

SD 83 MUSIC REPORT

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MUSIC VICE PRINCIPAL

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NEW RESEARCH
HIGHLIGHTS FROM SD 83
CHALLENGES
OUR COLLECTION
FEES
MOVEMENT TOWARDS REVIEW

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NELSON BC TRAFALGAR MIDDLE

Band was optional 6-8 for \$100 fee that covered instrument rental.

Made Band 6 a core subject: grade 6 students participate in mandatory band with all fees covered by district and choose for band 7/8.

Renewed focus on student mental health at Trafalgar and in District 8.

Principal was betting music education would lead to a happier, more academically successful school.

Superintendent Perkins believes the benefits of music education aren't limited to academic success

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"Music has a lot of positive benefits in addition to also helping, ironically, with numeracy results. It helps lift depression, it helps people relate to people and build empathy" - SD 8 Superintendent

Trafalgar Principal, Paul Luck: "What I've seen is once you've joined a band, you've made friends for life, I see that all over our community. So I think band is an important thing for us at this school because if you are trying to model for students how to get along with each other, how to work collaboratively, then band is the perfect venue for that."

"It's an amazing cultural shift, the kids walking around with their band instruments. It brings a lot of joy to our hearts in our school and our kids are very excited about it".

District 8 allocated new funds, with the intent of improving mental health, to the now free, beginner band program at Trafalgar. Enrolment in Band went from about 60 students last year to well over 200 this year.

*Important to note that this school attracted a Music teacher from Vancouver

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MUSIC READING HELPS DEVELOP LITERACY SKILLS

Beginner Band students are taught to develop an inner voice that can also assist struggling readers.

In band class, we don't spend a lot of time on passages of text, but you might be surprised by how much our rehearsals focus on reading skills. Students are learning a set of symbols we convert to sounds to convey meaning—it's literacy in a different language.

Reading in band has an additional hitch: Students have to read their parts while hearing several other parts at the same time, which requires them to be strong, independent readers—and sheds light on a common weakness in beginners that occurs in the reading of text as well.

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The most common weakness in many beginner band students has been in a skill that, in music, we call *audiation*. Audiation is, in part, the skill we use to mentally picture what a passage of music on the page sounds like. In literacy, a similar term is *subvocalization*. In music it is sometimes called *inner voice*.

At its core, reading is basically an auditory process that happens to have some visual steps. We don't get meaning from text—we get it from words, and to our brains, words are sounds. Our inner voice is the bridge between sight and sound. It also bridges sound and meaning, not just decoding the words but adding elements like fluidity and inflection. Just as we had to practice with our outer voice to develop clear speech, our inner voice requires modeling and experience.

As students build this skill, there are telltale signs when it is underdeveloped. The same problems can show up when students read text.

With young readers, a lot of what we do is aimed at developing the quality and "volume" of the inner voice. Music teachers use step by step strategies that transfer directly to text reading.

By explicitly targeting students' inner voice, we can head off so many harmful habits that lead to later failures and frustrations in music, and we can give students a critical tool for success—in band, in English, and beyond.

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UBC STUDY SHOWS MUSIC SUPPORTS ACADEMIC ACHIEVEMENT

High school students who take music courses score significantly better on math, science and English exams than their non-musical peers, according to a new study published in the Journal of Educational Psychology.

"Our research proved the more students engage with music, the better they do in those subjects."

"The students who learned to play a musical instrument in elementary and continued playing in high school not only score significantly higher, but were about one academic year ahead of their non-music peers with regard to their English, mathematics and science skills, as measured by their exam grades, regardless of their socioeconomic background, ethnicity, prior learning in mathematics and English, and gender."

said UBC education professor and the study's principal investigator, Peter Gouzouasis.

- UBC study published in June, 2019

- Examined data from all students in public schools in British Columbia who finished Grade 12 between 2012 and 2015. Data sample was made up of more than 112,000 students
- The findings suggest skills learned in K-12 instrumental music education transfer very broadly to the students' overall learning and can be the very thing that improves all-around academic achievement. Music is an ideal way to have students learn more holistically in schools.

"Learning to play a musical instrument and playing in an ensemble is very demanding. A student has to learn to read music notation, develop eye-hand-mind coordination, develop keen listening skills, develop team skills for playing in an ensemble and develop discipline to practice. All those learning experiences, and more, play a role in enhancing the learner's cognitive capacities, executive functions, motivation to learn in school, and self-efficacy."

~The study's co-investigator Martin Guhn, an assistant professor in UBC's school of population and public health

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SD 83 MUSIC

WE ARE DOING THE RIGHT THING!!

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HIGHLIGHTS FROM SD 83

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WINTER CONCERTS

SD 83 Music staff put on 26 winter concerts in the months of December and January!



