



LRSP Status Report – June 2011

1.04 Music Standards Based CIA SR 2011

Strategic Objective (SO):

1.04 Implement the Action Plan for Standards-Based Curriculum, Instruction, and Assessment based on the timelines set in that Action Plan. **Improve the quality of music teaching and learning, focusing on rhythm and melodic reading**

Department/School: Music Department

Leader: Reneé Westlake

Team Members:

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In a year, we hope to see the following progress on this strategic objective:

- Improved Innovative Learning Design score data
- Increased level of literature taught and performed
- Decrease in number of students needing remediation
- Increase in maturity of student composition level

PROGRESS SUMMARY

This year the K-5 music staff made tremendous strides in teaching and guiding music reading, sight-reading and composition. Portfolios have become common at the seven elementary schools, especially at grades 3-5. The general music teachers have shared best practices and have made pre-reading, reading and music writing a focus at all grades. Middle school world music uses portfolios for journaling, composing, writing and reading music. Composition projects at the middle school level includes structured creating of melodies, rhythms and ostinati harmony. Performances to the public include student-led and student-created music. The rhythm and melodic reading portion of the Innovative Learning exams shows consistency in reading and public performances demonstrate the improvement in rhythmic accuracy as well as understanding of melodic structure. Furthermore, the improved intonation of student performance in band, choir and orchestra is a result of interval study in sight-reading. The K-8 examination of the semi-standardized test, Innovative Learning Design, revealed a need for common language and consistency between instruction and testing. This consistency has been implemented throughout the 2010-2011 school year.