

Music & Arts Study Group 2014-2015

Phase III – Arts & Music Combined Meeting

The Board has requested that a Study Group be formed to work on the topic of opportunities for students in DCSD in the area of music and the arts.

Phases of Research & Reporting:

- 1) Music Research and Report (Completed)
- 2) Arts Research and Report (Completed)

Phases I & II Committees Membership

Administration	K-12 Teachers	Parents & Community
<i>Shannon Brown</i>	<i>Rita Borselli- Art -DHS</i>	<i>Brian Fitzgerald</i>
<i>Keith Lewis</i>	<i>Kimberly Brennan- Art -DHS</i>	<i>Sharla Hales</i>
<i>Brandon Swain</i>	<i>Brenda Capshaw- Art -ZCES</i>	<i>Ted Hobbs</i>
	<i>Jane Oling-Greenard- Art -GWHS</i>	<i>Robert Schilling</i>
	<i>Cynthia Patmont- Art -PHES/JVES</i>	
	<i>Christine Groman- Art -CVMS</i>	
	<i>Robin Reyes- Art -GWHS</i>	
	<i>Cynthia Schnaare-Quarry- Art -PWLMS</i>	
	<i>Amy Sando- Art -DHS</i>	
	<i>Shannon Sedlock- Art -MES/GES</i>	
	<i>Mary Stoll- Art -CCMES</i>	
	<i>Kelley Yost-Art - DHS</i>	
	<i>Heather Kuehner - PHES</i>	
	<i>Allison Smith - Music -</i>	
	<i>Alissa Teachout – Music - GES</i>	
	<i>Tammy Owens - Music - PWLMS</i>	

Review of Art & Music Report Details

<p>#1: Established Current Status</p> <ul style="list-style-type: none"> *What are the current offerings for students in DCSD in the areas of music & fine arts? * What are the typical student levels of participation in elective areas? *Are there shows or performances at each site for these areas? *What continuity do we have across the district in the teaching of standards? *What examples can be gathered to demonstrate the rigor of instruction? *What ideas did the committee explore that could enhance our music & fine arts programs for DCSD students?
<p>#2: Develop suggestions that would further improve options or exposure for students without increasing costs to the budget.</p>
<p>#3: Develop suggestions that would further improve options or exposure for students that do include price tags and prioritize recommendations.</p>

Fine Arts' Music Report: Meeting Dates, Times & Location

Time	Date	Location	Notes
3:30 pm	Thursday, October 22nd	District Office	Overview of Study Group's Charge Review of recommendations for Phase I & II and Board Report.

Art/Music Committee - 10/22/15

Committee's Mission

1. Establish current status of Art and Music Programs in DCSD K-12
2. Develop suggestions that would further improve options or exposure for students without increasing costs to the budget.
3. Develop suggestions that would further improve options or exposure for students that do include price tags and prioritize recommendations.

No cost suggestions for improving Music and Art programs

- Designated Rooms at sites for Art and Music Instruction
- After School Music "clubs" instructed by volunteers (qualified DCSD staff supervision required)
- Summer Arts and/or Music programs – volunteer instructor with student fees
- Music students at the high school not penalized by athletics for conflicts of activities of the two programs
- Currently employed Music or Art teachers included in interview panels when hiring Music or Art teachers

Cost suggestions for improving Music and Art programs

- Art and Music teachers at each Elementary school
- Theater Arts classes at the Middle Schools
- Stipends for Art and Music events and Productions

Issues unresolved from 9/14 Meeting

- How to improve to the Music program at the elementary level that will increase the quality of instruction and increase the consistency/frequency of instruction?

Other thoughts or suggestions

Prioritize suggestions

Art Study Group

No Cost Improvement Items	Description/Comments	Cost	Priority
			Tier 1
Equal budgeting	Consistent budgeting for art per student site to site		
Prep Time	Art teachers could use additional prep time to complete labor-intensive work: Display student work at each school site Prep work for art shows Put student work on the school website		
Building programs	At the secondary level, we need to build the fine arts/theater arts programs by encouraging younger students (9 th and 10 th graders) to enroll in the level I classes, and then feed into the upper-level (II/III/Studio classes) to achieve greater levels of mastery and competitiveness over time. There may be a need to require younger students to complete an "Intro." class before moving into more challenging classes.		
Equity in importance among contents	We need to feel, as a community, that the various art disciplines—art, music, and theater arts—are of equal importance: consistency in how students are placed in classes; budgeting; amount of time in each discipline.		
Student Scheduling for higher level classes	Teacher input/discretion with counselors for students wanting to take higher-level class offerings (students must receive teacher approval for higher-level arts courses)		
8 period schedule	An 8 period schedule at DHS would enable greater flexibility in scheduling, more advancement in skill level and higher level classes.		
			Tier 2
Additional art time	Additional art and music classes could be offered for students in sub-populations supporting students to perform better in a small class environment (push-in or enrichment).		

