

IOWA CITY COMMUNITY SCHOOL DISTRICT
Child - Centered : Future Focused

1725 North Dodge Street • Iowa City, IA 52245 • www.iowacityschools.org

**Self Study
of
General Music**

Spring 2012

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Equity Statement

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

As a result of the curriculum review process, the self-study team reviewed the mission statement, belief statements and goals that had been adopted in the previous program reviews (1996-1998 and 2003-2004). They were revised in 2011-2012 and will serve as a reference for all programming.

Mission Statement

The mission of general music is to inspire and educate children while exploring, creating and sharing music as a community.

Belief Statements

We believe that ...

- Σ The study of general music is an essential element of every child's basic education.
- Σ Music provides a means for developing critical thinking and creativity.
- Σ Music encourages students to be *active participants* in the learning process.
- Σ Music encourages students to analyze, evaluate and appreciate their own work and the work of others.
- Σ Music promotes understanding and appreciation for diverse cultures, past and present.
- Σ Instruction in music provides a foundation for independent thinking, self-expression and self-esteem.
- Σ Music education is a vehicle for collaboration and team building.

Goal Statements

Goals of the general music program include supporting students in their development of:

1. 21st century skills, including:
 - Σ Effective communication
 - Σ Collaboration
 - Σ Creativity
 - Σ Productivity and accountability
 - Σ Flexibility and adaptation
 - Σ Critical Thinking
2. An understanding of musical elements and techniques for making music as part of an ensemble.
3. The ability to collaboratively and individually create and communicate original and interpretive musical ideas.
4. Understanding music within the contexts of time, place, community, as well as how music reflects culture and identity.
5. The ability to analyze, reflect upon, and construct meaning in response to their own and others' music.

Strengths and Limitations

Surveys were administered to all general music teachers, district administrators, students, parents and a random sample of classroom teachers. Focus group discussions with the general music staff also generated data. An analysis of the survey results yielded information categorized as strengths and limitations.

Strengths

- Σ Classroom teachers feel that music:
 - supports brain development.
 - is an outlet for creativity.
 - helps students to feel successful and builds their self-confidence.
- Σ 80% of principals strongly support music as an integral part of their students' education.
- Σ Students have a positive attitude towards their music classes.
- Σ Performances are valued by administrators and parents.
- Σ Parents see their children's ability to sing and play instruments through their performances in programs.
- Σ There is good collaboration and support from and between the general music teachers in the district.
- Σ Many instruments are available to the general music staff (Keyboards, World Drums, Culture kits authentic instruments, Classroom instrumentarium).
- Σ A variety of resources are available for teaching the curriculum (Macmillan text, GAMEPLAN text, Culture kits books and both audio and video recordings, and materials at District Media).
- Σ Each music teacher is allowed to use the materials and style of teaching that they want as long as the curricular concepts and skills are taught as identified by the District.
- Σ Students are actively involved in "making" music through a broad range of activities such as singing, playing, moving and creating.
- Σ Regular inservice times are provided for the General Music staff to meet together every month.
- Σ Each child receives general music instruction 2 or 3 twenty five minute periods per week.
- Σ The General Music staff is knowledgeable and keeps current through attendance at weekend and summer workshops and classes.

Limitations

- Σ Many students do not feel comfortable in reading and notating music and in creating their own music.
- Σ A limited number of movement activities are incorporated in the curriculum.
- Σ Inadequate numbers of instruments are available, especially with large classes.
- Σ The visual and manipulative materials for GAMEPLAN text for each grade level are not part of the collection in most schools.
- Σ Classroom instruments and materials in the culture kits are aging and are in need of repair or replacement.
- Σ A limited number of updated materials are available for use in upper grade classes.
- Σ No time is allowed for elementary choirs at each school.
- Σ Little time exists to communicate and collaborate with classroom teachers.
- Σ Limited communication from the general music teacher is perceived by parents.
- Σ Many music classrooms do not contain the same level of technology as classroom teachers in the same building.

**ICCSD General Music
Improvement Plan for the District**

This plan outlines action steps aimed at addressing the perceived program limitations of the district.

Curriculum and Instruction

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Point Person(s)</i>	<i>Target Date</i>
Many students do not feel comfortable in reading and notating music, and in creating their own music.	Provide supports designed to increase skills in notating and creating music <ul style="list-style-type: none"> ∑ Write sample music reading, notating, improvising and creating lessons. ∑ Add a guitar or ukelele kit, and iPad lab for composition. 	Coordinator General music teachers	2013-14
A limited number of movement activities are incorporated in the curriculum.	Increase movement activities in curricular units of study <ul style="list-style-type: none"> ∑ Write sample movement lessons and purchase materials for District Media that contain movement activities and recordings. 	Coordinator General music teachers	2012-13

Instructional Materials

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Point Person(s)</i>	<i>Target Date</i>
Inadequate numbers of instruments are available especially with large classes.	Increase the instrument collection <ul style="list-style-type: none"> ∑ Inform administrators of equipment needs. ∑ Purchase more instruments for each school to increase the student to barred instrument ratio to 2 to 1. ∑ Purchase one or two more keyboards per kit accommodating classes over 34. ∑ Purchase another set of keyboards as the number of schools increase. 	Director of Instruction Coordinator	2012-13
The visual and manipulative materials for GAMEPLAN text for each grade level are not part of the collection in most schools.	Increase collection of instructional materials <ul style="list-style-type: none"> ∑ Purchase the visuals and manipulates for each of level of GAMEPLAN 	Director of Instruction Coordinator	2012-13
Classroom instruments and materials in the culture kits are aging and are in need of repair or replacement.	Update and upgrade culture kits <ul style="list-style-type: none"> ∑ Replace broken and missing instruments and instruments of poor quality in the culture kits. ∑ Replace worn mallets and broken instruments in building instrumentarium. ∑ Replace videos with DVDs, when possible, in the kits and District Media 	Coordinator General music teachers	2013-14
A limited number of updated materials are available for use in upper grade classes.	Update materials for upper grade classes <ul style="list-style-type: none"> ∑ Purchase new print and DVD materials for District Media 	Coordinator General music teachers	2012-13

Supports

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Point Person(s)</i>	<i>Target Date</i>
No time is allowed for elementary choirs at each school.	Provide experiences in the general music classroom that support choir repertoire. <ul style="list-style-type: none"> Σ Purchase more octavo music for use with 5th/6th grade classes to help them prepare for participation in junior and senior high choruses. 	Coordinator General music teachers	2013-14
Little time exists to communicate and collaborate with classroom teachers.	Create opportunities for collaboration <ul style="list-style-type: none"> Σ Include music teachers in professional learning community (PLC) meetings at the building level, or allow music teachers time to meet together as a PLC. 	Coordinator General music teachers	2013-14
Limited communication from the general music teacher is perceived by parents.	Generate options for how to increase communication <ul style="list-style-type: none"> Σ Share samples of how other general music teachers communicate and report to parents about the curriculum and student's progress. 	Coordinator General music teachers	2012-13
Many music classrooms do not contain the same level of technology as classroom teachers in the same building.	Equalize technology resources in music classrooms <ul style="list-style-type: none"> Σ Equip music classrooms with technologically interactive white boards, document cameras, projectors, etc. 	Director of Technology Director of Instruction	2013-14