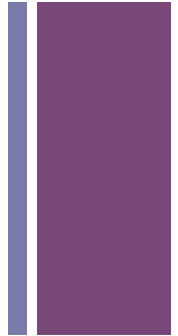


Where Do I Start?!
Making General Music a
Part of Your Healthy High
School Music Program

+ What are we here to talk about?

- The WHY
 - What is the value of giving general music classes equal strength in your program alongside performing ensembles?
- IDEAS
 - What we do
- The HOW
 - A starting point for getting general music offerings started at your school
 - Curriculum ideas/resources
 - Financial elements
 - Administrative approval



+ Part I: WHY offer these classes?

- The interest is there
 - Kids love music – even (and sometimes especially) those who do not identify as “music kids” within the school
- We have a responsibility!
 - We constantly advocate the importance of students learning music...
 - ... but are too often content with “students” being those who have made it to us through traditional avenues of band/choir/orchestra.

If it is truly important for students to learn music, we must provide opportunities for that to happen.

+ Part I: WHY offer these classes?

- It fulfills our own philosophy

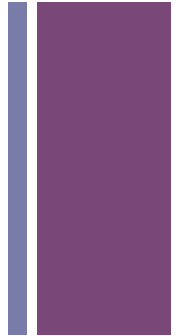
- What is our goal for ALL our students?

By arming not just our performing ensemble students with a true music EDUCATION, we enrich their lives and musical experiences and increase the likelihood that they will SUPPORT music as adults.

+ Part I: WHY offer these classes?

- It prepares students for college and career
- The modern music industry includes MANY careers for which students are relatively unprepared by traditional performing ensembles alone
 - Music production/studio recording
 - Live sound engineering
 - Music therapy
 - Composition
 - ... and many more

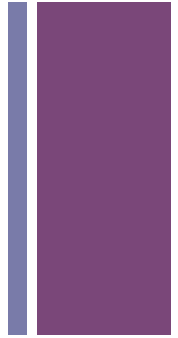
*Administrator
keywords!*



+ Part II: IDEAS

Our Model

- Minooka Community High School
 - Rural/suburban
 - Feeds primarily from two communities with a combined population of 23,000
 - Student population of 2,600 split between two campuses
- 15 years ago, our school and music program looked MUCH different.
 - Growth has helped support our music program as it stands
 - However, we truly believe that “versions” of this are possible in a variety of situations.



+ Part II: IDEAS

Our Model

- Curricular Offerings: Performing Ensembles
 - Five bands (4 + Beginning Band)
 - Four choirs
 - Two guitar ensembles (*sometimes combined based on enrollment*)
- General Music Offerings
 - Guitar (I, II, Ensemble, and Advanced Ensemble)
 - Music Technology and Keyboarding (I and II)
 - AP Music Theory
 - MUS 102: Exploration of American Music (dual-credit through Joliet Junior College)

+ Part II: IDEAS

Our Model

- A student NOT in band or choir can (and several do) take a four-year, eight-semester curriculum in music.

	Semester 1	Semester 2
Freshman	Music Technology I	Music Technology II
Sophomore	Guitar I	Guitar II
Junior	MUS 102	Guitar Ensemble
Senior	AP Music Theory	AP Music Theory

+ Part II: IDEAS

Our Model

- A student specifically focused on guitar can also take a four-year guitar sequence, mirroring the band/orchestra/choir experience.

	Semester 1	Semester 2
Freshman	Guitar I	Guitar II
Sophomore	Guitar Ensemble	Guitar Ensemble
Junior	Advanced Guitar Ensemble	Advanced Guitar Ensemble
Senior	Advanced Guitar Ensemble	Advanced Guitar Ensemble

+ Part II: IDEAS

Standards Addressed

Administrators love standards!

- NAfME Core Music Standards
 - Nearly all classes address the four main components
 - Creating
 - Performing
 - Responding
 - Connecting
- Common Core ELA Standards
 - These classes generally incorporate more reading and writing, and in a more natural context

+ Part III: Survey of Course Offerings

Music Technology and Keyboarding (I and II)

- Group piano
 - *Alfred's Basic Adult Piano Course: Level I*
 - Individual practice (headphones) with feedback and progress tracking/assessment by teacher
- Composition using technology
 - Apple computers + MIDI keyboards
 - GarageBand, Finale
 - MTK I – learning technology, melody/harmony construction
 - MTK II – using advanced software capabilities to compose in a variety of genres



+ Part II: Survey of Course Offerings

Guitar (I, II, and Studio)

- Large-group instruction combined with individual practice time and frequent individual playing assessments
- Chord symbols, notation, and tab
- Guitar I and II
 - *Hands-On-Training (H.O.T) First-Year Guitar (Welch & Marsters)*
 - *Hal Leonard Guitar Method Book I (Schmid & Koch)*
- Guitar Studio – ensemble format, performance and arrangement in a variety of styles



