

Elementary Music Instruction

Board Presentation

December 2020

Board Resolution 2003

- Federal No Child Left Behind Act (NCLB) 2001 - includes student achievement measures in Literacy and Numeracy
- Concerted effort to increase student achievement
- Specified
 - One-half of each academic day be spent on Literacy instruction
 - One-fourth of each academic day be spent on Numeracy instruction

Implications Board Resolution 2003

- Narrowed instructional focus to tested subjects
- Discouraged integration of remaining 9 core content areas

Board Resolution 2012

- Removed one-half of each academic day be spent on Literacy instruction and one-fourth on Numeracy instruction
- All State Core Curriculum standards will be taught
- Instruction will be as integrated and authentic as possible

Implications Board Resolution 2012

Elementary teachers struggle to implement music core due to lack of experience or background knowledge

(5/6 Pull Out Model was the only music instruction students were receiving in elementary)

- **Study - Instrumental music Pull Out Model**
 - 14 specialists that traveled to schools and pulled out students
 - 5th and 6th grade students who opted to participate
 - Very low student participation districtwide
 - Instrumental music is not part of the elementary core
 - Contributed to the narrow instructional focus and lack of integration

Implications Board Resolution 2012

Elementary teachers struggle to implement music core due to lack of experience or background knowledge.

- **Creation of Elementary Music Model 2012**
 - Specialists (14 increased to 16) traveled to schools to assist teachers
 - All students in all grades receive core curriculum music instruction
 - Encouraged integrated and authentic music instruction
 - Beverly Taylor Sorenson Side by Side Model

Implications Board Resolution 2012

Elementary teachers struggle to implement music instruction due to lack of experience or background knowledge.

- **Riverton Music 2014**
 - Introduced for optional supplemental band and orchestra instruction in elementary schools
 - Fee waivers apply
 - Continues to be some demand
 - Pandemic is resulting in a sharp decrease in participation
- **Beverly Taylor Sorenson (BTS) State Grant 2016**
 - Expanded Fine Arts Specialist FTE
 - All 4 art forms

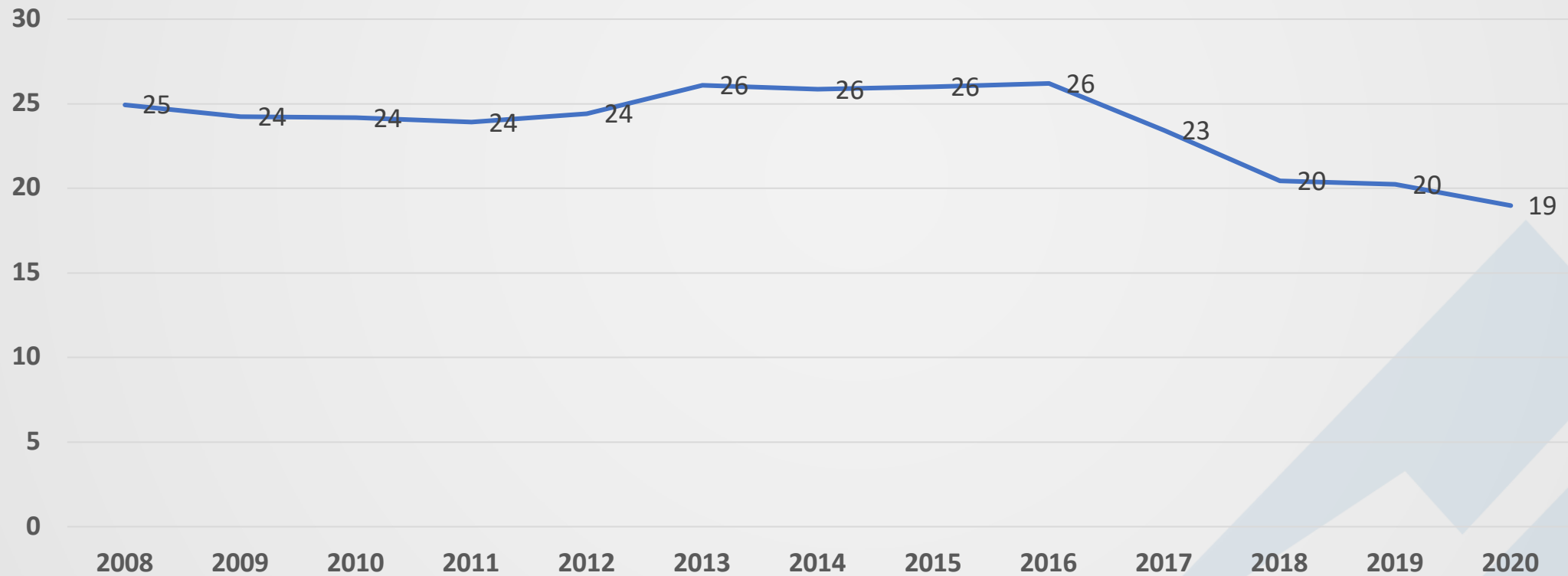
What has been the trend in secondary music enrollment in the last 12 years?

