A-G Review Sambalele Old Man Mosey Funga Alafia Hey Ho Nobody Home	See Cross-Curricular Connections Books <i>Grandfather Twilight</i> by B. Berger <i>The Little Old Lady Who Wasn't Afraid of Anything</i> by L. Williams	<u>Minnesota State Standards</u> (4.1.1.3.1) (4.1.1.3.2) (4.1.1.3.3) (4.1.2.3.1) (4.1.2.3.2) (4.1.3.3.1) (4.1.3.3.2) (4.2.1.3.1) (4.2.1.3.2) (4.3.1.3.1) (4.3.1.3.2) (4.4.1.3.1) <u>National Standards</u> 1, 2, 3, 4, 5, 6, 7, 8, 9

Common Assessments for Reporting

- These are based on the new Quarter/Semester Schedule where each quarter is between 40-45 days, meaning Music Specialists will see the students about 13-15 times in a quarter.
- Program materials can be substituted for assessment materials provided they align with the assessment standards outlined below for that quarter.
- All Common Assessments are subject to change by the Elementary Music Department based on best practices in music education.

Primary Music Curriculum Materials:

Game Plan= GP

Music Play= MP

Listening Resource Kit= LRK

Common Assessments in Grade One

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate the beat using the poem “I think Music’s Neat” GP p.5
- **Sings with Accurate Pitch:**
 - Student echoes, “Hello” in *Fang and Twang*, with teacher GP p. 14
- **Reads/Writes Music Notation:**
 - No Grade for this Quarter
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Show the beat to *Chinese Dance from the Nutcracker* or *Contradance II*, LRK 1
- **Sings with Accurate Pitch:**
 - Students demonstrate singing *Engine*, *Engine* GP p.27
- **Reads/Writes Music Notation:**
 - Students demonstrate reading a four-beat rhythm using quarter-note, eighth-notes, and/or quarter-rests.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Play a chord borduun on beat to one of the following:
 - *Lucky Me*, GP p.48
 - *Counting Song*, MP
 - *Bye Lo Baby O*, MP
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:

- *Lucky Me*, GP p.48
- *Counting Song*, MP
- *Bye Lo Baby O*, MP
- **Reads/Writes Music Notation:**
 - Rhythmic Identification Worksheet: Written assessment #2, GP p.51
 - Use attached Written Assessment
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate clapping the rhythm to the song *Bell Horses*, making a rhythmic B section. GP p. 98
- **Sings with Accurate Pitch:**
 - Sing *Bell Horses* in a given key. GP p. 98
- **Reads/Writes Music Notation:**
 - Compose a So-Mi song, with written notation, using the song *Baker's Hat*. GP p. 54
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Two

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate Beat versus Rhythm using the poem 2, 4, 6, 8. GP p.14
- **Sings with Accurate Pitch:**
 - Demonstrate singing a So-Mi-La song with hand signs or body ladder using the song *Traffic Lights* GP p.13
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using quarter note, eighth notes and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Show the micro beat (quarter note) and macro beat (half note) to *Fig Leaf Rag* or *Contradance I* LRK 2
- **Sings with Accurate Pitch:**
 - Demonstrate singing a So-Mi-La song to one of the following songs:
 - Acka Backa MP p. 30
 - Bounce High, Bounce Low GP p.29
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic writing by composing an 8-beat rhythm using half note, quarter note, eighth notes and/or quarter rest. It must contain at least one half note.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate Body Percussion with the song *Ritsch, Ratsch* GP p. 62
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:
 - *Donald Duck*, GP p.59
 - *Play in the Snow*, GP p.68
 - *Riding in a Buggy*, GP p.80
- **Reads/Writes Music Notation:**
 - Rhythmic Identification Worksheet: Written assessment #2, GP p.60
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Play a broken borduun on beat to Mouse Mousie GP p. 95
- **Sings with Accurate Pitch:**
 - Sing *Who's That* in a given key. GP p. 87
- **Reads/Writes Music Notation:**
 - Compose So-Mi-La or Mi-Re-Do melody using the "To Do: Create your own melody" MP p. 150 or MP p. 156
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Three

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate an 8-beat rhythm ending with a rest and using different levels of body percussion by echoing the teacher.
 - Using half note, quarter note, eighth notes and/or quarter rest
- **Sings with Accurate Pitch:**
 - Demonstrate singing to one of the following songs in the key of F:
 - *Down to the Baker's Shop* GP p. 4
 - *Rocky Mountain* MP p. 14
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat by playing the complimentary hand drum ostinato with the song *When Johnny Comes Marching Home* GP p. 38-39
- **Sings with Accurate Pitch:**
 - Demonstrate singing *Li'l Liza Jane* GP p. 44-45
- **Reads/Writes Music Notation:**
 - Demonstrate rhythm by reading the rhythm that compliments *Viennese Musical Clock* LRK 3 using the rhythms on LRK 3 p.26
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing at least one phrase of a pentatonic melody on the barred instruments using one of the following songs:
 - *Hill and Gully Rider* GP. 34
 - *Rocky Mountain* MP p.14
 - *Down to the Baker's Shop* GP p. 14
 - A pentatonic song for your music program
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:
 - *Old Brass Wagon* GP p.70
 - *Love Somebody* GP p.77
 - *Captain, Don't Side Track Your Train* GP p. 89
 - *Dinah* MP p.96
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic writing using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest. It must contain at least one sixteenth note set.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Play the Rhythmic Canon I, #2 GP p. 99
- **Sings with Accurate Pitch:**
 - Sing one of the following rounds in a given key:
 - *I Love the Mountains* MP p. 107
 - *Scotland's Burning* GP p. 107
- **Reads/Writes Music Notation:**
 - Compose a 16-beat rhythmic composition using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest It must contain at least one sixteenth note set.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Four

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate clapping or playing one of the following:
 - *I want to Rise* GP p. 5
 - *Wake me! Shake Me!* MP p. 2
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *I want to Rise* GP p. 5
 - *Wake me! Shake Me!* MP p. 2
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat by playing an un-pitched percussion instrument with the song *Trepak* LRK 4
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *Canoe Song* MP p. 28
 - *Tom Dooley* GP p. 16
- **Reads/Writes Music Notation:**
 - Identifies Syncopation notation by circling the syncopation in one of the following:
 - *Canoe Song* MP p. 28
 - *Tom Dooley* GP p. 16
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing a recorder song using proper technique
 - Song to be selected by teacher
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:
 - *Make New Friends* MP p. 90
 - *Sarasponda* MP p. 66
 - *Frere Jacques* MP p. 8
 - Any recorder song
- **Reads/Writes Music Notation:**
 - Note Name Assessment 1 MP p. 172
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing a recorder song using proper technique
 - Song to be selected by teacher
- **Sings with Accurate Pitch:**
 - Sing a two-part song or pentatonic partner songs in a given key.
- **Reads/Writes Music Notation:**
 - Note Values Assessment 1 MP p. 174
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Five

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing an I-V chord change using the song *Dis Solda La* GP p. 5, *Pomme de Reinette* GP p.18 or *Sambalele* GP p.87 found in the CBB/BX part.
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *Four White Horses* MP p. 16
 - *Mama Don't Allow* MP p. 2
 - *Ghost of Tom* MP p. 31
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes, syncopation and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat and rhythm by playing an Orff-Arrangement of at least 2 parts.
 - *Sea Lion Woman* GP p.44
 - *Bim Bam* GP p.50
 - *Christmas is coming* GP p.53
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *Winter is Here* MP p. 59
 - *Welcome All* GP p. 58
 - *Bim Bam* GP p.50
- **Reads/Writes Music Notation:**
 - Demonstrate musical sight reading by performing the treble clef notes using *Hot Tunes Song 1 B-A-G Review*.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

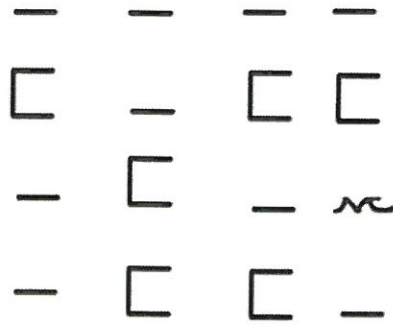
- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat and rhythm by playing at least one part of the song, *Sambalele* GP p. 87
- **Sings with Accurate Pitch:**
 - Demonstrate singing the 2-part song: *Sambalele* GP p. 87
- **Reads/Writes Music Notation:**
 - Note Name Assessment 1 MP p.189
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

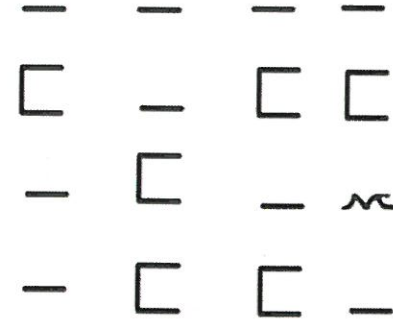
- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing an Arpeggiated borduun with the song *Old Man Mosey* GP p. 104
- **Sings with Accurate Pitch:**
 - Sing one of the following songs:
 - *Funga Alafia* MP p. 114
 - *Hey Ho Nobody Home* MP p. 128
- **Reads/Writes Music Notation:**
 - Note Values Assessment 2 MP p. 191
- **Overall Effort in Music**
 - Students participate fully, always try their best

Name _____

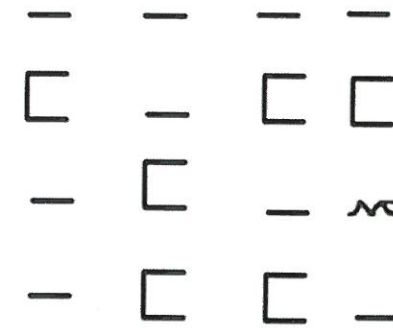
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*Sample Assessment Tool. More Assessment Tools are available through the music department.

