
PROGRAM VISION STATEMENT

At Buffalo-Hanover-Montrose schools, the Music program

- encourages lifelong musical learning by connecting students to music in their lives and the world around them,
- develops musical skills and independence through singing and playing instruments,
- builds confidence, perseverance, and self-discipline,
- teaches goal setting, preparation and how to contribute through solo, small and large group performance,
- nurtures social and emotional growth in a supportive environment with opportunity for creative expression,
- purposefully integrates life skills and makes cross-curricular connections,
- deepens musical understanding by including contextual cultural and historical aspects to expand a student's global lens,
- uses state and national standards as a foundation for music education.

BACKGROUND OF PROGRAMMING IN BHM SCHOOLS

At the elementary level, all K-5 students are provided with music instruction. The time students receive music instruction varies based on prep schedules at each building and grade. This can be from 25 minutes daily to 50 minutes 1-2 times a week.

Music is a required course for our 6th and 7th grade students at BCMS and becomes an elective course for 8th graders. Course options include band, choir, orchestra and Music Discovery. At BCMS, music classes meet every other day for 53 minutes.

At BHS, a graduation requirement is to complete one credit in ***The Arts***. Music classes are one way to fulfill this requirement. Students can choose to perform in band, choir or orchestra. The freshman-level groups meet every other day for 80 minutes, while the varsity and concert groups meet for an 80-minute block every day. Students can choose and/or audition to be in both choir and one of the instrumental groups. In addition to the performance-based courses, BHS offers Music in America, History of Classical Music and Advanced Placement (AP) Music Theory.

The music program's last curriculum adoption was over 10 years ago. Resources are outdated and are not equitable across the district. Instruments are in need of repair and replacement, and their cost cannot be absorbed by the site department budgets alone. The current

elementary program, *Share the Music*, was purchased about 15 years ago. The current program isn't as interesting to students now as it once was and has no digital resources. The elementary music team has a desire to have common instructional experiences for students. Updated resources will increase student learning opportunities, student choice and teacher usability.

At the secondary level, a diverse music library is a critical instructional tool. Each year, new composers, compositional styles and publications become available that are more relevant to the current student population than older pieces in the library. The current libraries do not reflect the diversity of the ensembles or the community at large. For example, only one Jazz title at BHS is composed by a woman and very few concert band titles in the current library are written by composers of color. This curriculum adoption provides the opportunity to update the resources available to students.

PROGRAM STANDARDS

The K-12 MN Arts Standards, which include music standards, are expected to be implemented during the 2020-2021 school year.

- Examples of standards in music include:
 - Use foundational knowledge and skills while responding to, creating, and presenting artistic work.
 - Sing and play instruments from different genres of music from various time periods and places.
 - Students will achieve musical literacy and fluency.
 - Students can integrate their own knowledge and experience into music making.
 - Students will understand how music shapes and responds to culture.
 - Students will identify opportunities for improvement in the performance of their music and identify strategies to achieve the improvement.

SUMMARY OF PROCESS FOR REVIEW OF INSTRUCTIONAL RESOURCES

The district's Continuous Improvement Process (CIP) requires a comprehensive review of needs, educational research, and potential materials prior to making a recommendation in the Curriculum Adoption Proposal. During the CIP phases of REFLECT, RESEARCH, and PILOT over the past three years, the music CIP team engaged in a variety of activities.

During the reflect phase, the team conducted surveys with students and parents. These surveys helped identify strengths and limitations. One survey showed a desire for more non-performance opportunities in grades 8-12 (such as guitar, keyboards, song writing). After reflecting, a vision for the future direction of the music program was articulated.

During the research phase, music teachers read research articles on music education. Most members of the K-5 music team were able to attend the MN Music conference in 2018. At this

conference, there were many different sessions about current best practice in music instruction. The teachers also connect with potential vendors to learn more about programs that are available.

Starting in 2017-2018, a wide net was cast to find potential curriculum resources that would support K-5 music instruction at all elementary buildings. After filtering through some initial resources that was gathered by word of mouth, visiting the state music convention, and talking to vendors, four were chosen to look at more closely. The four were Gameplan, Pearson's Interactive Music, McGraw-Hill's Music Studio, and Quaver. During the initial review of the four products, it was determined that Gameplan did not offer enough resources to meet the needs of the K-5 students and staff. The K-5 music team selected the other three resources to pilot.

Each pilot began with training provided by the company. Teachers used each program with their K-5 students for approximately 8 weeks. Based on research and their vision statement, the K-5 music teachers created a look-fors document that they used to help evaluate the programs. After all three rounds of the pilot programs, the teachers came together to discuss the benefits and challenges of each program. The team decided that Quaver would be the most beneficial program for the district. The team then began to look at what additional resources would be needed to create common experiences across the buildings. A list of instruments and other resources was created to help students have equitable access.

Across the K-12 programs, there are instruments in need of updating, this is challenging to accomplish with limited music budgets at each site. The replacement of instruments has happened sporadically and the Continuous Improvement Process allows the opportunity to create a sustainable plan for the future. When looking at resources to purchase, the secondary team used recommendations from local music retailers, online retailers, peer recommendations and best practice to make choices about instrument bids. The depreciation value is also considered when determining what instruments and equipment should be replaced.

RECOMMENDATIONS

The K-5 music teachers recommends Quaver for curriculum adoption. Quaver was found to accommodate the wide range of time that students receive instruction. The program accommodates different learning and teaching styles. Quaver's assessments are easy to implement. Lessons have extensions that help provide additional learning opportunities. Quaver works to embed a multi-cultural approach. The company is consistently updating their resources and listening to feedback from teacher-users. The flexibility and vast array of resources will support the implementation of the new state standards.

The 6-12 music team recommends a combination of instruments, music and other resources to meet the needs of our students.

The team sees many benefits of this pending adoption. Instructional materials such as Quaver

and Foundations for Superior Performance will allow a more targeted approach to meeting standards. An updated music library, will help meet the needs of the district's diverse ensembles while incorporating a variety of composers and styles. Students will be using instruments and resources that are in proper working order. The standardization of instruments will allow for more efficient teaching of the standards. The purchase of additional instruments at the elementary level will increase the engagement level of students.

A challenge for the music program is creating a sustainable replacement plan for music resources (instruments, sound equipment for classrooms, etc.) At the current funding level, some instruments in the inventory would still be played by BHM music students 200 (this is a real number) years from now, unless the district is able to address the instrument needs on a consistent basis through the Continuous Improvement Process.

FINANCIAL IMPLICATIONS

[K-12 Spreadsheet of requests](#)

EVALUATION

Evaluation of the curriculum adoption will be monitored in several ways. Some of the anticipated desired outcomes include:

- Increased common lesson plans, units, and expectations as measured by the K-5 music staff.
- More common language and common experiences over the next few years as evaluated by middle school teachers
- End of the year evaluation by music teachers on use by students and self-ranking of how the curriculum supports their vision.

NEXT STEPS

With board approval, the planning for purchasing of new resources will be put into place. Ordering of resources will take place after July 1, 2019 in preparation for implementation in the 2019-2020 school year. The K-5 music staff will also be planning their professional development opportunities for the 2019-2020 school year.