

# NAUGATUCK HIGH SCHOOL MARCHING BAND

**"The study of music is an important part of a complete education.** It engages students in individual and group activity, develops creativity, problem solving, and critical and evaluative skills. Music education helps students acquire talent in the production and performance of music, as well as an understanding of history and culture." *George W. Bush, Governor of Texas*

## Proposal to the Curriculum Committee



**June 27, 2006**

“The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, [arts](#), history, and geography.” — *No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)*

# NAUGATUCK HIGH SCHOOL MARCHING BAND

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## Proposal to save the .20 credits for our students and preserve our high academic standards

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Students that elect the Marching Band class deserve to receive the .20 credit. Music is listed as a core academic subject within the National standards. It is important to understand that the curriculum for the Marching Band meets and exceeds the artistic endeavors and rigors as set forth in the Connecticut Framework and the National Standard. Education in the Arts needs to be held to it's own criteria and while it shares many educational traits with the other core academic subjects, it is important to realize it is unique and while the standards it is held to should be high, music and the arts should not be held to the same academic rigors.

This is best supported and described in the State of Connecticut, State Board of Education 2002, A guide to K-12 Program Development for the Arts,

### *Chapter 5, Issues in Art Education, Page 197-198* **Education vs. Entertainment**

“One source of common confusion about the role and nature of the arts education in schools stems from the fact that, in the world outside the school, the arts often serve to entertain. This causes some to erroneously view art classes as purely recreational, or to assume that students can receive an arts education through simple exposure to performances or exhibits. That would be analogous to assuming that students can learn to read through simple exposure to books or by visiting libraries. Artistic experiences such as concert attendance or residencies have value, but they cannot substitute for an arts education. For students to learn to create, perform and respond to the arts they need substantive, well-planned, sequential instruction over time.

#### **How to tell the difference: ARTS ENTERTAINMENT VS. ARTS EDUCATION**

**Arts Entertainment:** Casual experience with any art form/media already known

**Arts Education:** carefully designed sequence of learning experiences which, continued over time, enable students to master the broad body of skills and understanding of an arts discipline.”

### *Chapter 5, Issues in Art Education, Page 200* **Performances, Exhibits and Competitions**

“Performances and exhibits of student artwork play important roles in well-balanced arts programs. Students need an opportunity to share the results of their work with their peers, parents and community, both because the prospect of sharing their work motivates students to achieve at higher levels and because the process of presenting artistic work is, in itself, of educational value. *A reasonable number of carefully prepared performances and exhibits, which often must occur outside the school day to enable interested audience members to attend, comprise an important part of the curricular arts program.*

Competition has long played a role in the arts and in arts education. Students and school organizations enter a wide variety of artistic competitions, from auditioning for All State ensembles at the high school and middle school levels, to entering drama competitions, and from competing in marching band invitational tournaments, to submitting individual portfolios in hope of being selected for visual arts exhibits. When designed with educational consideration in mind, a competition can motivate students to strive for higher levels of performance, provide individuals and groups with constructive feedback about their work from experts other than their regular teachers, and offer recognition for outstanding achievement to deserving students.”

The time the Marching Band students spend continuing their studies in the evening is an extension of the curriculum taught during the school hours. The education these students receive during the evening (as well as the daytime) meets or exceeds 8 out of the 9 Content Standards as listed in *A Guide to K-12 Program Development in the Arts* as published by the State of Connecticut Board of Education and the National Standards.

Chapter 2, Section M, pages 64-65.

## **Content Standards - Grades 9-12**

*Students will:*

### **1. Sing, alone and with others, a varied repertoire of songs;**

This standard is not met during instrumental music.

### **2. play, alone and with others, a varied repertoire of instrumental music**

- a. perform with expression and technical accuracy large and varied repertoire of instrumental literature with a difficulty level of 4 on a scale of 1 to 6;
- b. perform and appropriate part in an ensemble, demonstrating well-developed ensemble skills; and
- c. perform in small ensembles with one student on a part.

(NHS example) Each student must prepare music for rehearsal and performance. The evaluator will adjudicate their performance individually and collectively.

### **3. improvise melodies, variations and accompaniments**

- a. improvise stylistically appropriate harmonizing parts;
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys; and
- c. improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

(NHS example) Students use unique warm-up exercises that allow them to create tunes as part of the warm-ups by using a given chord progression and options on what notes of their choice to use.

### **4. compose and arrange music**

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music; and
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

(NHS example) Students use unique warm-up exercises that allow them to create tunes as part of the warm-ups. Students do have input as to what music is selected and modifications that can be made throughout the course of the season. The music is specifically selected and arranged for this group. Structure and instrumentation is specific for student.

### **5. read and notate music**

- a. demonstrate the ability to read and instrumental or vocal score of up to four staves by describing how the elements of music are used;
- b. sight-read accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6; and
- c. use standard and other appropriate notational systems to record their musical ideas and the musical ideas of others.

(NHS example) All Drum Majors are required to read a score to help students understand their individual place in the drill and how it relates to the music. All students continuously work on sight reading skills through out the year. Percussion students use a number of different notational tools to learn percussion music.

### **6. listen to, describe and analyze music**

- a. analyze aural examples of varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
- b. demonstrate extensive knowledge of the technical vocabulary of music; and

- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

(NHS example) All performed music is recorded from computer midi arrangements. Also many original recordings from professional groups are acquired and studied in the classroom. Students study the arrangement and how the arranger took important melodic and harmonic elements from the original selection, rewrote it into a selection for a different idiom without changing the content.

#### **7. evaluate music and music performances**

- a. evolve specific criteria for making informed, critical evaluations of quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music; and
- b. evaluate a performance, composition, arrangement or improvisations by comparing it to similar or exemplary models.

(NHS example) Many rehearsals and all performances are recorded on video for group evaluation. At each competition each judge evaluates the individual and the group for strengths and weaknesses in the performance. Periodically the students will rehear the original interpretation of the composition to stay true to the original composer's intent.

#### **8. make connections between music, other disciplines and daily life**

- a. explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples;
- b. compare characteristic of two or more arts within a particular historical period or style and cite examples from various cultures;
- c. explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated; and
- d. apply music skills and understanding to solve problems relevant to a variety of careers.

