



CURRICULUM COMMITTEE MEETING

Wednesday, November 8, 2023 10:00 AM

COMMITTEE MEETING ONLINE-ZOOM Please use the link below to join the webinar:

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1. Review of Proposed Glastonbury High School Courses
 - A. Half-Year *Sports & Entertainment Marketing* (Business Education)
 - B. Full-Year *Foundations of Education* (Education & Training)
 - C. Full-Year *Collaborative Connections in Art* (Art)
 - D. Consolidation of 12th grade courses (English)
2. Music Curriculum Review Report

**Glastonbury Public Schools
Glastonbury, CT**

**Music Department
Curriculum Review Report
2023**



**Submitted by
Leslie Lopez
Director of Music**



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Music Curriculum Review Committee

Amanda Albert

*Buttonball Lane School
Gideon Welles School
General Music/Choral/Band
Teacher*

Nola Campbell

*Glastonbury High School
Orchestra/Guitar Teacher*

Dr. Tonya Claiborne

*Director of Equity, Diversity
and Inclusion*

Stephen Cofrancesco

*Hopewell School
Nayaug School
Gideon Welles School
Band Teacher*

Anthony Connaway

*Buttonball Lane School
Nayaug School
Orchestra Teacher*

Michael Gowdy

*Smith Middle School
Band Teacher/Music
Technology*

Lily Grant

*Gideon Welles School
Choral/General Music Teacher*

Kacey Howard

*Glastonbury High School
Band/Music Technology/
Theory Teacher*

Kevin Huhn

*Hebron Avenue School
Orchestra Teacher*

Kate Ingram

*Smith Middle School
Choral Teacher*

Leslie Lopez

Director of Music

Alicia Luongo

*Nayaug School
General Music/Choral Teacher*

Christine Macaluso

*Buttonball Lane School
Gideon Welles School
General Music/Choral Teacher*

Ethan Nash

*Glastonbury High School
Guitar/Choral Teacher*

Arwen Norman

*Hopewell School
General Music/Choral Teacher*

Frank Quinn

*Glastonbury High School
Assistant Principal*

Shannon Rinaudo

*Gideon Welles School
Band Teacher*

Jennifer Spring

*Director of Health and
Physical Education*

Andrew Studenski

*Buttonball Lane School
Naubuc School
Band Teacher*

Stacey Tinker

*Gideon Welles School
Hopewell School
Naubuc School
Orchestra Teacher*

Rebecca Walter

*Naubuc School
Gideon Welles School
General Music/Choral Teacher*

Thank You

I would like to take this opportunity to thank each committee member for their work on this important project. The strength within the music department resides in the music teachers who have dedicated their time, efforts and talents to this review which were instrumental to the process and represented a range of expertise, experience and knowledge across content areas.

I would like to extend a special note of thanks to the Central Office Administration for their guidance in supporting this important work. A special thank you to the Glastonbury Board of Education for its unwavering support of a quality music education experience for our students and its commitment to providing the resources required for all students across all music programs and grade levels.

The value and importance of this document cannot be overstated, in that it gave us the platform to examine our existing practices, pause and reflect about what is most important for the future music education of our students.



Leslie Lopez
Director of Music



Music Department Vision

Empowering all students to fulfill their innate musical potential.

Music Department Mission

Through collaboration, skill development and exploration, the Glastonbury Public Schools Music Department ensures every student has access to comprehensive music instruction taught by highly qualified music teachers for lifelong involvement and appreciation of music.

Curriculum Review Process

Rationale/Purpose

The foundation of a rigorous music curriculum is established through comprehensive curriculum review and growth process. This process provides thoughtful consideration to current best practices, current research based on national standards and allows feedback for revisions. The Glastonbury Public Schools Music Curriculum Review Committee completed a review of its program in the 2022-2023 school year. The current curriculum was evaluated through the lens of seven different domains. Each domain included guiding questions and information sources through which the committee members were able to assess the program as it currently exists. From there, committee members were assigned to a specific domain to work collaboratively to examine the current curriculum documents, processes, systems and resources.