White Bear Lake Schools Elementary Music Education:

Cross-Curricular Connections

Grade 1

Literacy:

- 1.2.6.6 -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.3.0.3 -Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.3.0.4-Read with sufficient accuracy and fluency to support comprehension.
- 1.8.2.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.8.3.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.8.6.6-Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
- 1.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 1.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- 1.10.5.5- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 1.10.6.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Mathematics:

- 1.2.1.1-Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking.

Science:

- 1.1.1.1.1-When asked "How do you know?" students support their answer with observations.

Health and Physical Education:

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2-Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 2

Literacy:

- 2.1.1.1-Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 2.1.4.4-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 2.1.5.5-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.1.6.6-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- 2.2.1.1-Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2.4.4-Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 2.2.6.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
- 2.6.8.8-Recall information from experiences or gather information from provided sources to answer a question.
- 2.8.2.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.8.3.3- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.8.6.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 2.10.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
- 2.10.5.5- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 2.10.6.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Health and Physical Education:

- Standard 1-Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

- I.B.1- Student will know individuals and groups associated with key turning points in U.S. History.
- I.C.1- Students will understand that large and diverse American Indian nations were the original inhabitants of North America.

I.C.2- Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1- Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 3

Literacy:

3.1.2.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- 3.1.4.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
- 3.1.5.5- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
- 3.1.7.7- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.2.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2.2.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.2.4.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- 3.2.7.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
- 3.8.2.2- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.8.6.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 3.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 3.10.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- 3.10.5.5- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 3.10.6.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Mathematics:

- 3.1.3.1- Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.

- 3.1.3.2- Understand that the size of a fractional part is relative to the size of the whole.
- 3.1.3.3- Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.

Science:

- 3.1.1.2.1- Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations. *For example:* Investigate the sounds produced by striking various objects.
- 3.1.1.2.3- Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed.
- 3.2.3.1.1- Explain the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch.

Health and Physical Education:

- Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

- I.B.1- Student will know individuals and groups associated with key turning points in U.S. History.
- I.C.1- Students will understand that large and diverse American Indian nations were the original inhabitants of North America.
- I.C.2- Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1- Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 4

Literacy:

4.1.2.2-Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.1.4.4-Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

- 4.1.5.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.2.2.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.2.4.4- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*.
- 4.2.7.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- 4.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
- 4.8.2.2- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.8.5.5- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 4.10.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- 4.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- 4.10.5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

Mathematics:

- 4.1.2.1- Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.

Health and Physical Education:

- Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

- I.A.1- Students will compare ways of life of Indian Nations from different regions of North America.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

- Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- Standard 3.1- Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 5

Literacy:

- 5.1.2.2-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.1.4.4- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.1.5.5- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 5.1.7.7-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 5.2.2.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.2.3.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.2.4.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 5.2.5.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 5.2.6.6- Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.2.9.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.3.0.3-Know and apply grade-level phonics and word analysis skills in decoding words.
- 5.3.0.4-Read with sufficient accuracy and fluency to support comprehension.
- 5.8.5.5-Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 5.8.6.6-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- 5.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 5.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

5.10.5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

Mathematics:

5.1.2.4- Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions in various contexts.

Health and Physical Education:

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science:

5.1.3.4.1- Use appropriate tools and techniques in gathering, analyzing and interpreting data.

5.1.3.4.3- Compare the impact of individual decisions on natural systems.

Social Studies:

I.A.1- Students will compare ways of life of Indian Nations from different regions of North America.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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COMPARISONS

Develop Insight into the Nature of Language and Culture

- Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

2012 -2013

White Bear Lake, MN



DISTRICT #624

6-12 Music Framework

Students will experience musical excellence, diversity and personal growth through performance and instruction in music.

Musical Skills and Behaviors

- Students will experience large and small group ensembles
- Students will demonstrate an understanding of music theory and musical terminology
- Students will demonstrate the ability to read and interpret notation through performance on an instrument or voice
- Students will evaluate and describe music
- Students will demonstrate musical creativity through improvisation and composition
- Students will demonstrate growth towards musical potential

Social Interactions

- Students will have positive experiences in WBL music courses
- Students will experience individual and group success
- Students will experience a sense of belonging and community
- Students will understand the role and responsibility of team membership in an ensemble/ group
- Students will share reflections of group effort and outcomes
- Students will demonstrate community outreach and/ or service

Cultural and Global Awareness

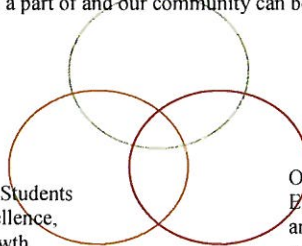
- Students will be exposed to a wide range of musical styles with regard to historical and cultural context
- Students will understand and perform music with stylistic authenticity whenever possible
- Students will understand and describe the importance of experiencing music of many cultures
- Students will understand the interdisciplinary nature of music



Lifelong Learning

- Students will speak intelligently about music
- Students will demonstrate informed audience etiquette
- Students will apply non-musical life lessons
- Students will experience enhanced self confidence and self esteem

We can be the best in the world at: Creating a model music program that our students want to be a part of and our community can be proud of.



We are passionate about: Students experiencing musical excellence, diversity and personal growth.

Our resource engine is driven by: Enrollment, student success, building and district support and community partners with a shared vision

Inside:

Mission Statement & pillars	2
Musical Skills and Behaviors	3-5
Social Interactions	6
Cultural and Global Awareness	7
Lifelong Learners & 21st Century Skills	8
Glossary	9
Resources & Appendix	10-13

Focus on 21st Century Skills

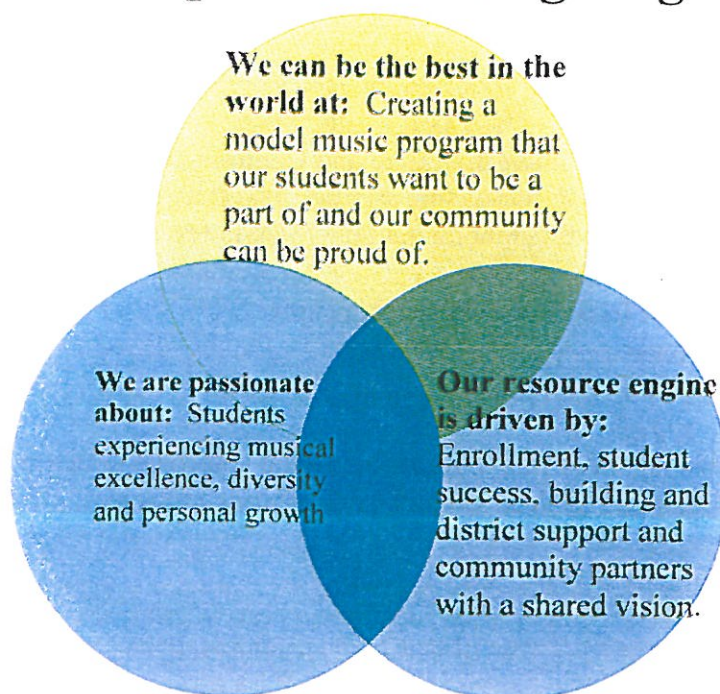
- Students connect with new technologies for a globalized world
- Maintain excellence through the classic traditions of music education while inviting learners to use modern tools to express the human condition in their time.
- Offer opportunities for critical thinking, communication, collaboration and creativity