(NHS example) Within the introduction to new pieces of music, time periods, stylistic tendencies, instrumentation, historical background of the composer and the place of origin is studied at length. Many disciplines involved in Marching Band are carried over into every part of their lives. Structure, time management, discipline, artistic interpretation, mathematical angles, direction, interval, alignment, relationships, and many other elements are incorporated into every rehearsal and performance.

#### **9. and understand music in relation to history and culture**

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
- b. identify sources of American music genres, trace the evolution of those genres and cite well-known musicians associated with them; and
- c. identify various roles musicians perform, cite representative individuals who have functioned in each role and describe their activities and performances.

(NHS example) All selected music for a season or performance is discussed and studied for its historical contribution as a musical work and the composer's intent. This continues throughout the season as students find examples of other groups that have or are performing the selection. Many will find examples of past arrangements done for similar or different ensembles. (i.e. jazz groups vs. orchestra, drum corps vs. popular rock group)

## Chapter 1 Excerpts

### Connecticut's Vision of Arts Education, Page 2

“Quality arts programs require all students to become actively involved in “making” all of the arts, reflecting critically upon and improving their own work, and applying what they have learned by responding with understanding to other’s work. Such instruction must be provided by expert teachers under conditions that make learning possible, sometimes referred to as opportunity to learn. These conditions include:

- ❑ High teacher and community expectations for student learning;
- ❑ Quality illustrative models that reflect those expectations, including examples of professional quality art work and performances, expert teacher modeling and instruction, and multimedia example of quality student work.
- ❑ Time to nurture student’s skills and understanding in the arts, including time to remediate student problems and time to assist interested or talented students as they pursue higher levels of achievement; and
- ❑ Facilities and equipment – including appropriate multimedia technology- that allow students to create, perform, respond and reflect.

Although the arts fulfill similar roles in society, each arts discipline requires and cultivates unique understanding and skills, and each draws on unique combination of intelligences and talents.”

“Studying the arts is not just desirable, but essential, to prepare students for the 21<sup>st</sup> century workplace. It is little wonder, therefore, that **colleges and universities place a premium on excellence in arts education when selecting students for admission. For example, admissions officers at Harvard, Yale, and over 70 percent of the nation’s other major universities have stated that high school credit and achievement in the arts are significant consideration for admission to their institutions. In fact an increasing number of individual universities and state university systems are requiring high school credits in the arts for admission.**” *Chapter 1, Page 11*

“Every individual needs and deserves a quality arts education. The arts play a crucial role in our culture, economy and daily lives. **State, local and national goals for education, therefore, consistently include the arts among the core subjects in the school curriculum.**”

The skills acquired during this class are as rigorous as any course offered at Naugatuck High School. Marching Band students are evaluated, as implemented by the Board of Education. This not only includes the Music Department rubric for vocal and instrumental performance, used for the daytime and evening assessment, But, Marching Band is also assessed using the same rubrics used to fulfill the graduation requirements with added categories specifically for marching band. The skills include, attitude, working with others, contributions, problem solving, attendance, and focus on task, mastery of marching techniques and quality of musical performance. All of these qualities can and are used to fulfill the Interpersonal Skill requirement for graduation. In the two years we implemented the rubric, sixty students have used Marching Band to fulfill their Graduation requirement, many in their freshman and sophomore years.

## **Option #1 Marching Band/Symphonic Band**

1.0 credit Symphonic & Marching Band / .20 credit Marching Band Lab

*This option is the one that most school districts use through out Connecticut and the country. I present to you our current program, in course outline format, showing the educational activities that the learning objectives and assessments have been created from. Please note the repetition of activities between sections. This is an intentional curriculum design, allowing students to review, strengthen, and excel while assessing their own development and evaluating other musical performances. It also allows for continual individual, small group, and ensemble evaluations and assessments by the instructor, along with critiqued performance opportunities. This outline supports the statement that the time the students spend studying their art in the evening, is a continuation and expansion of the learning that takes place during the classroom.*



The course runs from the end of August to November as Marching Band. The students meet one period per day, everyday. The course also meets at night, two times a week and selected Saturdays. Students are expected to participate in all performances including football games, parades, concerts and competitions. These include all civic events and parades. After the fall season ends the group will continue to study as a symphonic band. Students will continue in the course, participating at all scheduled events which will include concerts, parades, competitions and civic events. (Flag Day and Memorial Day services and Graduation) The students involved in the competitive Marching Band will be required to pay a field trip fee of \$50.00 to help defray the cost to the Board of Education. Students involved in only symphonic band or marching band non-competitive would not have to pay the field trip fee. Below is a list of indicators that are addressed in daily class time and evening lab time.

### **School Day / Evening / Weekend Proposal**

- School Day Rehearsals
  - Learning, Improving Instrumental Technique
  - Read and Notate Music
  - Develop musical elements – Rhythm, Tone Quality, Articulation, Diction, Musicianship
  - Focus on Task
  - Reviewing Drill
  - Evaluating Quality of Musical Performances, Skill Level, and Technique
  - Class Participation/ Attendance
  
- Evening Rehearsals (lab time)
  - Learning, Improving Instrumental Technique (Additional staff that specialize in that instrument or section)
  - Read and Notate Music
  - Develop musical elements – Rhythm, Tone Quality, Articulation, Diction, Musicianship
  - Focus on Task
  - Problem Solving
  - Learning and Reviewing Marching Maneuvers
  - Evaluating Quality of Musical Performances, Skill Level, Technique
  - Class Participation/ Attendance
  - Small Group Activities (Sectionals/hired professional staff trained in specific focus groups( i.e. percussion, color guard and marching)
  - Peer Tutoring (Student section leaders)
  - Putting the Music in Motion
  - Learning Correct Marching Technique
  
- Football Games (lab time)
  - Performance of Marching Band Show (Student Conducted)
    - Demonstrating the Mastery of Marching Technique