Skill development for primary students	There should be many opportunities, especially at the elementary level, for students to develop fine motor and sensory skills, as well as introductory art and technical skills.		
			Tier 3
Classroom teacher support	Art teachers could support classroom teachers by teaching reading skills through art methods, and through other co-teaching opportunities.		
Art Blog/website	We could do Art Blog or utilize School Website. We have been asked to display student work at Minden Town Hall and the Doulas County Public Library.		
Professional artists speakers	Having professional artists from the community come in and talk to students, or teach lessons, so students can see what jobs are available in the art field.		
Price Tag Improvement Items	Description/Comments	Cost	Priority
			Tier 1
	A minimum budget, appropriate for each site and its class offerings, should be allocated from the site's discretionary budget.		
	Appropriate site-specific work spaces, furnishings, and equipment for fine art/theater arts classes: Work tables, Storage—shelving, cabinets, containers, Easy-to-clean flooring, Sink(s), Display cases and/or covered bulletin boards, Kiln(s) and pug mill(s), Current audio and visual equipment (interactive HD flat-screen monitor), Projection screen (theater arts), Building a performing arts center/auditorium at DHS, Drying racks, Student computers		
	Arts teacher collaboration opportunities (K-12 arts teachers)		
			Tier 2
One teacher per site	One art, theater arts, and music teacher at every elementary site		
One teacher per site	One theater arts teacher at each middle school		
Stipends	Stipends for technical director and musical theater		

Professional Development	Professional development specific to art, theater, and music		
Conference attendance	National Theater Arts Education Conference		
Conference Attendance	Nevada State Art Conference		
Professional Development	National Arts Core Standards Training		
Other Additions to ART in DCSD	Description/Comments		Tier 3
Professional artists instruction	Provide an artist or illustrator in residence program (where an established artist/educator can visit school and do a week of special art classes so students have a close up view of art employment in the real world).		
Summer Academies	Summer academies for art, theater arts, and music		
Field Trips	Field trips to the Nevada Art Museum (art teacher in attendance)		
Software	Computer programs to introduce students to computer animation and illustration and other technologies.		
Equitable implementaion of technology	Computer resources need to be implemented equitably with all content areas including fine arts.		

Music Study Group

No Cost Improvement Items	Description/Comments	Cost	Priority
Protect vacated slots for make-up days, collaboration, other tasks.	Documentation of open "slots" and make up days needed to be provided and other tasks TBD		Tier 1
A-week, B-week, alternating art and music between schools.	Contigent upon 5th band at middle school.		
5th Grade Band at MS	Middle schools have 1st period for band, separate shuttle between sister elementray schools, Transportation scheduling a factor (needs cost evaluation)		
Separate classrooms for Music and Art	Use the most appropriate room for art and music (accoustics, size, storage, location in building)		
Explore what resources and models exist to provide additional music opportunities district wide.	Fund raising, events, performances, equipment, collaboration with district personnel, stipended personnel for a variety of activities (Marching band support staff, after school programs, theatre performances). Signup Genius		
Price Tage Improvement Items	Description/Comments	Cost	Teir 2
Build elementray instruments inventory	instruments at each school, (possibly grant funded) Especially if go to the A/B schedule.	Grants/ GF	1
1 music teacher per school		GF	2
Auditorium for use of all district music programs such as Theatre, Music and other performing arts	Plans exist in DHS master plan. (Arts council a possible venue.)	Capital/Bond Money/ Donnations	N/A
Explore collaboration with community organizations to share expenses of building venues.	County (Parks and Rec., Arts Council)	GF/Grants	N/A
Addition staff at secondary to teach within "specialties' such as vocal and instrumental.	Schools may have to share staff.	GF	3
Establish a string instrument program.	Orchestra, guitar. Elective option at secondary (possibly 5th grade) Requires additional staffing.	GF	4