

Colorado Music Educators Association

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- Albert Einstein was once asked how he discovered the Theory of Relativity. He said "I didn't discover it. I was listening to music and the whole thing dropped in."

Several years ago, I had the honor of serving CMEA as District 3 Instrumental Representative, then Instrumental Council Chair-Elect, and finally Instrumental Council Chair. I've witnessed essential work by our CMEA Leadership in raising awareness for music education with state and national leaders. Our organization has made great efforts in bringing the highest quality, most recognized and outstanding clinicians to our conference each year. We've begun to talk about all aspects of what the future of music education might look like for the foreseeable future. Unfortunately, no one could have foreseen what the last two years inflicted upon education in general, and upon music education specifically.

Although my focus has primarily been on instrumental music, the following are just a few of the areas I believe need attention and consideration to best serve our overall membership and students in Colorado:

- 1) Resources, guidelines, templates, help for music programs to re-establish curriculum, classes, and ensemble experiences for our students. Not to say that we should be targeting what we once were before the pandemic, but also learning from what we experienced this past two years and implementing techniques and curriculum that thrived throughout this unique time.
- 2) A large majority of music programs in our state come from small communities. Those who have worked with me on the Instrumental Council know that I have emphasized addressing the needs of small school music programs. A few years ago, I asked two of our finest educators in Colorado, Kirk Vogel and Karen Gregg, to put together a clinic focusing on music selection and rearrangement for small school band programs. This was so well received that they applied and were accepted to offer their clinic at the Midwest Clinic in Chicago the following December. Some initial questions I'd like to have the CMEA Board consider are: How can we best serve our largest section of membership (small school programs)? What are their needs? In what ways can CMEA support and emphasize their importance? How might small school programs be represented as performing groups at CMEA?
- 3) Universities/Colleges have been emphasizing performance majors to the detriment of music education in our state. The best and brightest students are being steered away from teaching as a viable career. CMEA must be a leader in guiding higher learning institutions to value education as a great career choice.

My hope is to bring awareness to these items above and to continue the fine work of those who have built CMEA, whom we owe a debt of gratitude, for years to come.