- Demonstrating the Mastery of Music Technique and Quality of Sound
  - Demonstrating the Focus on Task through out the performance
- Attendance/Class Participation
- Performance of Pep Tunes (School spirit and audience involvement)
- Competitions (Field Trips – official form completed, \$50 fee applied)
  - Self Evaluation of improvement from competition to competition
  - Evaluation by Band Director
  - Evaluation by six educated, highly trained judges
  - Opportunity to see other bands from other cities and states
  - Opportunity to evaluate and critique other marching band performances
  - Performance of Marching Band Show
    - Mastery of Marching Technique
    - Mastery of Music Technique and Quality of Sound
    - Focus on Task
- Parade, Veterans Day (Field Trip)
  - Community Service and involvement
  - Performance of Marching Parade Music
    - Mastery of Marching Technique
    - Mastery of Music Technique and Quality of Sound
    - Focus on Task
  - Self Evaluation of Performance
  - Band Director Evaluation of Performance

***Please note:*** The time spent in the evening rehearsals equate to the same time as a science lab. The students in science have one two period lab once a week. This equals approximately 60 class hours and receives .20 credits. Marching Band students have ‘lab’ on Tuesday and Thursday nights from the last week of August to November equaling approximately 66 hours of class time. *This does not include Saturdays or Band Camp that takes place one week before school begins, that total is approximately 185 hours*

<b>Subject:</b>	RE: Naugatuck
<b>Date:</b>	Mon, 19 Jun 2006 08:23:09 -0400
<b>From:</b>	"Nabel, Richard" <rnel@brookfield.k12.ct.us>  Add to Address Book  Add Mobile Alert
<b>To:</b>	"Bob Kogut" <percman694@yahoo.com>

Bob,

The major argument for granting the .2 for band and not for athletics is that band is a curricular offering, and the practice is an extension of the course, just like a lab is an extension of a science course. The only difference is that you can't schedule band practice for marching band within the school day. To compare band and athletics is totally without merit. You don't get a grade in football. Good luck.

Dick

# Evening Lab Schedule

Winds	
Time	Activity
6:00-6:15	Physical Stretching and Warmups
6:15-6:25	Marching Basics Full Ensemble
6:25-6:45	Sectional Basics with Section Leaders
6:45-7:00	Musical Warmups Ensemble
7:00-7:45	<i>New Marching Formations or Specific Section that needs either music or visual elements</i>
7:45-8:00	Uniting Music and Visual elements
8:00-8:10	Break
8:10-8:30	Full Ensemble Rehearsal on selected element for that evening
8:30-9:00	Two full repetition of the show, working on performance skills

Percussion	
Time	Activity
6:00-7:00	Sectionals, Warmups, musical technique and marching basics with Staff
7:00-7:45	Join Winds for specific musical and/or visual elements
7:45-8:00	Uniting Music and Visual elements
8:00-8:10	Break
8:10-8:30	Full Ensemble Rehearsal on selected element for that evening
8:30-9:00	Two full repetition of the show, working on performance skills

Color Guard	
Time	Activity
6:00-7:00	Sectionals, Warmups, flag and rifle techniques and marching basics with Staff
7:30-8:00	Join Winds and Percussion for specific visual elements
8:00-8:10	Break
8:10-8:30	Full Ensemble Rehearsal on selected element for that evening
8:30-9:00	Two full repetition of the show, working on performance skills

Pit Percussion	
6:00-6:30	Move Pit equipment
6:30-8:00	Warm-ups and musical technique and learn parts with staff
8:00-8:10	Break
8:10-8:30	Full Ensemble Rehearsal on selected element for that evening
8:30-9:00	Two full repetition of the show, working on performance skills

## KEY

Yellow - Movement Orientation

Green - Music or Visual Elements

Blue - All Elements Combined

MARCHING BAND CREDIT INFORMATION FROM AREA SCHOOLS THAT HAVE COMPETITIVE PROGRAMS	New Milford HS	West Hills	Stamford HS	Masuk HS	Port Chester NY	Manhasset NY	Trumbull	Norwalk	Shelton	Gilbert School	Jonathon Law	Newtown	East Lyme	Platt, Meridan	Naugatuck	Comments
<b>Marching Band &amp; Symphonic Band- School Hours, Evening, Football, Concerts &amp; Competitions</b>	1.0	1.0	1.0	1.5	1.0		1.0		1.0	1.0	1.0		1.5	1.0	1.2	Marching Band is inclusive in the curriculum and objectives/ assessments & grade/credit is based on all rehearsals/ performances
<b>Marching Band School Hours, Evening, Football, Competitions</b>								1.0								Marching Band is exclusively the curriculum and objectives/ assessments & grade/credit is based on all rehearsals / performances
<b>Symphonic Band School Hours &amp; Concerts</b>								1.0				1.0				Symphonic Band is exclusively the curriculum and objectives/ assessments & grade/credit is for school hours & concerts
<b>Marching Band, No Credit Extra Curricular</b>						X						X				Marching Band is an extra curricular activity, students do not receive credit. There is no rehearsal time during the school day
<b>Mandatory to be in Marching Band</b>	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Students must participate in Marching Band to be in the music program
<b>Symphonic Band Members 2006</b>		60	80	100	120	115	70	130	70	50	80	140	60	40	108	
<b>Marching Band Members 2006</b>		60	80	100	120	43	70	130	70	50	80	70	60	40	100	
<b>Additional Programs for Credit</b>	<b>Norwalk and Trumbull High School both provide credit to students for all the 'UNITS" within their programs. Norwalk High School has recently completed NEASC, resulting in the following substantial changes to their program offerings and credits received.</b>															
	<i>Norwalk High School, Norwalk, CT</i>						<i>Trumbull High School, Trumbull, CT</i>									
	Marching Band			1.00			Marching Band & Symphonic Band			1.00						
	Symphonic Band			1.00			Percussion Ensemble			0.50						
	Color Guard			0.50			Color Guard			0.50						
	Winter Guard			0.50			Winter Guard			0.50						

## **Option # 2: Marching Band Daytime Course, reduced after school rehearsal time**

1.0 credit Symphonic & Marching Band / .20 credit Marching Band Lab

*I present "Option 2" because it is my understanding that part of this reason for the elimination of the .20 is that the credit is being awarded for a course that takes place after school hours. There are some definite disadvantages to this second option, however, I feel strongly that this program is educationally sound and deserves credit. If you feel it is necessary to have the additional 'lab time' during the course of the school day, this option may be worth considering.*

Marching Band course and lab takes place during the day. This would require making the course more cohesive by scheduling another lab for all Marching/Symphonic Band students. The course would be offered for the first two semesters, the class would run two periods a day for 12 weeks. It would become a one period course for the second half of the year. This way the lab hour requirement for the students to receive the .20 credit would take place exclusively during school hours.