Glastonbury Public Schools' music faculty work passionately to develop musically-literate citizens with skills in creating, performing, connecting and responding. This talented group of staff are both highly skilled musicians and master teachers. They are experts in their respective disciplines – band, chorus, orchestra, general music, composition and music technology, providing our students with a state-of-the-art music education.

This deliberate process allowed the committee members the opportunity to reflect on the progress since our last Curriculum Review in 2017. Through this systematic process, committee members assessed the direction of the department's curriculum and goals and recommended a plan to drive the success of the music department over the next five years. This comprehensive review of the music department program was facilitated by individuals committed to representing the department and supporting its future, to working collaboratively with colleagues across strands, and to supporting the diverse music learning needs of all our students. The collective ownership and investment of the curriculum, resources and processes by faculty, administration, parents and students ensures continued success of the music program in Glastonbury Public Schools.

Summary of Curriculum Review Process

The Music Curriculum Review committee consisted of 21 members, including Glastonbury Public Schools music teachers, directors, and administrators. Subcommittees were formed to research and further delve into each specific domain. The subcommittees were led by an appointed teacher leader to help organize the compilation of feedback and present the findings to the larger committee. A Google work site was developed as a repository for the subcommittee work.

The majority of the music department took part in this important process to help shape and focus the music education of our students. This is due to the dedication and passion of the work our music faculty do each day and believe in for their students. The following leaders deserve acknowledgment for their work on each subcommittee:

Nola Campbell: Communication

Michael Gowdy: Technology

Kacey Howard: Operational Considerations

Christine Macaluso: Curriculum Design

Shannon Rinaudo: Professional Development

Stacey Tinker: Students

There were three meetings of the full committee on October 20, 2022, February 2, 2023 and April 27, 2023. The first meeting served as an introduction to the anticipated work encompassed in the curriculum review, the responsibilities outlined for each subcommittee in the research required for each domain and a familiarization with the Google work site space. Each subcommittee then presented their findings during the second full meeting in February. During the third and final meeting, a draft of all completed domains was presented to the department for review. Throughout all steps of the process, staff and committee members were given opportunities to provide feedback, recommendations and ways to improve the music education program in the Glastonbury Public Schools.



Summary of Findings

Priority Recommendations (1-2 years)

- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Revise and refine Worlds of Music course offering at GHS.
- Continue media communication to advertise concert events and student achievements in music in various domains.
- Continue to provide differentiated professional learning for teachers so they will be equipped and prepared to integrate new technology within the music classroom.

Glastonbury Public Schools Music Program Scope and Sequence

The Glastonbury Public Schools Music Department is committed to teaching and advancing music education by encouraging the study and making of music by all. This is accomplished through a rigorous, vertically-aligned and comprehensive program that offers students the opportunity to create, perform, respond and connect to music. The study of music fosters artistic development, critical thinking, intellectual curiosity and the pursuit of life-long learning.

All students participate in general music instruction from kindergarten through sixth grade. Beginning in third grade, students complete an instrumental studies unit with a demonstration of band and orchestral instruments which prepares them to consider an optional instrument of study. In fourth grade, students are given the opportunity to select an instrument to study and are scheduled for instrument lessons. These homogenous lessons are scheduled once a week for thirty minutes on a rotating basis within the school day. These instrument specific lessons are only offered to students in grades 4-6 to support student skill development, technique and instrument facility to further grow and retain students in the ensemble programs.

All students in fourth and fifth grade receive a chorus experience during the class day. This is in addition to the general music class and complements the instruction received in these classes. Elective ensemble experiences in band and orchestra are also offered to fourth and fifth grade students to support ongoing instrumental lessons.

Beginning in seventh grade, music courses become part of the elective opportunities and students must elect to continue with their music studies. At this time, there are no instrument specific lesson opportunities available after sixth grade. While a high attrition rate within ensembles is noted beginning in seventh grade when school-provided lessons are no longer offered, many students continue to find great success by participating in the ensemble offerings at Smith Middle School. Also beginning in seventh grade, classroom music electives offer a variety of opportunities for all students which include: music production, composition, music theory, beginning guitar and piano, and drama. These elective semester courses are open to any student who would like to continue music study and exploration.

