

**** DRAFT ** (revised 05/23/11)**

**Developing a Music Program at Muscota
a vision and implementation plan
Winter 2011**

Members of the Committee:

Teachers: Dayna Beegun (Drama), Megan Benay (3/4/5), Lauren Ravit-Francescen (5)
Parents: Karie Brown (K), Joanna Johnston (2), David Knight (1), Margaret Peeler (2), Troy Schremmer (K), Olga Terlitsky (4), Suzanna MacNamara (2)
Principal: Camille Wallin

Consulting teachers: Louisa Acosta, Emmy Mathias-Leonard, Lesia Wilder

VISION: *“Form the vision and the money will follow.”* -Camille Wallin, principal

Develop a vision for an integrated Music program at Muscota that

1. takes an experiential approach to music education wherein children learn 'by doing',
2. is sustainable over time and through budget cuts,
3. uses a song-based, whole-body approach such as the approach outlined in the Kodaly methodology of music education
4. is aligned with the DOE Blueprint for Teaching and Learning in Music (referred to in Appendix A), with an emphasis on singing, movement, and music literacy.

“All of the elements of music and music literacy can be addressed through a song- and movement-based approach, which seems like a good fit for the existing culture at Muscota, since there is already such a strong value placed on singing as a group activity.” -Karie Brown, parent and music educator

History of Music at Muscota: Muscota has offered music at various points over the years. Most recently, there was a music teacher in 2006 who taught children music with keyboards that were on loan from the non profit organization “Music on the Brain”. The music teacher left Muscota after 2 years to pursue another job and subsequent budget cuts were absorbed by this staff position.

Last year, a newly established non profit, Academic Music Seminars offered some in-class demonstrations and music lessons to all grades on a trial basis. The model worked well with the K/1 students but not as well with the upper grades.

Use of Song at Muscota: While different programs have come and gone, singing has always been part of the educational philosophy and culture at Muscota. Teachers often utilize song to transition children to different activities and they introduce songs that reflect a thematic unit or lesson plan (songs of freedom, protest songs, cultural songs, etc.). The Muscota community also sings together during weekly Town Meeting. The 2/3 cohort and the 4/5 cohorts each dedicate 45 minutes per week at “Sing” when the teachers and students from each cohort join each other to sing a collection of songs from various genres.

IMPLEMENTATION PLAN

- I. Building on and enhancing what we already do at Muscota
 - A. Sing
 - B. Town Meeting
 - C. Transitions- using singing or music to facilitate classroom routines or changes in activity.

- II. Incorporating more opportunities for Music beginning in September 2011
 - A. Make the shared-space schedule more conducive to Sing by grouping together two 45-minute periods so that there can be three 30-minute periods for Sing. *Camille will work towards this goal during shared-space meetings with Amistad's principal.*
 - B. Thematic units of study- Incorporate element(s) of music instruction for each of the six thematic units of study each teacher will cover next year. *Teacher Megan Benay has volunteered to research and identify musical elements that can be utilized by each teacher for their specific units of study.*
 - C. Utilize the resources that exist in the parent community to complement the units of study in each classroom. *The PA will survey its parents at the beginning of the year to identify what music-related resources can be made available to our students such as concerts, instrumental performances, music production and technology, and singing instruction. The survey results will be compiled by the music committee and made available to teachers.*
 - D. Create a music center in each classroom that can be utilized by students during choice/work time. Centers would include simple or hand-made musical instruments, Ipod docking station with Ipod and music appropriate to each grade group. *Parent Suzanna McNamara is developing a list of potential grant organizations (i.e. Donors Choose) that can be used to fund the creation of music centers in our classrooms.*
 - E. Hire a part-time collaborating teacher who can work with our teachers during a 45-minute period of instruction in music each week to each of our classes. In addition to providing professional development to our teachers by working with the m on a weekly basis, the collaborating teacher would also be responsible for integrating the thematic units of study into his/her work with the students and support staff as needed for Sing and Town Meeting. *Parents Suzanna McNamara and Karie Brown are researching organizations that provide teaching artists that fit with our vision and identifying foundations or corporations that offer grants that would fund this part time position estimated at \$26,000.*

Appendix A:

The DOE Blueprint for Teaching and Learning in Music.

By the end of the 2nd Grade, Muscota students should be able to engage in activities to perform and experience elements of music in the following areas:

MUSIC MAKING

Students will be able to engage in activities to experience elements of music, develop awareness of human expression through music making, discover the singing voice and build technique singing and playing, show respect for their instruments, music materials and learning environment, learn routines that contribute to positive music-making experiences.

MUSIC LITERACY

Students will be able to explore music in the following areas: elements, notation and vocabulary; genre and style; instruments, voices and ensembles; and production and technology.

MAKING CONNECTIONS

Students will be able to recognize parallel problem-solving strategies across disciplines, realize that music reflects composers' emotions, ideas, imagination, and cultural context and they will be able to make connections between music and personal feelings.

COMMUNITY AND CULTURAL RESOURCES

Students will be able to understand diversity in musical instruments and styles, work with teaching artists and access musical content from the Internet. They will also be able to perform for and listen to each other as well as contribute to a large-scale classroom project around a particular culture or period of history incorporating music. Finally, they will be able to identify cultural resources in their neighborhood and make connections between performances attended and aspects of their own music making.

CAREERS AND LIFELONG LEARNING

Students will be able to identify the ways in people engage in music and how music is made available as well as explore various roles that music can play in their lives.

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By the end of the 5th Grade, Muscota students should be able to engage in activities to perform and experience elements of music in the following areas:

MUSIC MAKING

Students will be able to apply an understanding of elements of music through performance activities and will have become aware of themselves as musicians through performance, improvisation, and composition. They will have built and applied vocal techniques and posture and will have taken responsibility for their vocal instrument, music materials and learning environment. Students will follow established routines that contribute to positive music-making experiences.

MUSIC LITERACY

Students will be able to identify music in the following areas: elements, notation and vocabulary; genre and style; instruments, voices and ensembles; and production and technology.

MAKING CONNECTIONS

Students will be able to recognize parallel problem-solving strategies across disciplines, describe how music reflects composers' emotions, ideas, imagination, and historical context and they will be able to describe personal connections with a variety of musical styles.

COMMUNITY AND CULTURAL RESOURCES

Students will be able to identify music makers and music-making institutions in New York City, and will have attended live performances in the city. They will also extend their music-making experiences beyond the school community.

CAREERS AND LIFELONG LEARNING

Students will be able to define and categorize various aspects and options of lifelong music involvement having described in detail at least three different careers in music and three different ways of accessing music.