There are many schools that have blocked scheduling that do this and it works very well. One example is Fitch High School in Groton, Connecticut which has Block scheduling. They have an 85 minute period for band. The students get .5 credits and have Marching Band every other day. However, as in my proposal below they still have limited evening and weekend rehearsals.

## **Option # 2: Marching Band Daytime Course**

- School Day Rehearsals
  - Same as Option 1
- Daytime Lab (School Day 2<sup>nd</sup> Period)
  - Learning, Improving Instrumental Technique
  - Read and Notate Music
  - Develop musical elements – Rhythm, Tone Quality, Articulation, Diction, Musicianship
  - Focus on Task
  - Problem Solving
  - Learning and Reviewing Marching Maneuvers
  - Evaluating Quality of Musical Performances, Skill Level, Technique
  - Class Participation/ Attendance
  - Putting the Music in Motion
  - Learning Correct Marching Technique
- Reduced After School / Evening Rehearsals (additional lab time)
  - Learning, Improving Instrumental Technique (Additional staff that specialize in that instrument or section)
  - Read and Notate Music
  - Develop musical elements – Rhythm, Tone Quality, Articulation, Diction, Musicianship
  - Focus on Task
  - Problem Solving
  - Learning and Reviewing Marching Maneuvers
  - Evaluating Quality of Musical Performances, Skill Level, Technique
  - Class Participation/ Attendance
  - Putting the Music in Motion
  - Learning Correct Marching Technique
  - Small Group Activities (Sectionals/hired professional staff trained in specific focus groups( i.e. percussion, color guard and marching)
  - Peer Tutoring (Student section leaders)

- Football Games (lab time)
  - Same as Option 1
- Competitions (Field Trips – official form completed, \$50 fee applied)
  - Same as Option 1
- Parade, Veterans Day (Field Trip)
  - Same as Option 1

**Disadvantages:**

The staff, two marching instructors, two percussion instructors and two color guard instructors will not be able to work with the students during the day. They are not employed during the day at Naugatuck High School and would not be able to come to the high school during our scheduled time. It would be necessary to continue to hold some evening rehearsals in addition to the daytime labs to successfully teach the entire curriculum without the students educational experience suffering. *All students would have to participate.*

The times spent with student leaders in sectionals would also have to continue to take place after school. The student leaders, in addition to the expert staff, help the individual student study music and instrument technique, improve timing, as well as develop good marching technique. We have 17 student leaders.

The parent involvement would be reduced significantly. Right now the parents help with building and painting scenery, prepare uniforms, organize fundraiser, move the pit equipment, sew flags, all at night or after school. Most times while we are rehearsing. This gives the parents a way to stay close to their child and still be useful. Without the after school rehearsals the parents would not come to work separately while their children are home.

The course, Marching Band is made up of two aspects, the musical selections and the maneuvering aspects. Our ensemble is 100. That requires a full size football field to adequately enhance the musical program. We would bring all instruments, pit equipment, scenery and color guard equipment to the field everyday. Our rehearsal time would be 86 minutes everyday. Some schools do this and then have additional rehearsal also at night to take care of the limitations of staff mentioned earlier, Fitch High School being one of them. Their marching band numbers approximately 90 students out of 2000 in the school. The Wind Ensemble that meets opposite Marching Band is 120, it is mostly high academic students who do not do marching band.

***Can you show precedent for how taking away the .20 credit will harm the program?***

Programs similar to East Lyme High School are proof that taking credit away harms the program significantly. East Lyme High School has a similar schedule to ours. They receive one credit for band during school hours and .50 credits for their lab time. This was recently reinstated. The band in 1999 was strong with 180 students, the program then decided to change to an extra curricular program specifically to try to lower the number of students in the band slightly. It was unfortunately more successful than they imagined, after eliminating the credit the group is now 60 and they are fighting to keep it going. In 2004 they reinstated the credit and are slowly returning the program to the level of excellence and respect it once had.

Manhasset High School marching band in New York is also extra curricular. The director of this program sees a correlation to the lack of credit and his difficulty in getting the students to participate. His symphonic band that receives credit is 115 students for next year. His marching band, that is extra curricular, is only 43.

***Why would some students no longer participate and how would eliminating the credit directly harm the program and the students?***

This change would affect all of the students that participate in this activity from the students in special education, to those in the top of their class, to those struggling to graduate on time. Marching band being 'credited' and on their official transcript is an important factor for all when applying to colleges. It shows them that the music program at NHS is a dedicated, serious, academic course and that it is held with high regard by the administration and the Board of Education and even the community. Taking the credit away from our students will cause them to have to seriously consider if continuing studying their art is what is best for them. It is a real possibility they may reconsider their choice and they may choose different electives and activities.

After consulting with Special Education it was brought to my attention that some of the "included students" who have special help in school may lose out because they need 5 credits of electives to graduate and that does not include the PE and Health credits (separate requirements). They will only have 4 credits of an elective because they need to have study periods in their schedules in order to get the extra help, the band credit actually helps with that. (not to mention the interpersonal skills it provides to these students) Special Education has been doing some of the schedules/course choices and band or choir during the school day and Resource Lab may not be enough in some cases, especially for the incoming freshmen who will lose out on all Marching Band credit. The current students in the band program will be okay because of credit they have earned this school year.

The honor and high honor students have to make conscious choices every year to fit marching into their schedule. They have, in the past, had to give up foreign languages and start different ones. They have had to drop down from AP to honors or from honors to college prep just to fit band into their day. Again, the credit validates for the student and for the colleges that this course had merit. It is a real possibility without that compensation for their study of music that they may enroll in that other AP course, with lab instead.