Additional grade level extra-curricular opportunities have been created beyond the class day for students who enjoy music and would like to further develop their music skills. Jazz band is offered to students at the building level, beginning at Gideon Welles and continuing at Smith Middle School and Glastonbury High School. Specialized choral opportunities are offered to

students beginning at Gideon Welles and continues through to Glastonbury High School. Orchestra students may begin a chamber orchestra experience at Gideon Welles culminating in a full symphony orchestra experience at the high school called the Glastonbury Youth Symphony. Extra-curricular musical opportunities are also offered to students at the building level to experience Music Theater through the musical productions.

At Glastonbury High School, students in the ensembles may elect to receive Level 1 credit within the course by completing additional assigned work. Offering students the option to receive Level 1 credit has retained students in our ensembles who also excel in many areas of study outside of the music program. Additionally, students at the high school have the opportunity to audition for select ensembles including Symphonic Band, Treble Choir, Concert Choir and Chamber String Ensemble. These ensembles focus on highly advanced performance skills and offer challenging enrichment to the advanced music students. Many of these students successfully audition for a variety of festivals that include: Eastern Region Festival, New England Music Festival, All-State, All-Eastern Division and All-National. Glastonbury Public Schools supports these students by providing no cost transportation to and from many of these festivals.

Music elective classroom courses are also offered to ninth through twelfth grade students who are both beginners and/or experienced musicians. Music Theory is available as a semester class, culminating in a full year AP Music Theory class. The music production course meets in the music technology lab furnished with state of the art equipment. Additionally a Worlds of Music course is available to students interested in experiencing music from diverse cultures and the development of music in society. Students can further their study of guitar with beginning and intermediate level courses being offered, along with a beginning piano courses. These elective music courses are both for the beginning music student and the experienced musician.

The Glastonbury Public Schools music program is a recognized program that offers students the ability to gain valuable music instruction with highly qualified music teachers. The extensive variety of extra-curricular music opportunities for students provides enrichment and enhances the students' music experience.



**Glastonbury Public Schools
Music Department Course Offerings**

Grade	Units of Study				
Kindergarten - 6	All students receive general music instruction that is grade level appropriate and aligned with National Core Music Standards. All classes are 45 minutes in length and classes meet once a week. In addition, all students in grades 4 and 5 receive 35 minutes of chorus culminating in a winter and spring concert experience.				
Kindergarten	Musical Voice	Steady Beat	Fast/Slow	High/Low	Loud/Quiet
Grade 1	Singing Voice	Steady Beat	Movement	Musical Patterns	Introduction to Formal Notation
Grade 2	Musicianship		Composer Choices		Rhythmic Composition
Grade 3	Formal Notation		Recorder		Instrument Families/ BAG Composition
Grade 4	Meters		Composition in Rondo Form		
	Chorus				
Grade 5	Mood & Tonality		Ensemble		
	Chorus				
Grade 6	Elements of Music	Music Technology for Composition	Piano	Composition	

Glastonbury Public Schools Music Department Elective Course Offerings

Beginning in grade 4, students have the opportunity to elect to study a band or orchestra instrument. Both band and orchestra students, in grades 4 and 5, meet once a week, before school, for a 35 minute ensemble class. In addition, once a week, each band and orchestra student participates in a 30 minute instrument specific lesson, during the class day.

Grade 4	Band	35 minute before school Ensemble and 30 minute Group Lesson
	Orchestra	35 minute before school Ensemble and 30 minute Group Lesson
Grade 5	Band	35 minute before school Ensemble and 30 minute Group Lesson
	Orchestra	35 minute before school Ensemble and 30 minute Group Lesson

Gideon Welles School

In Grades 6 - 12, all ensembles and classroom music courses are elective classes. Grade 6 is the last year for student scheduled instrument specific lessons, during the class day.

