

*Rhythm and Moves, Inc*

*Music Program In-depth Study 2006*



## ***Rhythm and Moves, Inc. Philosophy***

*People have the capability of learning. Children like to learn. Children also like Music but need to be motivated to explore it constructively. One of the roles of the schools should be providing motivations to learn. Students should be provided successful situations exploring and experiencing music. They should also be shown how and why Music can enhance their life. At the elementary level, the music education program should concentrate on providing successful situations through Music, so that children will learn the fundamentals and develop an appreciation Music.*

### ***Music Program In-depth Study 2006*** **How Students Learn**

The Rhythm and Moves, Inc. music curriculum inherently provides opportunity for every type of learner. The teaching styles that our staff is encouraged to use promotes involvement of every student. The lessons include physical, cognitive and affective objectives in order to educate the whole student. It is our belief and philosophy that every student in music education be involved actively in each lesson and any activity that involves physical involvement allows every child to participate at the same time. This is accomplished by providing every child with the necessary equipment and materials to explore music concepts with success and ease. In general, we provide enough equipment to give every student the same piece of equipment when working on individual musical skills and enough organizational equipment to set up situations so that every student is able to participate in an activity, with no sitting out or waiting for materials. Small and large percussion instruments, metals, woods, skins, recorders, keyboards, pitched instruments and Orff instruments (where available) are utilized on a regular basis. This allows the student to participate to their best ability during each music lesson. Perhaps, one of the basic reasons that every child must have an education in music is that music is a part of the fabric of our society. The intrinsic value of music for each individual is widely recognized in the many cultures that make up American life — indeed, every human culture uses music to carry forward its ideas and

ideals. The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college. 1

The teaching styles used by the educators with Rhythm and Moves, Inc. allow for maximum student involvement as well as thorough integration of the concepts presented. Through the guided discovery process the students are required to be cognitively involved as they work to discover the answers to the teacher's carefully worded questions. The process allows the students to discover the best way to musically execute a skill or concept and then verbally express that action. The result of this is the ability of the students to work for a maximum amount of time on task without the normal distractions of boredom or the fear of being scrutinized by their peers. This particular style is used as early as kindergarten and is a valuable tool for allowing the students to use and develop their critical thinking skills. During music classes, students participate with others utilizing and learning different team work skills. Most people will recall fond memories or distinct memories triggered by a song related to that event. Music and rhythm have been proven to help people learn and remember. 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, these stories commonly point out, transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum. Another societal advantage regarding 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. 2

Problem solving situations are provided throughout the curriculum, beginning in kindergarten. Music uses a three part lesson plan that covers the national Standards for music education. Part one is comprised of musical warm-up activities which can take the form of a movement piece, rhythmic dance, vocal selections or the review of concepts learned from last lesson. Part two is considered the “teaching part of the lesson”, where a skill or concept is introduced and or refined through a series of teacher questions or tasks allowing all the children to be exposed to cognitive and musical aspects of that skill or concept. Part three of the lesson allows the students to use the new information and assimilate it in a rhythmic, vocal or movement oriented activity. In some cases part three is an exercise either traditional or created by the teacher and/or students. In other instances part three is a problem, set by the teacher, that the students must solve using the information they obtained in part two integrated with previous knowledge. Problem solving

situations also arise during the spring presentation presented at the end of the year and throughout each unit as student's work together musically to create an end of the year group project based on learned materials from the curriculum. The process of using the skills and concepts learned as they move through their musical education curriculum is also another example of how the students will use their critical thinking and problem solving skills. Throughout the year, students are exposed to the benefits that a well rounded music education can provide, which permeates all areas of their education.

The students are encouraged verbally and occasionally with homework to find community avenues for the variety of performances and activities they are exposed to in music education. In many of the units the students are encouraged to be aware of the opportunities that are available outside the classroom, to participate socially, actively and in some cases even to observe or participate in the activity with family or friends. In addition to musical activities, our students are being reminded in their music education classes, that to enjoy all the benefits of music education. Students are encouraged to explore all avenues which interest them; this includes music technology, instrument exploration, dance, theatre, and voice. The benefits of engaging our youth in musical activities outside of school helps to create community, self confidence and bridge the gap of diversity which can be detrimental to the success of one's future. 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. 4

Currently the students are given expectations for the class at the beginning of the year in the form of class guidelines. We have also created a rubric for class behavior which has been incorporated in our grading system. As a result of this study, we are currently incorporating additional ways to assess our program and the students' progress and will provide the specific guidelines to the students for any additional expected outcomes. It is our belief that people will rise or fall to the expectations we have of them. Each of us wants our children — and the children of all those around us — to achieve success in school, success in employment, and success in the social structures through which we move. But we also want our children to experience “success” on a broader scale. Participation in music brings countless benefits to each individual throughout life. “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.*<sup>5</sup>

We continue to have high expectations for our program, staff and students and feel the best way to accomplish them is to provide clear and consistent guidelines for attaining those expectations. It is our social obligation to provide youth with the necessary tools that will encourage them to lead healthy and diverse lives. By providing a music education that is diverse, multi-cultural, exciting, active and engaging, students will excel with the knowledge, self-confidence and understanding that can create an ongoing education for life. It is our goal to insure that every moment in the classroom contributes to a life long journey filled with the musical expression every child deserves. A fruitful music education should be filled with diverse lessons that challenge the student mentally, scholastically, creatively, and socially through active and engaging activities, childhood songs, rhymes, basic rhythmic activities, musical games, basic instrument exploration, application and performance. "Music has a great power for bringing people together. With so many forces in this world acting to drive wedges between people, it's important to preserve those things that help us experience our common humanity." *Ted Turner, Turner Broadcasting System.* <sup>6</sup>