This will also have a negative impact on the participation of the lower academic students that actually count on the .20 of credit that is earned over the four years to meet the graduation credit requirement. They count on their success in Marching Band to graduate on time, for many this is their motivation to stay within the program. Let us not forget that these students academic success in other subjects is heightened by their participation in this program and that the participation in music has been known to change their dedication to their other studies as well, helping to raise graduation rates.

All level of the students also struggle with fitting the physical education requirements into their schedule. One of the major assets to the credit for this activity is the opportunity to have students, who are required to take Physical Education everyday as a half year course, still participate in a music course for credit via Marching Band. Currently, there are approximately 10 students each year that continue to participate in Marching Band and symphonic band because of the evening 'lab' time. The students that have gym scheduled against band during the day participate in the evening. This allows the students to continue their studies without a loss of technique and level of skill. They are rightfully awarded the .20 credit and are still able to participate in this program, including marching for the Veterans Day parade and to perform in the winter concert. The credit received validates for them, and for the colleges they apply to, that they have participated in a highly

structured academic course in the arts. It would be a significant loss if the scheduling conflicts that makes it impossible for them to be in the daytime portion of the program, keep their participation in a core academic subject area off of their official transcript. It should be noted here that these are mostly underclassman, but that it also affects seniors and juniors alike. The harm to the program comes in here as well, because statistically, students that have not participated in the evening, while taking gym, have a tendency to drop out of the program and not continue their studies in music.

### ***How does the Board of Education legally collect the \$50.00 activity fee?***

As stated in the proposal, the competitions can CONTINUE to be considered an educational field trip. That is the form the students currently complete to attend competitions and parades. As done with other educational field trips that are taken at NHS, a fee, in this case \$50 would be assessed as part of this activity.

### ***Why music is unique compared to football or ROTC or sports in general?***

Although Marching Band shares many characteristics with sports and other activities, Marching Bands is unique because it is considered part of the Core Academic Subjects by both the federal and the state government and the 'arts' which, unlike sports or other activities, is listed in the ***No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)*** "The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, ***arts***, history, and geography." It also has a curriculum that encompasses all of the elements described in the National, the NEASC, and the Connecticut Standards of Excellence.

### ***What other benefits come from awarding credit?***

The credited marching band helps keep the high academic students within the Naugatuck School System. The quality and diversity, validated by the credit, is in many cases the deciding factor for these students to what school they choose to attend.

### ***In conclusion***

As an educator, as part of the NHS Marching Band staff for over 25 years, and as the current Director of bands at NHS, I respectfully ask you to recommend to the full board that they vote to approve Option 1 as presented to you. This is the solution that every band in Connecticut and most of the country has found to be successful for their bands and their schools. The music program in Naugatuck is one I have always been proud of and boast to my colleges about. We are musically sound and have outstanding programs on all grade levels. If the credit is denied, I feel this is would be a big step backwards.

The evening rehearsals give the director time to continue to teach the musical technique and sound as well as teach the maneuvering in a safe and educational way, without rushing or compromising quality due to time constraints. This has worked very successfully at high schools around the country, including here in Naugatuck for many years.

The Naugatuck High School Band is part of a core academic subject area that is recognized on the federal and state level. It is part of the school and town spirit in which students represent Naugatuck proudly and consistently through out the year. The time and dedication these students spend learning their technique and improving their skill as musicians in the evening deserves to remain credited.

This is a program that excels and meets the mission set forward by the Board of Education. That the entire community holds in the highest regard for their dedication, academic excellence, and the community support.

This program is unique. Unlike sports or other extra curricular groups, this is an ongoing educational experience, based on sound educational philosophies and tried and true experiences as proven over the many years of success of this program.

The NHS Marching Band program began developing this experience in 1986 and for the past 20 years has always developed a philosophy that Marching Band is an educational art form, not a competitive sport or entertainment activity.

The credit for this course has shown the educational community that the town of Naugatuck and the Board of Education sees this course as one of educational value and merit. I believe with this information you will be able to make an informed decision on this subject. We are all looking for what is in the best interest of the students at Naugatuck High School and hope the decision will be based on the merits of the program.

**Naugatuck High School**

**Marching Band**

**Grading Rubrics**

**&**

**US Department of State, Chapter 7**

**Relevance and Academic Rigor of Content**

## Chapter 7: A-4. Relevance and academic rigor of content

The final dimension in the role of the teacher in an inclusive setting is to ensure the relevance and the academic rigor of the program for each student within the class. Relevance of the program can be seen when students are able to gain personal meaning from it by making connections with prior knowledge or by working out how it "fits" into their world. Content material is relevant when:

- **we have a prior intellectual or emotional connection to it:** Such connections may be identified by the student or mediated by the teacher, and serve as a "hook" into the new concepts and knowledge to be learned. • an emotional or intellectual connection is mediated for us: Students will not always come with pre-existing interests in a topic. Such relevance can be mediated by the teacher (Brooks & Brooks, 1993), as interests can be created and stipulated (Bruner, 1971).
- **it is connected to real life:** Students want to know how what they are learning "fits" into the real world as well as how it fits into their own frame of reference.
- **it is appropriately timed (i.e. when we are not hungry, exhausted or distracted by some other, more important need):** We have all experienced occasions when we were unable to pay attention to a lesson or lecture because of some other pressing and distracting need, or even because the time of day wasn't right.
- **it actively engages or involves us:** Even if a topic or task is not immediately relevant to an individual, active engagement can act as a catalyst to develop personal interest. Among the most revealing journal entries are those written by students who have been involved in some sort of community service over an extended period of time. Frequently, students cite how they could not at first understand the relevance of a community service requirement in their high school program, but how, after some time, these same students recognized a deep connection and responsibility for others that had been generated by their service project.
- **someone else has a contagious passion or enthusiasm:** It is easier to become interested in a unit of study when the teacher or another member of the group already has an enthusiasm for it and who can share that passion with others.
- **it is novel:** We each tend to notice those things in our environment that are unfamiliar and unusual to our own experience. The same holds true for academic work.