Grade 6	Band	Ensemble meets during STAR period and 20 minute Group Lesson
	Chorus	Ensemble meets during STAR period
	Orchestra	Ensemble meets during STAR period and 20 minute Group Lesson

Smith Middle School

Grade 7 Ensemble Full Year Courses	Band
	Chorus
	Orchestra
Grade 7 Classroom Music Semester Courses	Create & Record Music I
	Piano/Guitar Sampler
	Lights Up! 7
Grade 8 Ensemble Full Year Courses	Band
	Chorus
	Orchestra
Grade 8 Classroom Music Semester Courses	Create & Record Music II
	Make Your Own Music Video
	Lights Up! 8

Glastonbury High School

Grades 9 - 12 Full Year Courses	Concert Band
	Symphonic Band (entrance by audition)
	Chorus
	Treble Choir (entrance by audition)
	Concert Choir (entrance by audition)
	Orchestra
	Chamber Orchestra (entrance by audition)
Grades 9 - 12 Classroom Music Semester Courses	AP Theory
	Beginning Guitar
	Intermediate Guitar
	Piano/Keyboard
	Music Studio Production
	Fundamentals of Theory
Worlds of Music	

Music Department Curriculum Summary of Findings

Domain 1 - Alignment with District Goals

Guiding Question: *How strong is the alignment between department and district curricular goals?*

The Goal of the Music Department is that the vision, mission and goals of the department offer clarity and support to move the department forward in the best interest of the music education provided to the students.

Commendations:

- Glastonbury Public Schools Music Department has a clearly articulated vision that is shared among contributors and aligned to the District Strategic Plan and other national, state, department and school documents.
- Glastonbury Public Schools Music Teachers are experts in their specific fields of study; band, chorus, orchestra, classroom music and music technology, and service our students in the strongest capacity of knowledge and skills.
- The Music Department fosters high student achievement through a rigorous standards-based music education curriculum that aligns across grades, strand disciplines and programs.
- Glastonbury Public Schools Music Department maintains its national status as “Best Communities in Music Education” for the past 11 years (2013–2023).
- Glastonbury Public Schools’ approach to EDI is grounded in the principles of inclusivity, intentionality, and shared responsibility. Through multiple lenses the music department promotes the respect of and celebration of our diverse populations.



Recommendations:

- Routinely review and refine the department mission statement to reflect changes in district goals and initiatives.
- Continue curriculum revision work that will align with district strategic goals and the National Music Core Standards.
- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.

Domain 2 - Students

Guiding Question: *Are all student needs addressed through the curricular offerings?*

The Goal of the Music Department is that all students will have access to a variety of music courses and will be appropriately challenged by the music curriculum so that all students have the opportunity to learn.

Commendations:

- Students excel due to the committed, consistent and caring staff that encourages and excites them in all aspects and levels of musical training.
- Students are offered many choices and opportunities within the music department to study music, both during the class day and within enrichment ensembles after school.
- Beginning instrumental music lessons are first offered in grade 4, and 85% currently choose to learn an instrument.
- A Tri-M National Music Honor Society has begun a chapter at the high school which recognizes outstanding music students at the secondary level, grades 10-12.
- Small group instrumental lessons are provided for students in grades 4-6, weekly within the school day on a rotating schedule.
- GW, SMS and GHS students participate in a variety of auditioned festival opportunities.
- Students and families who need financial assistance to participate in the instrumental program are provided a GPS rental instrument as available.



Recommendations:

- Continued funding for music classes at all levels, including busing to performance events.
- Continued funding for Guest Artists and Artists in Residence to assist and motivate student learning and involvement in music.
- Provide a guaranteed music experience for the preschool program and LINKS academy students.
- Create and support student performance opportunities and connections across grade levels and buildings to prevent student attrition from ensembles across buildings.
- Continue funding of expert staff clinicians to support student progress, growth and learning due to no small group instrumental lessons offered in Grades 7-12.
- Consider and create the development of a mentor program between Glastonbury High School/Smith Middle School and Smith Middle School/Gideon Welles.
- Investigate incorporating alternative ensembles outside of the traditional band, chorus and orchestra. Implement as appropriate.
- Study and consider the need for chorus at Gideon Welles to meet twice a week to match instruction time of like ensembles, band and orchestra. Implement as appropriate.

