

I Introduction [Michael]

A The five of us represent the Innsbruck School Corporation band program.

B Presenting today are:

- 1 Elizabeth Crane, middle school band director and corporation band chair
- 2 Benjamin Morrissey, Elizabeth's assistant director
- 3 Stephen Driscoll, high school band director
- 4 Alec Berger, assistant high school director
- 5 Myself, Michael Thom, corporation technology director and band staff member

C Our middle school band has approximately 275 students across the three grades

D The high school band has about 200 students total

E There are 3 concert bands in the high school, each performing twice a semester.

F Mission Statement

- 1 Our mission is to provide students an educational environment in order to foster meaningful cultural experiences in the appreciation, understanding, and performance of the discipline and art of music.

G Transition to Elizabeth...

II Why is music important for all students? [Ben/Elizabeth]

A Linked directly to culture

- 1 Students can learn about our culture, as well as other cultures throughout the world, past and present, through the study of music
- 2 One of the main purposes of public school education is to transmit our society's culture

B Intelligence theories

- 1 Howard Gardner describes music as a distinct form of intelligence, along with linguistic, logical-mathematical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, & naturalistic intelligences.
- 2 Gardner identifies two forms of literacy: linguistic and musical. He recognizes that musical illiteracy is more widely accepted than linguistic illiteracy.
- 3 Links between areas are good, but, as it is inherently an aesthetic art form, "the core operations of music do not bear intimate connections to the core operations in other areas; and therefore, music deserves to be considered as an autonomous intellectual realm" (Gardner Frames of Mind, p. 126)

C Creativity and self-expression

- 1 Dr. Robert Sternberg's Triarchic Theory of Intelligence: analytical, practical, & creative components
- 2 Music provides a unique outlet for creativity that many other subjects do not.
- 3 Music also provides ways for students to improve analytical & practical skills.
- 4 "In life, a person needs a balance of all three types of abilities: analytical, creative, and practical."
- 5 Bennett Reimer, *A Philosophy of Music Education*: 2nd ed.
 - i "...forms of human feeling are much more congruent with musical forms than with the forms of language, music can reveal the nature of feelings with a detail and truth that language cannot approach." (pp. 50)
 - ii Music offers us an opportunity to explore the subjective nature of our "self" through the "Aesthetic Experience" leading to the development of complex human emotion and expression.
- 6 Music education is therefore the "education of human feeling through the development of responsiveness to the intrinsically expressive qualities of sound." (pp. 53)
 - i This education is accomplished through creating, evaluating and experiencing music.

- D Music is its own form of communication, both written and aural
 - 1 A profound symbol system that should be studied right alongside mathematical and verbal symbol systems.
- E More realistic training
 - 1 “Convergent thinking is the more common kind of thinking required in schools.”—Sternberg & Williams
 - 2 J. P. Guilford thought divergent thinking should be taught in schools. This type of thinking encourages students to analyze situations & create multiple solutions.
- III Explanation of present educational methods [Stephen]
 - A Our band classes do not consist simply of how to perform music or how to play an instrument.
 - B Through the rehearsal process, we provide a comprehensive educational experience in which we learn about music history, musical notation, basic theory concepts, compositional devices, ensemble playing techniques, listening skills, and analytical methods, among other concepts.
 - C We integrate the National Standards, then, through singing, playing, improvising, composing, notating, listening, evaluating, and comparing music to other forms of art and culture through history.
 - D Because music is a curricular subject, we do not award grades based simply on attendance or participation, as the common misconception holds.
 - E Rather, we employ a variety of forms of assessment to evaluate our students.
 - F Assessing a musical performance, similar to grading an essay, can be subjective; however, we have developed rubrics and standards to make grading as objective as possible.
 - G For example...
- IV Why should band stay curricular? [Alec]
 - A Concept vs. Application
 - 1 Nearly all extra-curricular activities are tied to core curriculum subjects.
 - 2 Sports are tied to Physical Education; academic teams (such as Mathcounts, Brain Game, Academic Pursuit, Academic Super Bowl, etc.) are based on their curricular counterparts; and a theater performance might be of a play that students read in English class.
 - 3 These are all applications of concepts learned in a curricular setting.
 - 4 In our school district we desire quality education experiences for our students.
 - 5 Removing music from the curriculum would eliminate the teaching of musical concepts that are so imperative to providing a comprehensive educational experience.
 - B Enrichment vs. Entertainment
 - 1 A curricular band program allows the creative exploration in musical ideas
 - 2 Extra-curricular band exists solely for entertainment – not for education.
 - 3 While all our bands enjoy playing music that is pleasing to audiences, it is important to point out that what our students learn about music is more important than being able to simply present a “fun” concert.
 - C Indiana Core 40
 - 1 The mission and goals of the Core 40 Diploma program is to provide “all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine art...”

V Conclusion [Michael]

- A I think we can agree that a quality education for every one of our students is our number one goal.
- B If we can agree that music is, in fact, essential to this quality education we desire to provide, then it becomes evident that music education is necessary.
- C Let's work together. For the benefit of our students, if there is any dialogue that we can have to discuss any potential compromises and arrangements that can be made to retain our band program, please allow this to happen.
- D We want to educate our students; please allow us to do this by keeping our program curricular.