Suggestions for developing academic relevance are as follows:

- **Prime Background Knowledge:** Before understanding of new information can occur, necessary background knowledge must be taught or "primed." This requires finding ways to activate student prior knowledge about a subject, or teaching the necessary component steps and concepts to allow in-depth understanding of a big idea or strategy.
- **Mediated Scaffolding:** Scaffolding refers to the guidance, assistance, and support that a teacher, peer, or task provides to a learner. For example, in teaching reading comprehension, the teacher's frequent, interspersed questions are a scaffold that can gradually be reduced as students become able to interact with text on their own.
- **Judicious Review:** Judicious review, the practice of re-presenting a topic or concept at increasingly complex levels over a period of time, should be:
  - (a) sufficient for initial learning to occur,
  - (b) distributed over time,
  - (c) varied to encourage generalization between topics, and
  - (d) cumulative.An example of judicious review in math is incorporating review of addition, subtraction, multiplication.
- **Strategic Integration:** Strategic integration is the process where prior learning is integrated into more complex concepts. For example, in beginning reading instruction, teachers can provide decodable text as students are learning letter-sound relationships to figure out words.
- **Cue Learning:** Students can anticipate what is going to be presented in the lesson that day when advance organizers are used. In this way, global learners, who frequently need to understand the whole idea at once rather than piece together parts of an idea as they are unveiled, will not have to guess what is coming ahead when objectives and goals are clearly stated.

Teachers must also ensure that the program is intellectually rigorous, or academically challenging for each student at his or her individual level. Academic rigor does not imply harshness or severity. In a recent interview, Alfie Kohn (in O'Neill & Tell, 1999) states, "A lot of horrible practices are justified in the name of 'rigor' or 'challenge.' People talk about 'rigorous' but often what they mean is 'onerous,' with schools turned into fact factories. This doesn't help kids become critical, creative thinkers or lifelong learners (p. 20)." An academic program is rigorous when there is:

- **depth and integrity of inquiry:** Many teachers have expressed concern that there is too much curricular material to "cover" and not enough time to teach it in. Academic rigor implies that sufficient time be devoted to a topic or unit of study and that students would have an opportunity to explore it in depth, developing questions as they go along.
- **sustained focus:** Some students may need assistance and training to persevere on a given subject so that there would be the opportunity to study a topic in depth.
- **suspension of premature conclusions:** Our nature is to find confirmation for our hunches, and this tendency often limits our possible conclusions. Academic rigor suggests that we train students in their individual work and research to continue to search for the one exception that disproves the hypothesis.
- **continuous testing of hypotheses:** Even after being certain that our hypotheses are supported by evidence, we need to continue to test and re-test in different situations and under different circumstances.

In a classroom setting, teachers can assist students in sustaining focus in a number of different ways:

- **Vary the pacing, grouping and the activities** of an instructional period. Moving students from small to large grouping configurations, and including activities that incorporate learning opportunities for visual, auditory, tactual and kinesthetic learners helps to keep all students involved in the lesson.
- **Develop a personal code system with your students** for monitoring in-class or social behaviors. Frequently, a quiet, gentle touch on the shoulder can help to re-direct a student's focus. Please first make sure that such gestures are acceptable within the child's cultural and experiential framework.
- **Ask mediative questions** at increasingly high levels to pique student interest.

Students can be trained to evaluate their own work by developing and applying rubrics. Please see Chapter 8 for a fuller discussion of "S-MAPs" (i.e. rubrics).

Successful inclusive classrooms don't just happen, but are crafted by teachers in each school. As the primary architect of the class atmosphere, the role of the teacher is key. We have found these four dimensions: that is, developing a positive class climate, gathering and understanding student-specific knowledge, developing critical thinking and ensuring relevance and rigor in the academic program, to be critical in the development of successful inclusive classrooms.

**Naugatuck High School Music Department**  
*Vocal and Instrumental Performance Rubric*

<b>Students Name:</b>	Accurate 95%	Mostly Accurate 91%	Many Accurate 87%	Few Accuracies 78%	Not Accurate 75%
<b>Ensemble:</b>					
<b>Date:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rhythm</b> – accuracy of values, duration, pulse, steadiness, meter					
<b>Tone Quality</b> – resonance, control, clarity, focus, consistency, warmth, breathing, support					
<b>Notes</b> – accuracy of printed pitches and intonation within the appropriate range					
<b>Articulation or Diction</b> – accuracy and fluency of attacks and releases (instrumental), accuracy of pronunciation and releases (vocal)					
<b>Musicianship</b> – expressive element, interpretation, dynamics					
<b>Preparation</b> – demonstration of practice effort, including memorization (if applicable)					
<b>Improvisation</b> – demonstrates the ability to rhythmic and harmony variations					

<b>Comments:</b>	<b>Six Categories</b>		<b>Seven Categories</b>	
	<b>25-30</b>	<b>A</b>	<b>29-35</b>	<b>A</b>
	<b>20-24</b>	<b>B</b>	<b>22-28</b>	<b>B</b>
	<b>15-19</b>	<b>C</b>	<b>16-21</b>	<b>C</b>
	<b>10-14</b>	<b>D</b>	<b>11-15</b>	<b>D</b>
Total	<input style="width: 40px; height: 20px;" type="text"/>			

<i>Strengths are underlines, weakness are circled.</i>	<b>5-9</b>	<b>F</b>	<b>6-10</b>	<b>F</b>
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## Naugatuck High School Music Department Grading Rubric

**Student Name:**

**Teacher: Robert Kogut**

**Course: Marching Band**

**Project Title: Fall Season**

**Date - From: Sept**

**To: Nov**

(Minimum total score of 24 is necessary to receive a passing mark.)