Our 6-12 Music Department Mission Statement 2009

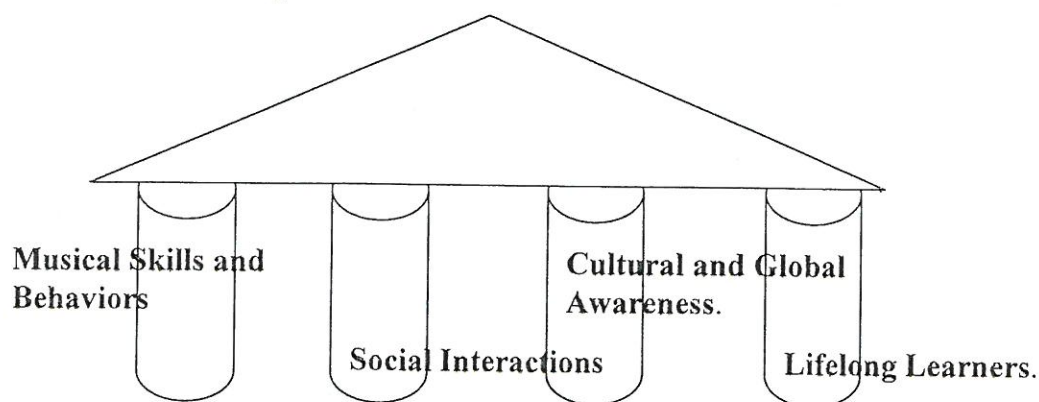
Students will experience musical excellence,
diversity and personal growth
through performance in music.

Note: Departmental goal: Students will graduate with an appreciation of music and become life – long consumers of music.

Our 6-12 Music Department Hedgehog Concept 2009



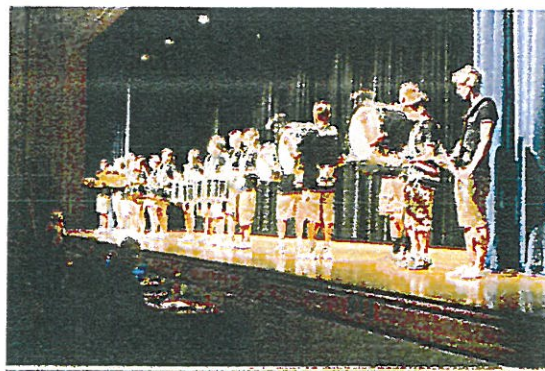
Our 6-12 Music Department Curriculum Framework Pillars



Musical Skills and Behaviors:

A White Bear Lake Instrumental Music graduate can:

- Produce a characteristic sound on one or more instrument
 - Produce a characteristic sound in any dynamic level
 - Demonstrate proper posture and hand position
- Play in tune in all pitch and dynamic ranges
 - Recognize sharpness or flatness
 - Quickly adjust intonation in order to play in tune
 - Tell you the pitch tendencies for their instrument
 - Adjust their pitch according to scale degree placement in major and minor triads in 'just intonation'
- Play major scales on each pitch at a minimum tempo
 - Demonstrate full range of instrument on the chromatic scale
 - Construct all forms of minor
 - Demonstrate the relationship of major/minor scales both parallel and relative
- Play a variety of complex rhythms maintaining a steady pulse
 - Demonstrate the difference between Simple and Compound/ Duple, Triple and Quadruple time
 - Properly count (count, clap & play) using numbers a variety of complex rhythms
 - Dotted rhythms, rhythms including up to 32nd notes
- Demonstrate knowledge of basic terminology
- Demonstrate understanding of basic music theory concepts
 - Construct major, minor triads
 - Demonstrate understanding of major and minor intervals
- Play with proper balance and blend
 - Demonstrate understanding of the pyramid of sound and roles within it
- Execute a variety of articulations (also in all pitch and dynamic ranges)
 - i.e. staccato, legato, accents, slurs etc.
 - ***Give attention to releases as much as attacks***
- Play a variety of styles of music with appropriate and expressive interpretations
 - Shape phrases, give a musical line direction, cause the audience to FEEL something
 - Choose appropriate style of articulation/dynamic for a given piece, i.e. a march should be played in a marcato style rather than legato
 - Move beyond only the editor/composer/arranger's dynamic markings and shape each phrase from beginning to end
- Internalize and hold a steady pulse
 - Utilize rubato for expressive purposes



Musical Skills and Behaviors:

White Bear Lake Choral Music graduate can:

- Produce a healthy vocal tone at a variety of dynamic levels.
- Sing in tune in all vocal ranges.
 - Recognize sharpness or flatness.
 - Quickly adjust intonation in order to sing in tune.
 - Anticipate and problem solve where and when pitch inaccuracies may occur.
- Proficiently sing 4 scales (major, natural minor, whole tone and chromatic) on a given pitch and tempo.
- Proficiently sing a variety of complex rhythms.
 - Articulate the difference between Simple and Compound/Duple, Triple and Quadruple time.
 - Properly count (count, clap and sing) using numbers a variety of complex rhythms.
- Internalize and hold a steady pulse.
- Demonstrate knowledge of basic terminology (see attached vocabulary list).
- Demonstrate an understanding of basic music theory concepts.
 - singing major/minor triads and intervals, key signatures, etc.
- Sing with proper balance and blend
 - Solo/small ensemble/large ensemble/choir section
- Execute a variety of articulations in all pitch and dynamic ranges.
 - i.e. staccato, legato, accents, etc.
- Sing a variety of styles of music with attention to appropriate expression and interpretation.
 - Consider language, time period, culture, composer intent.
- Demonstrate the relationship between notes and text.
 - Text painting
 - Understand the responsibility of conveying text intent to the audience.

Musical Skills and Behaviors

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will <i>experience large and small group ensembles</i>	Strand III, Standard I	Perform/ Present in a variety of contexts in the art area using the artistic foundations	Perform and evaluate using an age appropriate performance rubric
Students will demonstrate <i>an understanding of music theory and musical terminology</i>	Strand I, Standard I	Knowledge of the foundations of the art area	Using a variety of written or verbal assessments, summative and/or formative
Students will demonstrate <i>the ability to read and interpret notation through performance on an instrument or voice</i>	Strand I, Standard II	Knowledge and <i>use</i> of the technical skills of the art area	Using a variety of performance assessments, summative and/or formative
Students will <i>evaluate and describe music</i>	Strand IV, Standard I	Respond to and critique a variety of creations or performances using the artistic foundations	Assessment of self and others using musical terminology
Students will demonstrate <i>musical creativity through improvisation and composition</i>	Strand II, Standard I	Create, in a variety of ways, using the artistic foundations	Using written, verbal and/or performance assessments, formative and/or summative
Students will demonstrate <i>growth towards musical potential</i>	Strand I, Standard II	Knowledge and use of the technical skills of the art form integrating technology when applicable	Annual common assessments at each grade level, student portfolios; self-assessment using musical terminology



Social Interactions:

A White Bear Lake Music graduate will have opportunities for:

- Solo and small group performances
- Large group performances
- Understanding the importance of practicing and performing as a unified team wherein each member is a valuable contributor to the end product
- Travel

Social Interactions: (Interpersonal/ Intrapersonal)

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will <i>have positive experiences in WBL Music Courses</i>	WBL Music Department value growing out of Strand I, Standard 2	Learn - N/A Gain – sense of unity and belonging	Enrollment, retention, course evaluation/exit surveys
Students will experience <i>individual and group success</i>	Strand III, Standard I I.S.D. 624 Core Values – Responsibility Integrity Respect	Self – confidence, intrinsic value of effort to produce a product	Enrollment, retention, course evaluation/exit surveys, reflection (student–self), outside feedback (clinicians)
Students will experience a <i>sense of belonging and community</i>	Strand I, Standard III I.S.D. 624 Core Values – Service Responsibility Respect Compassion	Self – confidence, self – esteem, teamwork, leadership	Teacher observation, conferences/parent feedback, class discussion, enrollment, student reflection
Students will understand <i>the role and responsibility of team membership in an ensemble/group</i>	Strand III, Standard I I.S.D. 624 Core Values – Responsibility Integrity Respect Compassion	Teamwork, leadership, team player, compromise, cooperation, time management, prioritizing	Practice calendars, teacher observation, discussions, outside feedback (clinicians)
Students will share <i>reflections of group effort and outcomes</i>	Strand IV, Standard I I.S.D. 624 Core Value – Respect Compassion	Give, receive and apply constructive criticism and compliments	Student discussions, verbal and/or written evaluations, outside feedback (clinician/teacher)
Students will demonstrate <i>Community outreach and/ or service</i>	Strand I, Standard III Strand II, Standard I I.S.D. 624 Core Value – Service Compassion Respect Integrity Responsibility	Value a variety of concert audiences/venues, understand the value/role of music in society, value of giving	Performances in the school and community at large, district and community support, class discussion

Cultural and Global Awareness

A White Bear Lake Music graduate will:

- Understand the connections between music and other disciplines
- Understand the stylistic differences in performance
- Gain an appreciation for music's role in culture

Cultural and Global Awareness

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will <i>be exposed to a wide range of musical styles with regard to historical and cultural context</i>	Strand IV, Standard I Strand I, Standard I	Music originates and develops from an assortment of countries, cultures and times; each with unique stylistic qualities	Using a variety of written or verbal assessments, summative and/or formative, student portfolios, (concert programming discussions by teachers)
Students will understand and perform music <i>with stylistic authenticity whenever possible</i>	Strand III, Standard I Strand IV, Standard I	Respect the musical differences and similarities of cultures, develop techniques and skills to achieve stylistic authenticity	Critiques from clinicians/guest cultural specialists, teacher/student evaluation, assignments (i.e. comparing a recording of your ensemble with a professional group)
Students will <i>understand and describe the importance of experiencing music of many cultures</i>	Strand I, Standard III	Relate to cultural artistic foundations, acquire a global awareness and develop a global vocabulary through music	Written/verbal assessments/projects, class discussions
Students will understand <i>the interdisciplinary nature of music</i>	Strand I, Standard III	Connect skills and concepts learned in music to skills and concepts from other disciplines	Written/verbal assessments/projects, class discussions



Lifelong Learners

A White Bear Lake Music graduate will:

- Gain an understanding of how music fits into their life
- Acquire values and skills to apply to non-musical aspects of their life
- Be exposed to music terminology as noted in the White Bear Lake Music Glossary

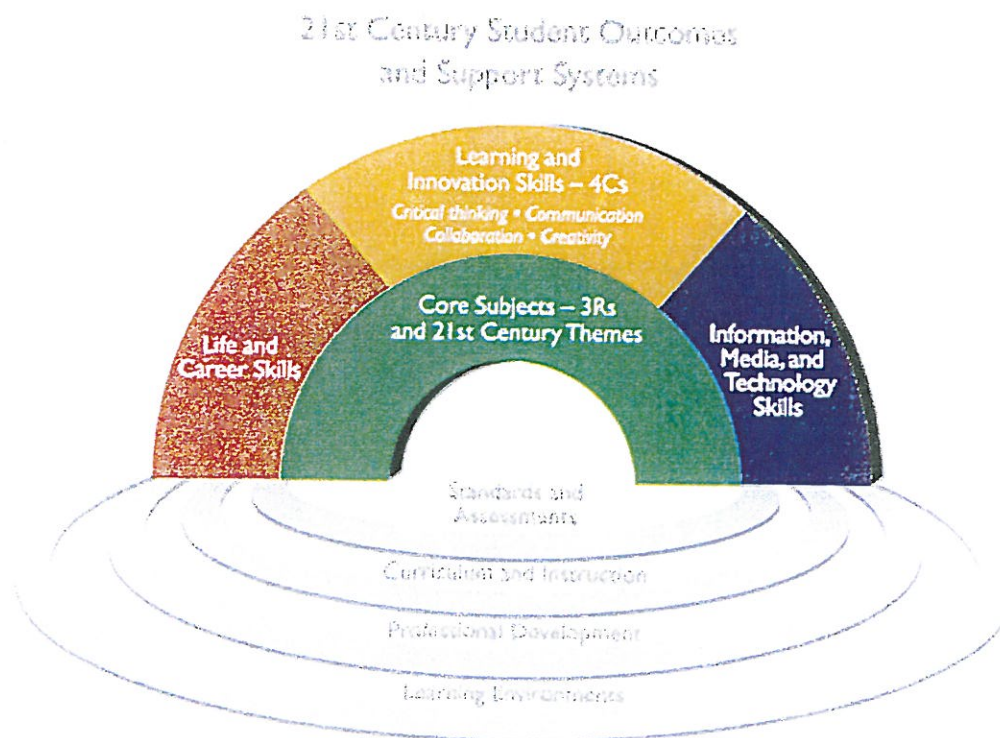
Lifelong Learners

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will <i>speak intelligently about music</i>	Strand I, Standard I	To use the vocabulary of music	Class discussions, verbal/ written assessments
Students will demonstrate <i>informed audience etiquette</i>	WBL music department value	Learn proper audience courtesy related to the performance setting	Class discussion, teacher/student observation
Students will <i>apply non-musical life lessons</i>	WBL music department value	Tolerance, cooperation, teamwork, WBL core values	Teacher/parent observation, clinician feedback, reserve teacher notes
Students will <i>experience enhanced self confidence and self esteem</i>	WBL music department value	Value themselves and each other	Parent feedback, self-evaluation

21st Century Skills

A White Bear Lake Music Program will:

- Maintain excellence through the classic tradition of Music Education while inviting learners to use modern tools to express the human condition of their time
- Invite students to connect with new technologies for a globalized world
- Offer opportunities for critical thinking, communication, collaboration and creativity



White Bear Lake Music Glossary

Words within the following categories:

Melody is the relationships and patterns of pitch (contour, intervals, register, and range).

Rhythm is the relationships of time (beat, pulse, tempo, meter, duration, pattern).

Harmony is the vertical arrangement of pitches or the simultaneous sounding pitches (chords, key, tonality, modulation).

Dynamics are the volume or intensity (static or changing levels of volume).

Timbre is the character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tone Color is the timbre or quality of sound (vocal, instrumental, environmental).

Tonality is the harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from *ca.* 1600.

Texture is the simultaneous combination of musical lines (monophonic, homophonic, polyphonic, heterophonic, mixed).

Form is the organization of musical events within structure (same, different, verse, refrain, call and response, phrases, sections).

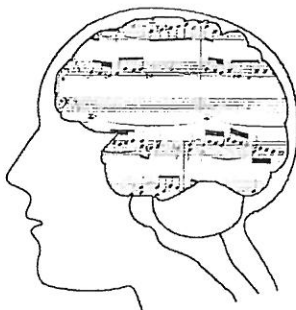
Genre is the type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Style is the distinctive or characteristic manner in which the elements of music are treated (articulation, diction, bowing & execution). In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).

Balance/Blend is the likeness of qualities, matching of registers, awareness of ensemble, and pyramid of sound.

Intonation is the proper production of sound so that it is in tune (sharpness or flatness of pitch).

Technique is the mechanical aspects of performing a composition (attacks, releases, control of ranges, dexterity).



Secondary Music Curriculum Review Committee

Name:

Position/Building:

Shannon Anderson.....	Music, White Bear Lake Area High School South Campus, Department curriculum leader
Jeremy Rockford.....	Music, White Bear Lake Area High School North Campus
Bob Rupa.....	Music, Central Middle School
Mike Snell.....	Music, Sunrise Park Middle School
Wendy Souja.....	Music, Central Middle School
Marie Dymit.....	Music, White Bear Lake Area High School South Campus
Connie Hamilton.....	Music, Sunrise Park Middle School
Sarah Cohen.....	Music, Central Middle School
Jennifer Gere.....	Music, Sunrise and Central Middle Schools
Kristin Kusche.....	Music, Central Middle School
Kristina Kuehn.....	Music, Central Middle School
Ann Malwitz.....	Professional Development Coordinator, District Center
Gretchen Harriman.....	Curriculum Development Coordinator, District Center
Lisa Switzer.....	Curriculum Development Coordinator, District Center
Doug Orzolek.....	Associate Professor of Music, Director of Graduate Programs in Music Education, Associate Director of Bands, Advisor for Music Education, Symphonic Band, University of St. Thomas

Key Resources

Collins, Jim (2001) *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York City, NY: Cahnners Business Information, Inc

Williams, Richard and King, Jeff (1997) *Foundations for Superior Performance Cornet/Trumpet*. San Diego, CA: Kjos Music Company

Essential Elements 2000: Book 1 with CD-ROM (Trombone) Milwaukee, WI: Hal Leonard Corp. (1999)

Dunscomb, J. Richard and Hill, Dr. Willie L. Jr (2002) *Jazz Pedagogy: The Jazz Educator's Handbook and Resource Guide* Miami, FL: Warner Bros Publications

Duke, Robert A. (2009) *Intelligent Music Teaching*. Austin, TX: Learning and Behavior Resources

A Framework for 21st Century Learning. Partnership for 21st Century Skills. 2011 <http://www.p21.org/>

The Minnesota Arts Standards. Minnesota Department of Education. 2008 [Minnesota K-12 Academic Standards in the Arts](#)

District Music Frameworks, Jefferson County Public Schools, CO.

<http://www.jeffco.k12.co.us/athletics/music.html>

District Music Frameworks. ISD 197 St. Paul-Mendota Heights-Eagan.

