Music Curriculum Review Summary
Review Process

1. Music Department Head/Music Department/Asst. Superintendent establish subcommittees
2. K-12 SWOT Analysis Conducted (strengths, weaknesses, opportunities, threats)
3. Curriculum committee reviews recommendations from previous Review Report & determines if all recommendations were all acted upon
4. Data analysis of assessments- common assessments
5. Review Curriculum Maps and identify areas that are not aligned based on updates to the frameworks or identify areas that need to be adjusted based on other factors
6. Look at current research for each curriculum area, determine best practice in the field
Music Review

Acronyms referred to in this review:

- NAFME - National Associations of Music Educators
- MMEA - Massachusetts Music Educators Association

1. Set up a curriculum review team to internally review the Music curriculum K-12.
2. Survey teachers and used department meeting time to evaluate strengths and weaknesses based on the recommendations from the 2017 curriculum review, the NAFME Core Arts standards, NAFME Model Core Assessments & MMEA Music Frameworks.
3. Analyzed the data to produce the 2022 curriculum review.
NAFME Core Music Standard Enduring Understandings and Essential Question

The NAFME 2014 Music Standards are all about Music Literacy. The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes* of

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn’t competence in Creating, Performing, and Responding what we really want for our students?

Students need to have experience in creating, to be successful musicians and to be successful 21st century citizens.

Students need to perform – as singers, as instrumentalists, and in their lives and careers.

Students need to respond to music, as well as to their culture, their community, and their colleagues.
The Standards for Artistic Practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 National Core Arts Standards (NCAS), these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theatre, visual art).

Cluster 1: Creating art with artistic intent.
Practice 1. Generate and conceptualize artistic ideas and work.
Practice 2. Organize and develop artistic ideas and work
Practice 3. Refine and complete artistic work

Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.
Practice 4. Select, analyze, and interpret artistic work for presentation
Practice 5. Develop and refine artistic techniques and work for presentation
Practice 6. Convey meaning through the presentation of artistic work.

Cluster 3: Responding to arts through intellect and emotion
Practice 7. Perceive and analyze artistic work
Practice 8. Interpret intent and meaning in artistic work.
Practice 9. Apply criteria to evaluate artistic work

Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.
Practice 10. Synthesize and relate knowledge and personal experiences to make art
Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding
Current Status

Elementary
- General Music is offered to every student for 40 minutes once a week.
- In 5th grade, students can choose to start taking lessons on a band or orchestra instrument.
- Students are also able to take part in an elective after-school full chorus in grades 3-5.

Middle
- Every student is required to take music through 6th grade and can choose from Band, Chorus, Orchestra, or general music class.
- In grade 7 students can elect to play in either one of two leveled bands, choruses, or orchestras and also take art, stem, or code academy.
- In grade 8 students must choose between performing in a music ensemble or taking art, stem, or code academy.
- Extracurricular activities include a steel drum band and jazz bands.

High School
- Performance course offerings in Band, Chorus, & Orchestra
- Non-Performance music course offerings include Music Technology class level 1, 2, & Advanced, Piano lab level 1 & 2, Music Theory, Music Business, & Music and Movies.
- Extracurricular activities include two A Cappella Groups, two Jazz Groups, a pep band, and a student pit orchestra for the annual musical.
**Strengths**

- Music Teachers form a close professional learning community in which they constantly collaborate, help each other, and meet regularly to discuss music offerings, courses, shared assessments, common goals, program events, and all aspects of the music department as a whole.
- Leveled groups at middle and high school level: students can participate/succeed no matter their musical abilities, level of commitment, or learning styles.
- A wide variety of repertoire is used, and money is available to update music libraries regularly.
- There is music PD available throughout the year.
- Full-year music ensemble courses are offered at the high school level.
- Awards: NAMM Best Communities for Music Education for the past 7 years.
- Extra-Curricular Opportunities: One Middle School & Two High School Jazz Bands, Two A Capella groups, a Middle School Steel Drum Band, a High School pep band, a High School pit orchestra
- Music travel experiences are led by Music teachers. Students have received performance experiences at Carnegie Hall, Strathmore Hall, Jordan Hall, Veterans Memorial Hall, and Disney Park Stages.
- Music Lab Classes are updated and realigned regularly to keep up with the changing landscape of popular music practice and production.
Strengths (Continued)

- High School Ensemble classes are leveled per the MMEA suggested course levels of Foundational, Proficient, and Advanced.
  - i.e. Orchestra classes at DHS are organized by Concert Orchestra (Foundational), Chamber Orchestra (Proficient), and String Ensemble (Advanced).
- The curriculum for ensemble classes at the DHS and DMS align with the NAFME and MMEA Music Frameworks for the Performing/Presenting, Responding, & Connecting Artistic Process (MMEA)/Standards of Practice (NAFME) that corresponds to the proficient level (i.e. Proficient/Advanced) for that ensemble.
- The curriculum for DHS Lab classes (Music Technology & Piano Lab) aligns with the NAFME and MMEA Music Frameworks for the Creating, Performing/Presenting, Responding, & Connecting Artistic Process (MMEA)/Standards of Practice (NAFME) that corresponds to the proficient level (i.e. Proficient/Advanced) for that class level.
Recommendations for Growth

All levels

● Review the new DESE 2019 Music Frameworks
● Provide ongoing professional development to keep staff current with the evolution of Music pedagogy.

Secondary

● Students going into 8th grade are forced to make a choice between continued participation in music and any other elective. The music department loses many students who have to make this decision.
● DMS students can only choose one music class (i.e. cannot do band and chorus)
● Persistent schedule issues at DHS and scheduling differences between DHS and DMS made it difficult to keep kids in the program and support the needs of the students.
   ● One-off music ensembles conflict with one-off language classes, science labs, and other classes which causes students to drop band at the beginning of the school year.
● New music needs to be added to the performance rotation to keep developing students engaged, focused, and concerned about the performance.
● Flexibility is needed in the schedule for secondary teachers to better support elementary teachers.
Recommendations for Growth (Continued)

- **Secondary (Continued)**
  - Some curriculum maps and documents need to be cleaned up and updated to better align with practice and national and state standards.
  - Curriculum for ensemble classes at the DHS and DMS are not yet totally aligned with the NAFME and MMEA Music Frameworks for the *Creating Artistic Process* (MMEA)/Standard of Practice (NAFME) that corresponds to the proficient level (i.e. Proficient/Advanced) for that ensemble.

- **Elementary**
  - Explore ways to increase the time that students are exposed to Music.
  - Explore ways to organize the beginning instrumental program so that all students can attend their beginning lessons.
  - Flexibility is needed in the schedule for elementary teachers to better support secondary teachers.