Category	4	3	2	1
<b>Attitude</b>	Consistently displays positive attitude toward the project and group. Does not publicly criticize members or the project. <input type="checkbox"/>	Regularly displays positive attitude toward the project and group. Rarely shows public criticism. <input type="checkbox"/>	Sometimes displays positive attitude. Sometimes offers negative criticism about others or the project. <input type="checkbox"/>	Rarely displays positive attitude toward the group or the project. Often makes negative remarks. <input type="checkbox"/>
<b>Working with Others</b>	Consistently listens to, shares with and supports the ideas and efforts of others. <input type="checkbox"/>	Regularly listens to, shares with and supports the ideas of others. <input type="checkbox"/>	Sometimes listens, shares and supports others. Student will cooperate but needs guidance. <input type="checkbox"/>	Rarely listens, shares or supports other's ideas or efforts. <input type="checkbox"/>
<b>Contributions</b>	Consistently provides useful and creative ideas. Provides direction to the group. <input type="checkbox"/>	Often provides useful ideas. A reliable group participant. <input type="checkbox"/>	Sometimes provides useful ideas. <input type="checkbox"/>	Does not contribute useful ideas. <input type="checkbox"/>
<b>Problem Solving</b>	Actively looks for and suggests solutions to problems. Will extend beyond the group for solutions if necessary. <input type="checkbox"/>	Regularly suggests solutions. Is able to refine solutions suggested by others. <input type="checkbox"/>	Sometimes suggests solutions or refines another's suggestions. <input type="checkbox"/>	Rarely offers suggestions or refinements. <input type="checkbox"/>
<b>Attendance</b>	Attends all practices and events <input type="checkbox"/>	Attends most practices and events <input type="checkbox"/>	Attends some practices and events <input type="checkbox"/>	Attend few practices and events <input type="checkbox"/>
<b>Focus on Task</b>	Consistently stays focused on task. <input type="checkbox"/>	Usually stays focused on task. Questions or requests will quickly refocus this student. <input type="checkbox"/>	Sometimes distracted from task, teacher or other group members must redirect this student. Behavior minimally distracts others. <input type="checkbox"/>	Regularly distracted from task. Behavior often distracts others from task. <input type="checkbox"/>
<b>Mastering Marching Techniques</b>	Full mastery of techniques <input type="checkbox"/>	Somewhat mastery of technique <input type="checkbox"/>	Exhibits limited mastery of technique <input type="checkbox"/>	Have not mastered any of the marching techniques <input type="checkbox"/>
<b>Quality of Music Performance</b>	Provides work of the highest quality as evidenced by performance. <input type="checkbox"/>	Provides work of acceptable quality as evidenced performance. <input type="checkbox"/>	Provides work that needs additional improvement. <input type="checkbox"/>	This work does not meet acceptable standards. <input type="checkbox"/>

**Total: 24**

**Pass: Yes**

“The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, [arts](#), history, and geography.” — *No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)*



The benefits conveyed by music education can be grouped in four categories:

- Success in society
- Success in school
- Success in developing intelligence
- Success in life

Those four categories have been used to answer the 3 questions/criteria on the next few pages...

## 1. Is the curriculum content assessed on the state test? Yes, indirectly, with tangible results.

(it will be assessed directly in the future) There have been many studies over the years regarding the correlation between students that play an instrument and read music to their test scores on standardized tests being higher than those students that do not study music. Although most standardized tests at the high school level do not include questions specifically on music, all of the skills that music helps to perfect, as well as their direct increase in the areas of math and science, are part of the test taking skills needed on such an exam. Students in Marching Band learn how to organize, evaluate, and interpret information. They become adept at making decision concerning materials and techniques. They learn to analyze specific tasks and solve problems individually and in groups. It should be noted that state exams such as the ‘Praxis’ do include sections on music.

- Students with coursework/experience in music performance and music appreciation scored higher on the SAT: **students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation.** — *College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.*
- In an analysis of U.S. Department of Education data on more than 25,000 secondary school students (NELS:88, National Education Longitudinal Survey), **researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show “significantly higher levels of mathematics proficiency by grade 12.”** This observation holds regardless of students’ socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time. — *Catterall, James S., Richard Chapleau, and John Iwanaga. “Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts.” Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999.*
- **“The study of music is an important part of a complete education.** It engages students in individual and group activity, develops creativity, **problem solving, and critical and evaluative skills.** Music education helps students acquire talent in the production and performance of music, as well as an understanding of history and culture.” *George W. Bush, Governor of Texas*
- A research team exploring the link between music and intelligence reported that music training is far superior to computer instruction in **dramatically enhancing children's abstract reasoning skills, the skills necessary for learning math and science.** — *Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, “Music training causes long-term enhancement of preschool children's spatial-temporal reasoning,” Neurological Research, Vol. 19, February 1997*
- “Music is a magical gift we must nourish and cultivate in our children, **especially now as scientific evidence proves that an education in the arts makes better math and science students,** enhances spatial intelligence in newborns, and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!”— *Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.*
- “Many colleges view participation in the arts and music as a valuable experience that broadens students’ understanding and appreciation of the world around them. **It is also well known and widely recognized that the arts contribute significantly to children’s intellectual development.” In addition, one year of Visual and Performing Arts is recommended for college-bound high school students.** — *Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997*
- **“Studying music encourages self-discipline and diligence, traits that carry over into intellectual pursuits and that lead to effective study and work habits.** An association of music and math has, in fact, long been noted. In medicine, increasing published reports demonstrate that music has a healing effect on patients. For all these reasons, it deserves strong support in our educational system, along with the other arts, the sciences, and athletics.” — *Michael E. DeBakey, M.D., Leading Heart Surgeon, Baylor College of Music.*

## 2. Is mastery of the curriculum content needed to progress to the next level in

**school? Yes!** The skills learned during Marching Band are needed and required to progress to the next level in many different ways. Colleges specifically look for students that have had experience in the arts, specifically at the performance level. You will read much testimony below, on how music helps students achieve a higher level of education and success.