<http://www.isd197.org/sc3bin/clientgenie.cgi?butName=5-8%20Music&cld=0&permission=3&username=>

Timeline for Secondary Music Framework

6 - 12 Music Framework Timeline

October 22, 2008: Initial full day meeting at St. Thomas - Ann Malwitz, Doug Orzolek (St. Thomas), Bob Rugar, Mike Snell, Jeremy Rockford, Marie Dymit, Wendy Suoja, Elizabeth Hermanson, Shannon Anderson, Connie Hamilton

Begin Framework process - brainstorm our main objectives, study models of Frameworks from other districts.

November - May 2008: During monthly department meetings we continued to define and hone our mission statement and pillars as well as discuss formatting and content of framework. Using parts of department time meant that we only had approximately 2 hours of time to discuss.

June 17, 2009: Four hour curriculum writing time after school year ended to further define content and aligning standards.

September 2009 - June 2010: During monthly department meetings, we continued to work on content/assessments/alignment of standards and formatting - approximately 2 hours. **Also shift to 6 period day at HS.**

June 2010: Staff changes within the department.

September 2010 - June 2011: Department time used to bring new staff members up to speed. Approximately 1.5 hours.

September 2011 - June 2012: Changes in staffing again. Addressed the Framework as time allowed over the course of the year - primarily bringing new staff up to speed.

June 2012: Six hour curriculum writing day after school year ended. Format agreed upon, each pillar defined and supported with standards aligned content, addition of 21st Century Skills, addition of common assessments where applicable. Agreement on final product as a department.



9-12 Band Performance Rubric

Name _____

Date _____

Band hour 1 2 3 4 5 6

Band Performance Rubric 21 pts. Woodwinds & Brass

	Not Yet	Almost	Meets Standards	Exceeds Standards
Tone *1,2	Sound Unclear/Fuzzy and Unsupported 0	Occasionally Unclear/Fuzzy and/or Unsupported 1	Consistently Clear and Supported Sound 2	Always Uses a Clear Sound that is Supported 3
Rhythm *4	Most Rhythms Inaccurate 0	Several Rhythms Inaccurate 1	Rhythms Consistently Accurate 2	Rhythms Always Accurate 3
Notes *3	Many Wrong Notes 0	Several Missed Notes 1	Most Notes Correct 2	Always Plays Correct Pitches 3
Posture/Hand Position *5	Improper Hand Position and/or Poor Posture 0	Adequate Band Position and/or Posture 1	Good Hand Position and/or Posture 2	Confident Hand Position and Posture 3
Articulation *3,5	No Distinct Articulation 0	Inconsistent Articulation 1	Consistently Followed Articulations Marked 2	Always Followed Articulations Marked 3
Interpretation *3	No Evidence of Interpretive Decision Making in Performance 0	Inconsistent Interpretive Decision Making in Performance 1	Consistent Interpretive Decision Making in Performance 2	Interpretive Decision Making in Performance shows great attention to detail 3
Preparation and Effort *1,6	No evidence of preparation and little to no effort put into the performance 0	Adequate preparation and effort given to get through the performance 1	Good preparation and effort demonstrated in the performance 2	Excellent preparation and effort demonstrated in a performance that applies artistry to technical demands 3

Course Goals

- 1) Development of *Tone Quality*
- 2) Development of a strong sense of good *Intonation*
- 3) Development of *Technical Abilities*
 - a) Proper tonguing technique and speed
 - b) Proper fingering technique and speed
 - c) Embouchure flexibility and strength
 - d) Use of embellishment: such as trills, turns, grace notes, etc.
- 4) Development of *Rhythmic Skills*
- 5) Development of *Musical Elements of Performance*
 - a) Various skills in interpretation
 - b) Awareness and control of dynamic levels
 - c) Knowledge of musical terms of all types
 - d) Development of phrasing skills
 - e) Development of articulation skills
 - f) Accents and note duration markings
- 6) Development of *Physically Related Skills*
 - a) Proper breathing
 - b) Proper posture, both sitting and standing
 - c) Ability to play well both seated and standing

9-12 Band Performance Rubric

Name _____

Date _____

Band hour 1 2 3 4 5 6

Band Performance Rubric 21 pts. Percussion

	Not Yet	Almost	Meets Standards	Exceeds Standards
Tone/ Sound Generation *1,2	Sound Unclear, misplaced or messy 0	Occasionally Unclear, misplaced and/or messy 1	Consistently Clear, well placed and clean 2	Sound is always clear, well placed and clean 3
Rhythm *4	Most Rhythms Inaccurate 0	Several Rhythms Inaccurate 1	Rhythms Consistently Accurate 2	Rhythms Always Accurate 3
Pulse *3	No presence of a steady pulse 0	Inconsistent pulse 1	Consistent pulse 2	Always Plays with a consistent pulse 3
Posture/Hand Position *6	Improper Hand Position and/or Poor Posture 0	Adequate Band Position and/or Posture 1	Good Hand Position and/or Posture 2	Confident Hand Position and Posture 3
Execution of rudiment or required skill *3,5	Improper rudiment/ skill execution 0	Inconsistent rudiment/ skill execution or execution at inappropriate speed 1	Consistently rudiment/ skill execution at appropriate speed 2	Always executes rudiments/ skills at appropriate speed 3
Interpretation *5	No Evidence of Interpretive Decision Making in Performance 0	Inconsistent Interpretive Decision Making in Performance 1	Consistent Interpretive Decision Making in Performance 2	Interpretive Decision Making in Performance shows great attention to detail 3
Preparation and Effort *1-5	No evidence of preparation and little to no effort put into the performance 0	Adequate preparation and effort given to get through the performance 1	Good preparation and effort demonstrated in the performance 2	Excellent preparation and effort demonstrated in a performance that applies artistry to technical demands 3

*Course Goals

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 - f) Accents and note duration markings
 - 6) Development of *Physically Related Skills*
 - a) Proper breathing
 - b) Proper posture, both sitting and standing
- Ability to play well both seated and standing

AGENDA ITEM: **Federal Setting III Program Protocols**
MEETING DATE: **April 22, 2013**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Kathleen Daniels, Director of Special Services**

BACKGROUND:

Kathleen Daniels, Director of Special Services, will provide information on our Federal Setting III Program.

AGENDA ITEM: **Partnership Policy and Addendum**

MEETING DATE: **April 22, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dave Guenther, Director of Community Services
and Recreation**

Background:

Since last fall when we first presented these partnership protocols we have had conversations about the procedures and considered how they might fit with our current partners.

We now need to make a determination on which aspects of our partnership document should be forwarded to the Policy Committee, and which would be procedures and or an addendum to the Policy.

This is an opportunity for the Board to make one more review, with the expectation that these would go on to the Policy Committee for consideration through the usual policy process.

Adopted: _____
Revised: _____

*White Bear Lake Area
School District #624*

900 PARTNERSHIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for partnering with parents and community groups to build a network of partnerships that provide personal and educational growth and service opportunities for students.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages the development, implementation and evaluation of a comprehensive student, parent, family, school and community partnership initiative.
- B. The District will provide clear definitive roles of the various partners. The District will provide administrative leadership and vision, staff development and practices that are compatible with the beliefs outlined in this document.

III. DEFINITION OF PARTNERSHIP

White Bear Lake Area Schools defines a partnership as a mutually beneficial relationship between the District and a non-district group/person/business in which both parties achieve a benefit that is not possible when working alone and which provide academic/enrichment experiences for students or facility enhancements that improve efficiency.

IV. PARTNERSHIP GUIDELINES

The administration will present a process for establishing partnerships to the school board for review and approval. Upon approval of the school board, this process shall be an addendum to this policy.

Legal References:

Cross References:

White Bear Lake Area School District Partnership Process

Welcome to the White Bear Lake Area School District Partnership Process document. The purpose of this document is to guide development of partnerships. It outlines the District's approach to engaging in partnership, allowing our partners to understand the principles and standards we are committing to.

The District is fully committed to engaging in partnerships. We recognize the strength and value of effective partnerships in contributing to the educational growth and service opportunities for students.

This commitment is demonstrated by the District's current involvement in many partnerships both formal and informal and is part of our District's Mission:

The Mission of the White Bear Lake Area School District, a leader in innovative education and community partnerships, is to ensure our students:

- develop a love for learning,
- excel academically,
- are inspired to realize their dreams, and
- become engaged citizens with a global understanding

by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

SECTION 1 - Introduction to the Partnership Process

1.1 Introduction

White Bear Lake Area School District recognizes the need for a consistent process for all partnerships. This process sets out a framework that will assist staff when considering our engagement in partnership arrangements.