Data Query Rules

- Number of distinct (counted once per student) students enrolled in at least one music class.
- Grades 6-12
- Instrumental and Vocal Music Classes
 - Music
 - Band
 - Orchestra
 - Choir Percussion
 - Strings
 - Guitar
 - Ensemble
 - Madrigals
 - Chorus

Secondary Music Enrollment Summary

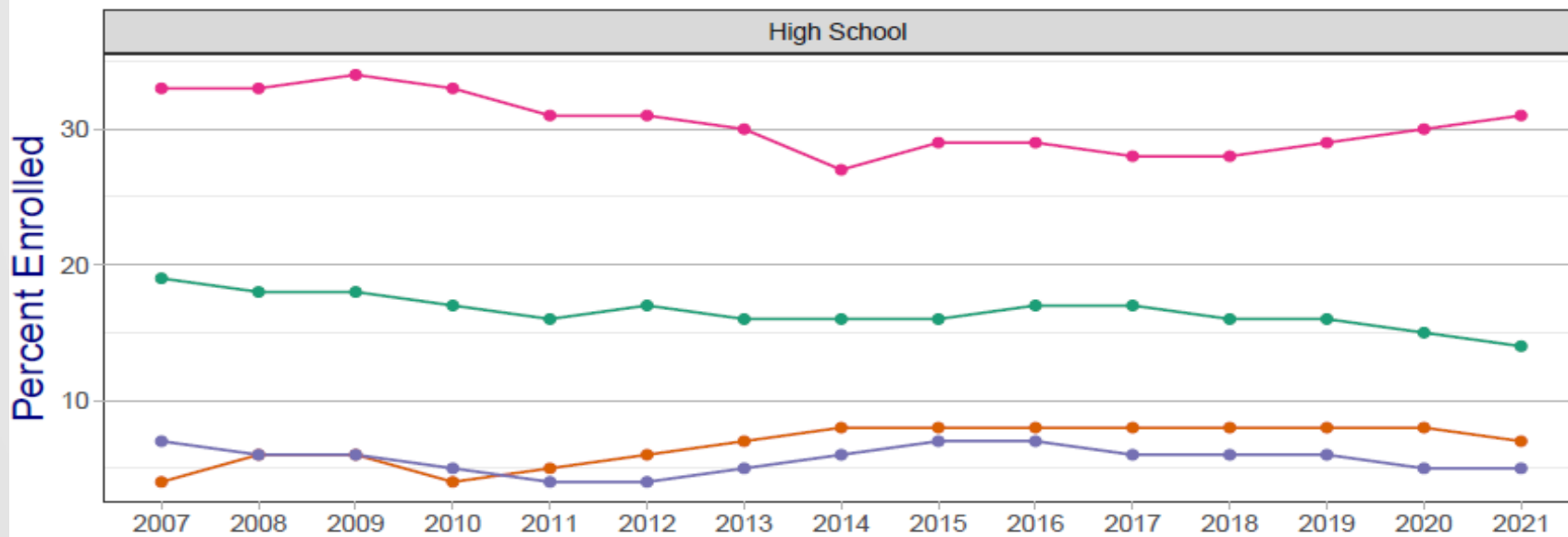
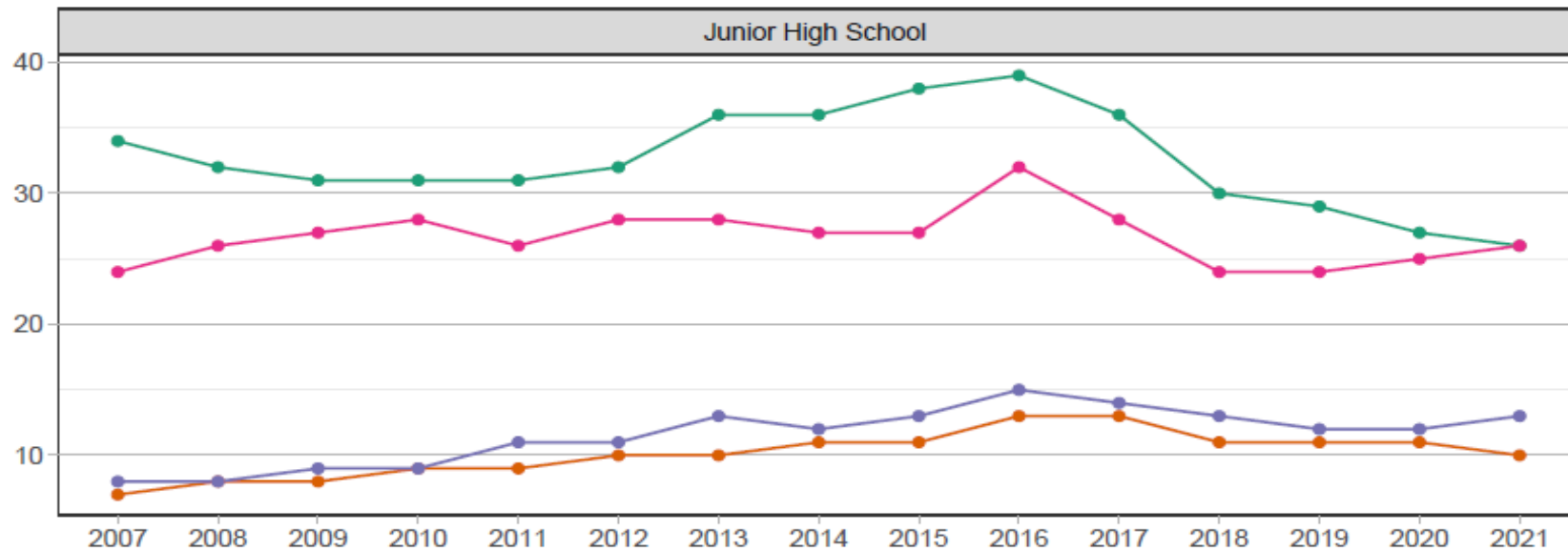
Granite District Percent of Students Enrolled



How does this differ between Junior High and High School?

How does enrollment in music compare to courses in all 4 art forms?

Courses Music Dance Theatre Visual Arts



How has the change from Pull Out Model to General Music Model impacted secondary music enrollment?

Variables

- Instrumental Pull Out Model vs. General Music Model
 - Elementary music instruction
- Scheduling
 - District system for course selection
 - Secondary schools number of periods – 7,8,10
 - Required vs. Elective courses
- Changes in overall school enrollment numbers
 - Increasing or declining enrollment
 - Junior High grade reconfiguration

Variables Continued

- Community
 - Socio-economics and expense
 - Ethnicity, diversity, culture influence in program interest
- School Administration
 - Degree of support
- Classroom Teacher
 - Level of effectiveness
 - Recruitment efforts