- Studying the arts is not just desirable, but essential, to prepare students for the 21<sup>st</sup> century workplace. It is little wonder, therefore, that **colleges and universities place a premium on excellence in arts education when selecting students for admission. For example, admissions officers at Harvard, Yale, and over 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant consideration for admission to their institutions. In fact and increasing number of individual universities and state university systems are requiring high school credits in the arts for admission.** *State of Connecticut, State Board of Education 2002*
- **The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college.** — *Academic Preparation for College: What Students Need to Know and Be Able to Do, 1983 [still in use], The College Board, New York*
- "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. **It is also well known and widely recognized that the arts contribute significantly to children's intellectual development.**" **In addition, one year of Visual and Performing Arts is recommended for college-bound high school students.** — *Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997*
- Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. **He found that 66% of music majors who applied to medical school were admitted, the highest percentage of any group. 44% of biochemistry majors were admitted.** — *As reported in "The Case for Music in the Schools," Phi Delta Kappan, February 1994*
- Data from the National Education Longitudinal Study of 1988 showed that **music participants received more academic honors and awards than non-music students, and that the percentage of music participants receiving As, As/Bs, and Bs was higher than the percentage of non- participants receiving those grades.** — *NELS:88 First Follow-up, 1990, National Center for Education Statistics, Washington DC*
- "The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling--training the brain to become incredibly good at organizing and conducting numerous activities at once. **Dedicated practice of this orchestration can have a great payoff for lifelong attentional skills, intelligence, and an ability for self-knowledge and expression.**" — *Ratey John J., MD. A User's Guide to the Brain. New York: Pantheon Books, 2001.*
- **"Music is about communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills,** enrich their lives, and experience the world from a new perspective." — *Bill Clinton, former President, United States of America*
- **Success in school and in society depends on an array of abilities.** Without joining the intense ongoing debate about the nature of intelligence as a basic ability, we can demonstrate that some measures of a child's intelligence are indeed increased with music instruction. Once again, this burgeoning range of data supports a long-established base of anecdotal knowledge to the effect that music education makes kids smarter. What is new and especially compelling, however, is a combination of tightly-controlled behavioral studies and groundbreaking neurological research that show how music study can actively contribute to brain development.

**3. Is the curriculum needed for success in life?** Yes, success in society, of course, is predicated on success in school. Any music teacher or parent of a music student can call to mind anecdotes about effectiveness of music study in helping children become better students. Skills learned through the discipline of music transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum. Another common variety of story emphasizes the way that the discipline of music study — particularly through participation in ensembles — helps students learn to work effectively in the school environment without resorting to violent or inappropriate behavior.

- **“Employers who exert influence on their states’ and communities’ school boards should realize that the arts are the best places in the curriculum to learn divergent thinking.** It is therefore, in the employers’ interest to have arts education strengthened in the curriculum and to assure access for all students. **Employers must insist that the arts are given the same weight as physics or trigonometry. They must tell the school boards that their employees are as likely to use the skills they learn in dance, music, theatre, and the visual arts as they are to call upon their knowledge of Newtonian physics or mathematics.** Packer, Arnold, director of Secretary’s Commission on Achieving Necessary Skills (SCANS) at the U.S. Department of Labor
- **“Arts Education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate, the ability to learn new skills, to be creative and innovative, and to strive for excellence.”** *Joseph M. Calahan, Director of Corporate Communications, Xerox Corporation*
- **The very best engineers and technical designers in the Silicon Valley industry are, nearly without exception, practicing musicians.** — *Grant Venerable, “The Paradox of the Silicon Savior,” as reported in “The Case for Sequential Music Education in the Core Curriculum of the Public Schools,” The Center for the Arts in the Basic Curriculum, New York, 1989*
- **“The nation’s top business executives agree that arts education programs can help repair weaknesses in American education and better prepare workers for the 21<sup>st</sup> century.”**— *“The Changing Workplace is Changing Our View of Education.” Business Week, October 1996.*
- Secondary students **who participated in band or orchestra reported the lowest lifetime and current use of all substances** (alcohol, tobacco, illicit drugs). — *Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998*
- **“Music education opens doors that help children pass from school into the world around them — a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music.”** — *Gerald Ford, former President, United States of America*
- **“The things I learned from my experience in music in school are discipline, perseverance, dependability, composure, courage and pride in results...Not a bad preparation for the work force!”** *Gregory Anrig, President, Educational Testing Service*
- An Auburn University study found **significant increases in overall self-concept of at-risk children participating in an arts program that included music, movement, dramatics and art, as measured by the Piers-Harris Children’s Self-Concept Scale.** — *N.H. Barry, Project ARISE: Meeting the needs of disadvantaged students through the arts, Auburn University, 1992*
- **“Perhaps we’ve all misunderstood the reason we learn music, and all the arts, in the first place. It is not only so a student can learn the clarinet, or another student can take an acting lesson. It is that for hundreds of years it has been known that teaching the arts, along with history and math and biology, helps to create the “well-rounded mind” that western civilization and America have been grounded upon. We need that “well-rounded mind” now, for it is from creativity and imagination that the solutions to our political and social problems will come.”** *Richard Dreyfuss, Star of Mr. Holland’s Opus, in a speech to the 1996 American Federation of Teachers Convention*
- **“Casals says music fills him with the wonder of life and the ‘incredible marvel’ of being a human. Ives says it expands his mind and challenges him to be a true individual. Bernstein says it is enriching and ennobling. To me, that sounds like a good cause for making music and the arts an integral part of every child’s education. Studying music and the arts elevates children’s education, expands students’ horizons, and teaches them to appreciate the wonder of life.”** — *U.S. Secretary of Education Richard W. Riley, July 1999.*

- **The arts create jobs, increase the local tax base**, boost tourism, spur growth in related businesses (hotels, restaurants, printing, etc.) and improve the overall quality of life for our cities and towns. On a national level, nonprofit arts institutions and organizations generate an estimated \$37 billion in economic activity and return \$3.4 billion in federal income taxes to the U.S. Treasury each year. — *American Arts Alliance Fact Sheet, October 1996*
- According to statistics compiled by the National Data Resource Center, **students who can be classified as “disruptive” (based on factors such as frequent skipping of classes, times in trouble, in-school suspensions, disciplinary reasons given, arrests, and drop-outs) total 12.14 percent of the total school population. In contrast, only 8.08 percent of students involved in music classes meet the same criteria as “disruptive.”** — *Based on data from the NELS:88 (National Education Longitudinal Study), second follow-up, 1992.*

References & Resources:

<http://www.menc.org/information/advocate/facts.html>

[http://www.tmea.org/027\\_Magazine/Special\\_Edition/quotes\\_r.htm](http://www.tmea.org/027_Magazine/Special_Edition/quotes_r.htm)

<http://www.state.ct.us>

<http://www.musicfriends.org/resources.html>

<http://www.s-v.frnkln.k12.il.us/band/musiced.htm>