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BASTION CHOIR



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HILLCREST CBC MUSIC CONTEST

Top 10 finalist in the Passion Prize category
This year, an estimated 50,000 students from close to 1,200 music classes signed up



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LWM ADVANCEMENTS



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ALF 2020 SHREK MUSICAL



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INDIGENIZING MUSIC EDUCATION

- SD 83 TO PARTNER IN PROVINCIAL INDIGENOUS MUSIC PROJECT
- From policy to practice in decolonizing and Indigenizing music education: Advancing teacher understanding of Indigenous worldviews.
- This is a valuable project to be a part of as it is leading the way nationally. The Canadian Music Educators Association has been in talks with our researchers to continue this work across the country once the BC project is underway.
- Meredith and I will attend a provincial conference and work session on this next year.

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MUSIC MONDAY



Launched in 2005 by The Coalition for Music Education, Music Monday is one of the world's largest single events dedicated to raising awareness for music education. Each year, hundreds of thousands of students, educators, and music makers celebrate with events from coast to coast to coast, and participate in the collective singing of the Music Monday Anthem, an original song written by a Canadian artist. The 2020 anthem is the iconic "Hymn to Freedom," by Oscar Peterson and Harriette Hamilton, in a new bilingual translation. By raising our voices and instruments in support of Music Monday, we make a powerful statement to all Canadians about the importance of equitable access to quality music education for all students.



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INVENTORY IMPROVEMENTS

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BARCODING

Working jointly with Emily at District Resource Center and with Jong Ae, Music Clerical, we implemented a barcoding system on all of our instruments. We now have a more accurate inventory list and can track instruments as they move between schools, repair shops and the DESC

What we've learned so far:

1400 Moves

720 Instruments

655 Students served

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SD 83 MUSIC CHALLENGES

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HUMAN RESOURCES

- Qualified Music teachers are hard to find provincially
- We need to be proactive in our efforts to attract and secure qualified Music teachers
- Music positions can be tricky to fill – elem/middle
- Postings need to go out early
- Itinerant jobs aren't that attractive...

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TIME	MONDAY SAW	TIME	TUESDAY N.CAN/BAS	TIME	WEDNESDAY SAW	TIME	THURSDAY N.CAN/BAS	TIME	FRIDAY N.CAN
8:21-9:05	DIV 1 - K/1 Sutherland	8:06-8:50	BAS 1	8:21-9:05	DIV 1 - K/1 Sutherland	8:06-8:50	BAS 1	8:30 - 9:15	N.CAN 1
9:05-9:49	DIV 2 - 1/2 Crokan	8:50-9:34	BAS 2	9:05-9:49	DIV 2 - 1/2 Crokan	8:50-9:34	BAS 2	9:15 - 9:59	N.CAN 2
9:49-10:04	RECESS	9:34-9:51	RECESS	9:49-10:04	RECESS	9:34-9:51	RECESS	9:59 - 10:14	RECESS
10:04-10:48	DIV 3 - 2/3 Langlois	9:51-10:35	BAS 3	10:04-10:48	DIV 3 - 2/3 Langlois DIV 3	9:51-10:35	BAS 3	10:14 - 10:58	N.CAN 3
10:48-11:32	DIV 4 - 3/4 McEwan	10:35-11:19	TRAVEL	10:48-11:32	PREP 44 MINS	10:35-11:19	TRAVEL	10:58 - 11:42	N.CAN 4
11:32-12:17	LUNCH	LUNCH	LUNCH	11:32-12:17	LUNCH	LUNCH	LUNCH	11:42-12:27	LUNCH
12:17-1:01	DIV 5 - 4/5 Jakobson	12:27-1:11	N.CAN 5	12:17-1:01	DIV 2 - 3/4 McEwan DIV 4	12:27-1:11	N.CAN 1		
1:01-1:19	TRAVEL 18 MINS	1:11-1:55	N.CAN 4	1:01-1:45	DIV 5 - 4/5 Jakobson DIV 5	1:11-1:55	N.CAN 2		
1:19-2:03	TRAVEL 1 18 MINS	1:55-2:25	PREP 22MINS		PREP 22 MINS		PREP 24 MINS		

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FEES

The elimination of the fee associated with borrowing a district owned instrument has created serious financial implications for the District Music Department budget. An increase to the Music budget will be necessary to maintain cost-free instrument borrowing to our students. Need to increase our inventory, budget for higher cleaning fees and rotate out some of the older instruments.

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MUSIC GROWTH

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MEETINGS SCHEDULED

SAS Jackson
SAS Sullivan
Carlin Middle
Shuswap Middle
PVSS MT



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ASSESSMENT GOALS

LOCAL FRAMEWORK FOR K-12 MUSIC

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PROSPECTS

CONVERSATION WITH NEW APPLICANTS

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