1.2 Purpose of Process

The purpose of this process is to enable the District, with its partners, to ensure that the partnerships are appropriate and have proper oversight. The process will ensure that when working in partnership:

- Identified needs or program enhancements are met, which may not be possible through district resources alone;
- The partners are clear about the purpose and expected outcomes for students when entering into partnership;
- The District's priorities and objectives are being met;

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- There is clarity about accountability and responsibility for outcomes;
- Partnership activity and outcomes are monitored, reviewed and evaluated to make best use of resources;
- Risks for the District, and for the partner, are assessed and agreed upon;
- Each partnership maintains a relevance to its agreed purpose during its lifespan and has in place an effective exit strategy;
- Partnerships are properly empowered and their legal status understood;
- Reviews are undertaken to evaluate success and further challenge progress and improve effectiveness.

1.3 Definition of a partnership

For the purposes of this process, White Bear Lake Area Schools defines a partnership in the following manner:

“A mutually beneficial relationship between the District and a non-district group/person/business in which both parties achieve a benefit that is not possible when working alone, and which provide academic/enrichment experiences for students or facility enhancements that improve efficiency.”

White Bear Lake Area Schools - Partnership Levels

Building/Program - A building or program partnership is a formalized agreement between an individual building or program and a community member/organization/business. Building level partnerships may include formalized agreements that impact the entire school population, as well as agreements that impact just individual grade levels or classrooms. Building and program level partnerships are initially approved at the building level, and then recommendations are made to the District-level committee. The District-level committee helps evaluate which district policies may need to be considered and whether the partnership is one that is within administrative authority to decide or whether School Board authorization and approval is necessary. Upon proper authorization, the building/program level partnerships are then organized, and managed at the building/program level. Building and program level partnerships are funded entirely through individual building/program budgets or through grant funding as authorized by the district.

District - A District partnership is a formalized agreement with a community member/organization/business that benefits students from several different schools,

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sites, and/or programs. District level partnerships are approved, organized, and managed by District-level department(s). District-level partnerships are funded through District-level sources, rather than building-level budgets.

White Bear Lake Area Schools does not define as a partnership:

- An arrangement made by the District with a third party to deliver one or more services on its behalf. This is a contract for services.
Example: Contracted transportation services with an outside company or carrier
- Intra-district collaboration involving school-to-school, program-to-program, or school-to-program partnering.
Example: High school students mentoring middle school students, academic enrichment courses being offered through Youth Enrichment, or student service projects for the senior center
- Parent volunteers/School or program volunteers who serve in an individual capacity
Example: An individual who serves as a reading buddy for a particular school who has completed the district's volunteer process through Human Resources

Section 2 - Working in Partnership

2.1 When is a partnership appropriate?

Partnership arrangements are appropriate when they have the potential to deliver:

- Added Value - delivering something that is unlikely to be achieved by another form of working arrangement.
- Identified needs or program enhancements which may not be possible through District resources alone and do not compromise our core programming.
- The partnership aligns with one or more of our District/Building goals.

2.2 Managing and Reviewing Partnerships

Partnership work can be very rewarding for the District and students; however, it can also be difficult and resource intensive. Therefore, before taking on a new partnership, the following should be considered:

- Does the potential partnership and its goals/objectives fit into the Strategic Plan or under the District Core Values?

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- Is there a way for the district to meet the goals/objectives of the partnership on its own or with an existing partner that would be less labor intensive or more effective than starting a new partnership?
- For District-level partnerships, do the district-level partnership committee and members of Cabinet support this partnership?
- For building/program level partnerships, does the principal/supervisor support this partnership?
- Does the risk assessment reveal that the partnership is relatively safe for the District to enter into?

Partnerships should be reviewed annually by the district or building/program partnership committee. The purpose of the review is to ensure that the partnership:

- is effectively doing what it set out to do,
- goals/objectives are still aligned with district /building/program goals,
- implements necessary improvements over time.

Through the review process it may be identified that it is time for a partnership arrangement to cease, or for the district to leave a partnership arrangement. This can be for many different reasons:

- The partnership achieves all that it set out to do - goals/objectives are met.
- The partnership goals/objectives are no longer aligned with district strategic plan.
- On review, the partnership is not delivering the outputs and outcomes it was set up to do and a new approach needs to be explored.
- The partnership is replaced by another partnership or working arrangement.
- External funding/resources cease.
- On review an adverse level of risk of continuing the partnership is identified.
- The legal framework upon which the partnership was founded changes.
- The district reserves the right to leave a partnership at any time. The district will develop case by case exit strategies for situations where it wishes to withdraw from a partnership for any reason.

SECTION 3 - Tools for Identifying and Managing Partnerships

When entering into or reviewing a Partnership the District will use the following to guide its decision making.

3.1 Legal Status

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Board approval is required initially for all contracts and agreements.

3.2 Finance and Resources

The Building and District Partnership Committee will consider the resource implications, existing partnerships, and Building and District priorities prior to making decisions on new partnerships or extending existing partnerships.

3.3 Roles of Partnership Committees

Each building will have its own partnership committee. This committee may be in addition to the school leadership team or a subpart thereof. Members should include the principal and staff members who understand the building's needs, vision, and priorities, as well as personnel and financial resources. Building/Program level partnership committees will establish a routine for processing proposals. The committee will use the partnership review form and scoring rubric to determine viability of partnership proposals and provide a timely response to potential partners. This process will be similar to the process for district partnerships, but will be tailored to the needs of the program or school.

The District Partnership Team will meet quarterly, or as needed, to determine viability of proposed partnerships, identify areas of need in which partnerships could be pursued, and ensure that appropriate stakeholders are involved.

3.4 Communication in a Partnership Setting

Communication and marketing of partnerships shall be in accordance with the District's communication plan and at the discretion of the Director of Communications.

3.5 Information Sharing

The School District's Data Privacy Policy will apply to all partnerships consistent with applicable state and federal law.

SECTION 4 - Specific steps of the application process.

- 1 Complete the Partnership Application form.
- 2 Return form to either the building principal, program coordinator or district level partnership contact person.

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- 3 The partnership application will be reviewed by the building partnership review committee. It will be **evaluated in accord with the established criteria** and forwarded to the District review committee for consideration. The District review committee will review all building level approved partnership applications. The District review committee will forward a recommendation to the superintendent and cabinet for review. Some partnerships may be approved at this level; others may need School Board approval prior to implementation.
- 4 Upon final **approval of the superintendent or superintendent designee, or if appropriate, by the School Board,** the building principal or program contact person will be notified of the decision whether or not to move forward with the partnership. A successful partnership proposal will require a Partnership Agreement form to be on file with both the building or program and the District review committee.

SECTION 5 - Appendix

- **Appendix 1 - White Bear Lake Area School District Partnership Application Form**
- **Appendix 2 - White Bear Lake Area School District Partnership Agreement Form**

AGENDA ITEM: **School Board/Superintendent Goals and Strategic Plan Priorities for 2012-13**

MEETING DATE: **April 22, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **Dr. Michael Lovett, Superintendent**

Background:

Each year the School Board reviews goals for the year both from the District's Strategic Plan and other operational goals identified by the administration and School Board. Beginning with 2011-12 the largest number of goals were drawn directly from the District's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2012-13, the strategic priorities were drawn from recommendations of the 30 member Strategic Planning Team and provided to the School Board this past spring. The School Board reviewed both the Strategic Plan priorities and other potential School Board/Superintendent goals at their retreat on July 9, 2012, and the list of goals included with this agenda are those emerging from that School Board retreat. The goals were on the August School Board meeting and work-study session and were approved at the September 10 School Board Meeting. Progress on these goals has been again updated for the April work-study session.

Status updates are shown in bold and underlined.

Goal 1: Strategic Planning Priorities for 2012-13

Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.

- I.4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.

The Board approved application for Middle Level IB in March, 2012.

Other Information on Strategy I

During the 2011-12 school year, the District gave priority to two sections under Strategy I as follows:

- I.1 All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Schools; and*

The principals will be presenting school data at the January 28 School Board work-study session.

For the last several years, the administration has considered offering full day kindergarten at no cost to families, an important strategy to meet proficiency by grade four. At the work-study session of February 25 a proposal was presented to the School Board by the administration. On March 11, 2013, the School Board approved all day kindergarten at no cost to families starting in 2013-14.

I.2 All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.

Both of these objectives were addressed initially in 2011-12, and now have been embedded into the work plans of the administration and staff. The District will be reporting on both of these during the course of the year. Thus, while the objectives have not been fully achieved, the strategies are in place to achieve them and metrics developed to regularly report to the School Board.

Status: Updates on Objective 1.1 were provided at the September School Board meeting and January work-study session; Objective 1.2 at the November School Board meeting and the March 18 work-study session; and Objective 1.4 at the September work-study and October School Board meeting.

Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.

II.6 Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
(This objective is consistent with 1.4 and will be combined.)