Domain 3 - Curriculum Design

Guiding Question: *Is the curriculum comprehensive, rigorous and based on relevant standards?*

The goal of the Music Department is that music curriculum, instruction and assessment are sequential and defined. The curriculum is collaboratively agreed upon using the National Core Music Standards and instruction is determined by student need and best practice.

Commendations:

- Curriculum development is financially supported by Glastonbury Public Schools at all levels.
- Grade level music curriculum writing teams work collaboratively to align the curriculum with the National Core Music Standards, and provide vertical alignment, grades K-12.
- The music curriculum offers rigorous courses that prepare students for collegiate level music making and life-long music engagement.
- Cross-grade level concert programming provides opportunities for students to collaborate and learn from upper-level peers.
- Curriculum maintains a scaffold and sequence that allows for successful and prestigious concerts throughout the district.
- Music curriculum allows for student creativity while content provides flexibility for differentiating individual learner's needs.



Recommendations:

- Continue funding for curriculum development.
- Continue to align curriculum, instruction and assessment in vertical content strands K-12.
- Revise and refine specific benchmarks for grade level ensembles while also allowing for teacher autonomy, creativity and flexibility.
- Continue collaborative curriculum writing to embed music from multiple cultures, peoples and areas of the world.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Create, share and implement appropriate digital resources to support and guide our student learning.
- Consider offering an ECE opportunity as part of the Worlds of Music elective at Glastonbury High School.

Domain 4 - Professional Development

Guiding Question: *How relevant and effective are professional development opportunities?*

The goal of the Music Department is that music professional development will increase diverse knowledge and skills necessary and specific to each teacher, and therefore will improve student learning outcomes.

Commendations:

- Professional development opportunities are focused on relevant needs within the music department.
- Independent, small group professional development is offered, and most effective in supporting student learning outcomes.
- Professional development led by outside presenters/clinicians offers specific guided work toward new practices within strand areas of band, chorus, orchestra and technology.
- Student learning and performance benefits from focused, music-specific professional development.



Recommendations:

- Continue to provide funding for both on-site and off-site content-specific professional development opportunities that are facilitated by colleagues and experts from the field that focuses on high-quality instructional teaching strategies to increase student learning.
- Provide time for both elementary choral and general music professional development opportunities.
- Increase collaborative opportunities for teachers to engage in on-going, embedded professional development to effectively design the scope and sequence of K-12 strands.
- Provide opportunities for elementary instrumental teachers to have consistent professional learning opportunities for continued growth.
- Facilitate observations of colleagues for professional learning and growth.
- Focus departmental goals to be strand specific across grade levels and programs with professional development aligned in support of these specific targets.
- Continue to support teacher attendance at music specific professional conferences.
- Continue to support guest speakers and presenters for full day professional development opportunities.

Domain 5 - Communication

Guiding Question: *How effective are department communications within the Glastonbury Community?*

The goal of the Music Department is to clearly communicate with teachers, administration, students, families and community members through a variety of appropriate channels the learned music curriculum, showcased within student concert performances.

Commendations:

- Ensemble teachers in grades 6-12 use CHARMS office, a web-based management system for communication and organization, to effectively communicate with parents and students.
- Music teachers use a variety of technology such as email, websites, Google classroom and SeeSaw to send updates to parents regarding student progress, needs and scheduling.
- The public Music Department site includes a district-wide events calendar and important music information for parent and student successes and achievements.
- 100+ concert programs are open to the public and are strongly supported in attendance.
- Outreach concerts and special events bring many new audience members and strong community support through public media advertisement.
- Student ensembles perform in the community for opportunities such as Veterans Day Town Celebration, concerts at local nursing homes or the Community Center, Memorial Day Parade and various others.
- Student and staff achievements are recognized in local publications to promote department successes in auditions, music trips, special events and application of real-world performances.