+ Part III: Survey of Course Offerings

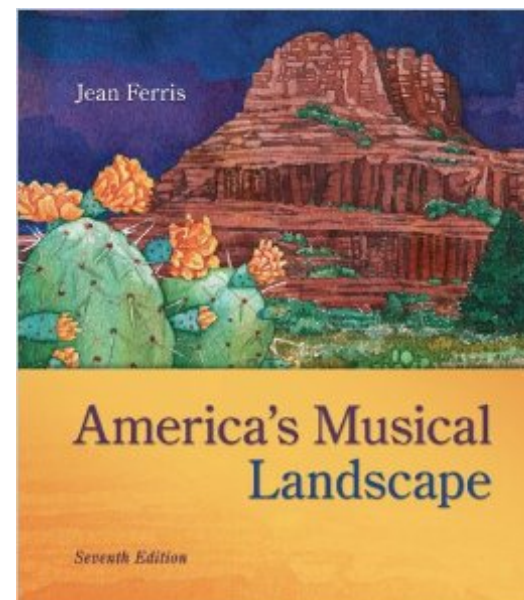
AP Music Theory

- In-depth, college prep-level instruction in music theory
- *Music in Theory and Practice (Benward & Saker)*
- Prepares students for AP exam and first-year theory as a college music major

+ Part III: Survey of Course Offerings

MUS 102: Exploration of American Music (dual-credit through Joliet Junior College)

- Survey course in American music history
- Standard “gen ed” at JJC
- Students receive credit at both MCHS and JJC (goes on their JJC transcript – can count towards later coursework at JJC or be transferred to an institution of their choice)
- Curriculum set by college



+ Part IV: HOW to make it happen

- Administrator approval
 - Survey student body – establish a level of interest
 - Think like an administrator – what is appealing?
 - Providing a well-rounded curriculum that thoroughly addresses state and national standards
 - Preparing students for college and career
 - Awareness of budget restrictions/availability
 - Go in with a clear plan of what costs will be

- Budget - most classes can be run at various price points

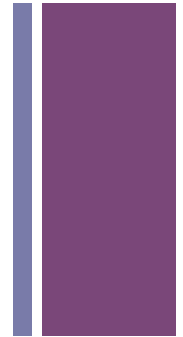
+ Part IV: HOW to make it happen

Budget

	Low end	High end
Music Technology	<ul style="list-style-type: none"> • Free software (GarageBand, Note Flight) • Basic USB MIDI controllers (~\$50) or none at all • Students purchase own piano book (~\$7) to keep • Free music theory lessons (www.musictheory.net) 	<ul style="list-style-type: none"> • Incorporate paid software (Sibelius, Finale, Logic) • Larger keyboards with MIDI + piano capabilities (~\$500+) • School purchases classroom set of piano books • Subscription music theory (Alfred's Essentials of MT)
AP Music Theory	Students purchase workbooks	School purchases workbooks

+ Part IV: HOW to make it happen

Budget



	Low end	High end
Guitar	<ul style="list-style-type: none">• Students can bring in their own guitar – have a few available for students who do not have their own• Students purchase their own book to keep	<ul style="list-style-type: none">• School purchases full classroom set of guitars• School purchases classroom set of books
Music History	<ul style="list-style-type: none">• If not dual-credit, a textbook-free course could be designed using online resources	<ul style="list-style-type: none">• School purchases classroom set of textbooks

+ Part IV: HOW to make it happen

■ Staffing

- BEST = a staff member who can be the general music “specialist” (along with assistant band/choir, etc)
- If not, how can existing music staff schedules be adjusted to allow for even one or two sections of general music?

■ Space

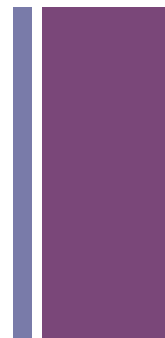
- Be creative! Be flexible!
 - Repurpose offices, large storage spaces
 - Look for empty classrooms or spaces elsewhere in the school

+ Part IV: HOW to make it happen

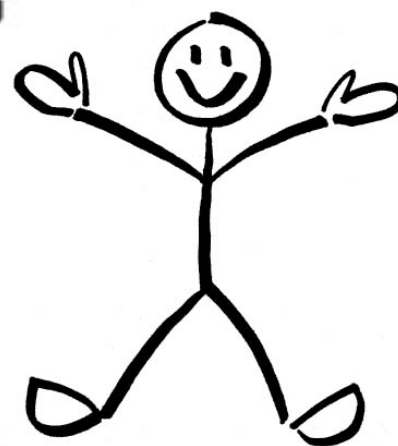
- MINDSET! General music cannot be an afterthought.



+ Part IV: HOW to make it happen

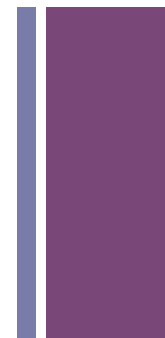


I'm a
music teacher!



+ Part IV: HOW to make it happen

- Educate yourself!
 - VanderCook MECA classes
 - ILMEA Summer Learning Series
 - Summer guitar workshops (often out-of-state)
 - NAFME Teaching Guitar Workshops
 - www.guitaredunet.org
 - YouTube tutorials
 - Professional Facebook groups
 - Pick up a guitar and a book, a MIDI keyboard, etc... and start playing around!
- Commit yourself to the students who will benefit from these classes as much as the students who benefit from your ensemble classes.



+ Conclusion

- General music CAN be a TRULY valuable and viable part of your music department
- Start small – what is one thing you can add?
- Please do not hesitate to email if I can help in any way!
 - gwyach@mchs.net