Other Information on Strategy II

During the 2011-12 school year, two objectives were addressed as priorities,

II.1 All students will expand their global perspective through the study of world language and culture at the elementary schools; and

II.2 Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.

During 2012-13, these objectives will continue to be developed and reported to the School Board. Phase 2 of the elementary world language program will be developed and reported to the School Board.

Status: An update on Objective II.6 was provided at the September work-study session and October School Board meeting. Since the fall, our IB coordinator and a middle school principal have made presentations to parent groups at each middle school and

each of our eight elementary schools. New program materials, including a brochure, have been published and made available to parents and the community. At the April 8 School Board meeting the IB coordinator introduced a teacher and students to the Board; all discussed what was different this year with the implementation of IB.

Updates on Objective II.1 were provided at the August work-study session, with preliminary recommendations presented in November and Board action in December. A presentation on Phase III of the elementary world language program was made at the March 11 work-study session.

School Board approval of phase 2 of the elementary world language program was received in December, 2012.

Strategy III: We will ensure our facilities support our district's mission and objectives.

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.

***Status:** A process is currently under development with a report scheduled to be delivered to the School Board later this school year.*

The District, in partnership with its municipalities and various athletics associations has begun a review process for this space issues across the District. The results of this study are scheduled to be presented on April 24, 2013.

- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.

***Status:** Administration has submitted information for the Lakeaires and Willow Lane projects to the MDE for review and comment and is awaiting their response. Bids for the Matoska project were approved by the School Board in February, 2013.*

The second phase of the Lakeaires and Willow Lane Elementary Schools will need to take place beginning in the summer of 2014. A revised review and comment, removing the secure entrance pieces to these projects will be submitted to MDE later this spring.

- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.

***Status:** A small committee has begun looking at options to help address this issue. Information will be presented at the May work-study session.*

- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.

Status: By the end of the 2013 construction season all elementary buildings with the exception of Otter Lake will have HVAC system upgrades that include air conditioning. Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted.

Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.

III. 8. The District will ensure that all schools provide secure entrances.

Status: All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. Three elementary schools, Matoska, Willow Lane and Lakeaires, will have this addressed during their construction projects during the summer of 2013.

Administration has submitted information for the Lakeaires and Willow Lane projects to the MDE for review and comment and is awaiting their response. Matoska bids were approved by the School Board in February, 2013. Both the Lakeaires and Willow Lane projects will be divided into two phases since we did not hear back from the State in sufficient time to complete full projects this summer. The secure entrance portion of the work will be bid in April for completion this summer.

III.10. The District will ensure that elementary class sizes are balanced across the district.

Status: A small committee has begun looking at options to help address this issue. Information will be presented at the May work-study session.

III.11. Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

Status: While the overall aspect of this goal is a multi-year project, administration will begin developing a review and comment, to be submitted to MDE this summer relative to installing artificial turf at South Campus. Information will be presented to the School Board in the next few months.

Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.

IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.

Status: In addition to our regular replacement cycle, we are deploying technology to classrooms and programs based on their individual needs. This ensures that each White Bear classroom will have the technology to fit the needs of their learners.

This year, we built out our WiFi network District-wide. We will continue to expand WiFi in areas of the District that require greater saturation.

- IV.13. The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.

Status:

Schoology use is progressing right on track with the Strategic Plan. Approximately 50% of our staff members are currently using Schoology. Many teachers attended elective Schoology courses this summer and during workshop week that provided the necessary tools to improve digital presence on Schoology as well as the pedagogical best practices to improve student engagement and achievement and to promote greater collaboration among colleagues.

Schoology will remain a focus this year as we work toward getting every teacher in the district online through 1-1 Instructional Technology Coach sessions, professional development, and a special Schoology course for teachers that will model online/hybrid learning while teaching staff how to create a robust Schoology presence.

As Schoology use grows, we are seeing more online collaboration among colleagues.

The newly developed Public Resources coupled with new features that increase teacher efficiency and student interactivity will continue to make Schoology even more valuable as we fulfill our mission of being a leader in innovative education.

We developed guidelines defining Schoology presence for the 2013 – 2014 school year. The guidelines offer some flexibility for teachers while still outlining clear and common expectations. Thus, students and their parents will know the level of web presence they can expect from all White Bear Lake Area Schools teachers.

Our hybrid class offerings are expanding in the high school and we will continue to look for ways to offer staff development online.

- IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.

Status: *The technology department is working with District administration and building leadership to write a policy that will be implemented during the 2013-2014 school year.*

- IV.15. Instructional technology will be available for use by students beyond the traditional school day/year.

Status: *During the April School Board meeting, the School Board accepted a computer donation from HB Fuller. These computers have been reimaged, paired with WiFi hot spots and given to families who do not have computer/Internet access at home. This is*

currently a pilot program at Sunrise Park and will expand to other sites once we've had a chance to evaluate the success of the program.

WiFi hot spots and iPads will be deployed this summer to families at Willow Lane as a part of their revamped summer school program.

We will continue to partner with innovative programs throughout the District to provide technology access to all White Bear learners.

Additional Status Report on Strategy IV: A technology report was made at the November work-study session. We reported to the School Board on the Technology Audit at the January, 2013 work-study session. At the March School Board meeting the Board approved an internal restructuring to appoint a director of technology to oversee the implementation of the audit.

Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

Status: A presentation of preliminary district protocols and policies was presented at the October work-study session. After revisions and feedback, the protocols will be reviewed at the April work-study session, with the policy portions proceeding to the Board Policy Committee.

Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

- VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.
- VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.

Other Information on Strategy VI

During the 2011-12 school year, four objectives were addressed as priorities, as follows:

- VI. 1. *The District will adopt a comprehensive bullying prevention, intervention and support program for students and staff that promotes a safe, civil and inclusive climate and is implemented in each building, program and service.*

Status: A presentation was made during the Board work study session on September 23, 2012 on the recommendation from the committee on the proposed Bullying Prevention curriculums. The School Board acted on curriculum adoption during the October 8, 2012 School Board meeting. The curriculum has been purchased and is being implemented during the 2012-13 school year.

- VI. 2. *The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.*
- VI. 5. *We will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members and parents.*
- VI.6. *We will review and assess the current plan related to cultural competency.*

Status:

A report on these objectives is scheduled for the May work-study session.

Goal 2: Ongoing Financial Stewardship and Budget Management

Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.

Rationale: Over the past decade, the District has established an excellent record of financial management, as evidenced by twelve consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012.

Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. Also, the passage of the November 2011 renewal levy by a margin of 73% to 27% gives the School District a measure of financial stability.

Evaluation: Ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.

Status: *The School Board certified the 2012 Payable 2013 property tax levy at its December 10, 2012 meeting. The School Board will begin discussion on the 2013-2014 budget at its work-study session on January 28, 2013.*

At the work-study session of February 25, 2013, the preliminary review of the budget for 2013-14 was presented to the School Board. Further, the administration has reviewed the timeline for the Capital Projects Levy. Both of these topics were reviewed again at the March 18 work-study session.

Discussion on the feasibility of a capital projects levy question being placed on the November ballot will have continuing discussion at the April work study session.

The Governor and Legislature continue to work on development of the state's 2013-2015 biennial budget. An updated financial forecast and budget document will be presented at the May work study session and a budget recommendation will be on the June 10, 2013 school board meeting agenda for action.

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District

Implement Phase III of the Communications and Marketing plan presented to the School Board in July, 2010. During the 2012-13 academic year, we will continue ongoing initiatives in the areas of: actively recruiting school shoppers, getting them young and keeping them connected, accentuating the positives, and influencing the influencers. We will focus more attention than we have previously on using data to help inform decision-making.

Rationale: The implementation of successful outreach initiatives is especially important in the current environment, as area school districts compete for students. A net gain in open enrollment numbers would provide the District with financial benefits.

It is important for the District to understand perspectives of White Bear Lake Area community members in order to remain a trusted steward of resources. Responsible stewardship is an important component in continued community support.

A long-range vision and plan about District communications ensures resources are appropriately utilized. Additionally, it is beneficial to have such a plan to allow for prioritization of communications and marketing projects and activities.

The 2011-12 school year included major communications pertaining to the levy referendum renewal, which passed in November of 2011, and the launch of a new web page at the beginning of June, 2012.

Evaluation: The Communications Office will continue to monitor Communications and Marketing initiatives to ensure they are effective, using data such as the following to monitor progress and drive decisions:

- Enrollment
 - K-12 enrollment increases
 - Student retention from grade to grade
 - Increase in preschool enrollment
 - Increase in preschool retention into Kindergarten
- Market share
 - Increase in percent of market share
 - Decrease in open enrollment out numbers
 - Shift in ratio of open enrollment out to open enrollment in reflecting less loss or a net gain
- Community support and pride
 - Monitor tone and type of articles in White Bear Press
 - Conduct periodic surveys measuring aspects of community support, pride and recognition of “Did you know” tidbits
- Passage of future referendums

Status: An annual update will be provided at the April work-study session.