Recommendations:

- Continue funding of CHARMS office subscription to provide timely and efficient communication to parents and students regarding events, inventory, and student assessments.
- Continue updates of websites, Google Classroom and CHARMS office to notify parents and students of learning expectations and relevant concert information.
- Continue media communication to advertise concert events and student achievements in music in various domains.
- Continue vertical strand (band, chorus, and orchestra) conversations to improve performance continuity between and within grade levels.

Domain 6 - Technology

Guiding Question: *What is the impact of technology integration on the curriculum?*

The goal of the Music Department is that the authentic, thoughtful and appropriate use of technology to create, enhance and implement our curriculum will continue to be a priority in instruction and student learning of music skills.

Commendations:

- Use of technology enhances and advances student learning experiences for music creativity and innovation.
- Use of MacBooks and iPads have improved ease of instructional delivery for teachers of all levels and strands.
- Use of iPads increase student engagement in performance and practice by aiding in music practice, recording and performance at all levels.
- Use of Google apps, Google Classroom, SeeSaw and CHARMS office has greatly enhanced communication and collaboration for performance and assessment.
- Through the use of district platforms, including RevTrak and Vanco, the music department has utilized these systems to make the audition, festival and concert performance experience paperless and seamless.



Recommendations:

- Continue funding for technology to ensure access for all music teachers and their students.
- Continue student access to appropriate technology to increase skills for self-assessment and improvement in music.
- Provide music-specific technology professional learning is requested for on-site and off-site opportunities.
- Assess quality of microphones and sound systems in secondary auditorium spaces.
- Ensure equitable access to consistent technology in each music learning environment to deliver high quality instruction (projector, speakers, sound system, microphones).
- Consider incorporation of International Society for Technology Education (ISTE) Standards for students.

Domain 7 - Operational Considerations

Guiding Question: *What operational considerations and challenges impact the continued development of this curriculum?*

The goal of the department is to optimize the resources of materials, space and time in order to continue to deliver a rigorous and effective music curriculum for the Glastonbury community.

Commendations:

- Music Teachers feel supported by their colleagues and building staff to effectively maintain their daily routines and concert programs.
- Dedicated general music classrooms and spaces meet the needs of the teachers and learners.
- Elementary general music instructional time meets the needs of the curriculum implementation.
- The funding of the music department's instructional materials and resources supports a strong learning music environment.
- Music Director is responsive to the needs of music department.



Recommendations:

- Equip all dedicated music teaching/performing spaces with appropriate music technology and storage while providing a dedicated space for group lessons and ensembles.
- Continue funding for instrument and music equipment purchases, replacement and repair to ensure students have access to music participation.
- Explore scheduling options for dedicated instrumental teaching classrooms to support student learning within the elementary buildings for uninterrupted instructional time.
- Monitor the number of pull-out services to ensure that student access to scheduled instrumental music lessons is maximized.

K-12 Music Recommendations and Conclusions

Short-Term Recommendations (1-2 years)

- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Revise and refine music history course offering at GHS.
- Continue media communication to advertise concert events and student achievements in music in various domains.
- Continue to provide differentiated professional learning for teachers so they will be equipped and prepared to integrate new technology within the music classroom.

Long-Term Recommendations (3-5 years)

- Consider and create the development of a mentor program between Glastonbury High School/Smith Middle School and Smith Middle School/Gideon Welles.
- Study and consider the need for chorus at Gideon Welles to meet twice a week to match instruction time of like ensembles, band and orchestra. Implement as appropriate.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Equitable access to consistent technology in each music learning environment to deliver high quality instruction (projector, speakers, sound system, microphones).
- Explore scheduling options for dedicated instrumental teaching classrooms to support student learning within the elementary buildings for uninterrupted instructional time.

Financial Implications

- Continued funding for highly quality instruction and expert music staffing to provide our students with a superb music education experience.
- Continued funding for professional learning opportunities tailored to meet the specific needs of staff.
- Continued funding for the acquisition and replacement of school instrument and equipment inventory and special programming.