Goal 4: Development of a School District Vision

Development of a shared School District Vision will chart a course that will drive the district forward, defining the “who” we wish to become and the impacts we wish to have on our students, our community and the world.

Rationale: During the spring of 2011 the School Board formally accepted and approved a new District Mission and accepted the Strategic Plan recommendations for the 2011-12 school year.

Over the course of the last year, the Board members and administration considered the importance of having a longer range vision which describes in more detail how we will shape our future.

Status: The administration recommends that the objective be carried over to the 2013-14 school year.

Goal 5: Operational Improvements

a. Recognition Program

Building on the work that has been done over the past two years, during the 2012-13 school year, establish a comprehensive recognition program and plan pertaining to students, staff, and community.

Last fall, we enhanced our new teacher induction luncheon to make it a more formal affair and a warm welcome to WBLAS. We plan to make similar changes for this spring's staff retirement dinner. We are preparing an inventory of existing recognition efforts at

the site and district level, and will develop a plan to provide a more comprehensive, consistent and district-wide approach to recognition for staff, students and community members that builds on meaningful programs already underway and enables sites to learn from each other. This plan will be phased in, beginning in the 2013-14 school year.

During January and February, administration began a formal recognition committee with representatives from several stakeholder groups. A Board member is included on this committee. We anticipate that the recognition program will be presented to the Board this spring.

b. Complete Work of the Gifted and Talented Program Review, with staged implementation beginning for the 2013-14 school year.

Status: An update was made to the School Board at the August work-study session, and preliminary recommendations to the School Board at the November work-study session.

The School Board approved the new gifted and Talented Program recommendations at the January 14, 2013 School Board meeting.

c. Develop Plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.

Status: An overview was presented at the September work-study session; an update on progress at the October work-study session, and preliminary recommendations at the School Board work-study session in November.

The School Board reviewed further recommendations on Orchestra at a work-study session on January 7, 2013, and at the School Board meeting of January 14, 2013, the administration and members of the Review Committee presented plans to defer recommendations until no later than November, 2013, and outlined additional steps following up from the work-study session.

AGENDA ITEM: Capital Projects Levy Discussion
MEETING DATE: April 22, 2013
SUGGESTED DISPOSITION: Discussion Item
CONTACT PERSON: Pete Willcoxon Sr.
Executive Director of Business Services

Background:

The District's capital projects levy, approved in 2003, expired with our last property tax cycle.

The revenue generated by this voter approved levy has been in place for ten years and has contributed significantly to the ability of the District to meet its ongoing and increasing needs in the areas of technology, large musical instruments and media.

The District will need to determine if it wants to ask the voters, this November, to continue the levy and to what degree.

District administration has been working with Springsted Inc. to develop survey information as well as Ehlers & Co. on possible levy impacts.

Discussion on these issues will occur.

Recommendation:

Discussion.

AGENDA ITEM: **Goal 3: Continue Implementation of the Communications and Marketing Plan for the District**

MEETING DATE: **April 22, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Marisa Vette, Director of Communications and Community Relations**

BACKGROUND:

Marisa Vette, Director of Communications and Community Relations, will provide an update on this year's activities of our Communications and Marketing Plan for the District.

White Bear Lake Area Schools Marketing Plan Update

April 22, 2013

Below you will find updates to the Strategies and Tactics outlined in the White Bear Lake Area Schools Marketing Plan, originally accepted by the School Board in 2010.

Actively recruit school shoppers.

- **Maximize the effectiveness of district/school websites:** Last summer, the District finished the process of redesigning the District and school websites, which is covered in more detail under Strategy IV (Innovation) Specific Result 12 in the attached Strategic Plan Update. The District site is attractive and easy to use, featuring District images and the opportunity to showcase District news and events. The school sites are complementary to the District site, showcase school photos and feature both school and district news. Along with the website launch, a District social media presence on Facebook and Twitter was launched. A District mobile app launched last fall.
- **Offer a range of opportunities for parents and students to visit and experience WBLAS firsthand:** The fourth annual “Welcome to White Bear Week” was a success in January. After the school board approved free all-day, every-day kindergarten, additional information sessions were added to the calendar to welcome elementary families in to the individual school sites to hear about the opportunity. All District elementary families received a Friday Folder flyer to the Middle School Musical of Beauty and the Beast Jr. taking place this year. All eighth grade families are being invited to a WBLAHS – North Campus event happening later this month. We will continue to work to find ways to invite parents and students in to our schools to visit.
- **Follow-up with families who express an interest in WBLAS, or who leave WBLAS for any reason:** Our new Centralized Enrollment system helps us to consistently follow up with families who show interest. We annually send all families in the District marketing materials at transition points (kindergarten, grade 6, grade 9). We continue to find solutions to ensuring our data is accurate, which will help in this goal as well.
- **Increase personal outreach at critical decision points:** Principals make an effort to connect with their “feeder schools” during the school year, and especially at registration time. This year, elementary principals included short, hand-written notes on letters sent to families to explain the all-day, every-day kindergarten change.

Get them young and keep them connected.

- **Redesign early childhood outreach efforts so they are more visible, user-friendly and supportive of K-12 enrollment in WBLAS:** Early Childhood materials have been revamped to be more user-friendly and to match the brand of the district. We continue to work with program leaders to update and create new program materials. Last spring, we began a “baby onesie” campaign through which we send all families with new babies a census form, an Early Childhood Registration Guide, and an orange “Born to be a bear” baby onesie. We have distributed 600 onesies in approximately 10 months.
- **Develop partnerships with area preschools, child cares and mom’s groups:** Area preschools and childcare providers were sent “Welcome to White Bear” packets and extra materials, the District has for the last three years participated in a Mom’s Club Preschool Fair.
- **Offer a range of opportunities for families with young children to experience WBLAS:** The Early Childhood program has added a variety of additional classes and events to give families the opportunity to get a glimpse of district offerings. Mini-sessions replaced ECFE classes in some instances, offering families varied, flexible opportunities to check out district programs.

Accentuate the positives.

- **Institute a “Did you know?” campaign of positive and interesting facts about the WBLAS – academic, athletic, artistic and alumni-related:** “Did You Know” tidbits have been used in District publications and ads, including a greater ad presence in Town Life Magazine and monthly ads in the new White Bear Lake Magazine that feature DYK information. The website redesign includes attractive Did You Know info boxes at the bottom of pages and an entire Did You Know section.

Build on existing Bears pride: All schools in the District have incorporated Bears/orange/black into their buildings and activities (rather than individual school mascots). Building sites continue to incorporate orange and black in their designs. Both campuses of WBLAHS now have new core values banners featuring bear photos hanging in their hallways, something that began this year. Central Middle School is in the midst of planning for the addition of core values and IB learner profile banners using bear images in their cafeteria, which will also receive a facelift with orange, black and white paint this summer.

Influence the influencers.

- **Offer a range of opportunities for realtors to visit and experience WBLAS firsthand:** The District attended a Realtors workshop hosted by the City of Hugo last fall. Dr. Lovett spoke specifically with realtor groups this winter. The Communications

Office is currently working on finalizing an informational “welcome to the area” flyer to be made available to Realtors and community newcomers. Additionally, the District will work with Realtors who host open houses in the area to offer them a packet of District materials.

- **Work with the White Bear Lake Area Educational Foundation to improve alumni outreach:** The District worked with the Alumni Association last year to publicize an All School Reunion. We continue to be open to working with the Foundation on their alumni efforts.
- **Increase visibility in the *White Bear Press*:** Dr. Lovett writes a quarterly guest column, information is turned over to the *Press* each week, and periodic ads are placed (coupon book ads, ads in Residents’ Guides and Summer Fun guides, event-specific ads). Last fall, we met with Press Publications owner and the new managing editor to have a well-received discussion related to the Press’ coverage of White Bear Lake Area Schools.
- **Connect with key communicators:** District leaders meet with municipality leadership for a quarterly City Managers Meeting, District leaders present “State of the District” information to all district staff members twice a year, bi-weekly internal and external e-newsletters highlight District news and information (including Did You Know points).

Use data to help inform decision-making.

- **Learn more about families that leave the district:** The District collects some of this anecdotal information, but this area will need to be of greater focus in the future. We are hopeful that when we have a better handle on District data we will be able to implement better plans in this area.
- **Institute periodic online surveys:** The District surveys a variety of constituents for individual projects, including all-day kindergarten and high school experience surveys this winter/spring, but this area will need to be of greater focus in the future.