*Rhythm and Moves, Inc.*  
*Music Program In-depth Study 2006*

**What Students Learn**

Rhythm and Moves Music Educators use the most complete, innovative, and exciting music curriculum available that meets all National Standards for Music Education as well as California Standards. Created by leading authorities in musical education field, enhanced by groundbreaking partnerships in the music industry, and informed by the latest research in music education and technology- the diverse and multi-cultural curriculum helps music educators shape classroom instruction to fit their specific needs, and introduces students to a lifelong love and appreciation for the world of music. Curriculum concepts and objectives within the lessons are achieved by active student participation. Students achieve these concepts and objectives by hands on instrument use which includes but not limited to: percussion (shakers, woods, metals, and skins), recorders, strings, keyboards as well as a variety of Orff instruments where applicable. The curriculum lessons harness the power of creative enjoyment to improve student performance across the curriculum. Students will explore music in many ways, and be given opportunities to show what they've learned. Top-quality recordings, produced by Hal Leonard and Sony, introduce American musical traditions as well as the musical traditions of cultures from all over the world. Students are exposed to a diverse musical education that enhances the cultural environment to which they are a part of.

In the primary grades (K-2) students learn the basic musical concepts of steady beat, rhythm, tone color, melody, meter, form, dynamics, style, expression, texture, and instrument tone color. In middle grades (3-5) students learn, in addition to the basic musical concepts, vocal tone color, meter, tonality, harmony, cultural expression, pitch, expressive form, quality, and basic to advanced recorder instrumentation. Finally in the upper grades (6-8) the students learn, in addition to the basic musical concepts, part singing, ensemble, intonation, work songs, chord progression, major and minor scales, traditional dance steps, composition, Opera, harmony counterpoint, musical ensembles, musical traditions, experiencing new sounds, sounds of nature, showcase for talent, community and music, celebrating with music, history of music, music

technology, careers in music, classical, conducting, musical therapy as well as basic/advanced keyboard instruction.

Students begin their musical education in the lower grades (K-2) with activities and lessons filled with a wealth of childhood songs, rhymes, musical games, playground games, traditional and creative dances, cultural traditions, basic percussion use, and an overall integration of the base musical concepts including such methods as Solfeg, Kodaly and Carl Orff. Student's actively explore musical concepts in various ways; physically, auditory, vocally and creatively. As this concrete musical base sets into motion at an early age, students excel and benefit in all areas early childhood development and education. Early musical training has been noted to help develop brain areas involved in language and reasoning. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds in the classroom and on the playground. There is a causal link between music and spatial intelligence (*the ability to perceive the world accurately and to form mental pictures of things*). This kind of intelligence, by which one can visualize various elements that should go together, is critical to the sort of thinking necessary for everything from solving advanced mathematics problems to being able to pack a book bag with everything that will be needed for the day. 7 With this music education in place at the elementary level, students benefit from all a childhood experience that will last them a lifetime of enjoyment.

Students continue their musical education in the middle level (3-5) with an exploration and diverse look at the cultures and world around them with world music. Students learn to find the connection and understand how their community is connected to their lives and thus connected to the world. As students continue in their musical studies they are able to reflect and pose relevant questions with regard to world events and explain how the present is connected to the past, identifying both the similarities and the differences. Students work with different classmates to perform multi-cultural vocal pieces, rhythmic activities, world dances and engage in interactive group peer learning. Students explore challenging concepts physically and creatively apply these skills to the woodwind instrument, the recorder. A comprehensive series of skill tests were run on 5,154 fifth graders in all 75 of the Albuquerque, NM elementary schools. In EVERY

SINGLE TEST AREA, kids who were learning to play a musical instrument **received higher marks than their classmates**. And, the longer the school children had been in the instrumental programs, the higher they scored. <sup>8</sup> Learning the necessary theory and coordination to play a musical instrument has been proven to benefit the child in the following twelve ways:

1. **Sociability:** Playing a musical instrument encourages a child to reach out towards new friendships and to grasp opportunities for social interaction.
2. **Poise:** Music is the perfect balance between education and fun. Lessons help a child develop the ability to cope appropriately in difficult situations.
3. **Coordination:** Learning to play a musical instrument develops manual dexterity. The child who plays music often does better in sports because of the good eye/hand/ear coordination that has been developed through music study.
4. **Satisfaction:** The knowledge that something has been accomplished, even as small as a music exercise, teaches satisfactions in a job well done.
5. **Perseverance:** From the first few notes to a piece well played, a child immediately see the rewards of sticking with a project and making a firm commitment to oneself
6. **Patience:** Like any new skill, a new piece of music can take time; however, as time unfolds, a child will see the rewards of patience come together.
7. **Self-Respect:** As a child learns, a noticeable new self-respect will be reflected from this personal pursuit into other areas of endeavors besides music.
8. **Confidence:** A child with self-confidence has a better grip on handling life's many curve balls. Music education instills that confidence and helps a child overcome shyness.
9. **Creativity:** Music helps a child explore his or her imagination and encourages creative thinking outside of music. Soon, that child learns to improvise many things in life, such as science, art, and writing projects
10. **Achievement:** Because music is learned step-by-step, it provides a real sense of achievement at any levels while teaching a child to set goals in life.
11. **Self-Expression:** Music stimulates a child's instincts for self-expression, and, individually, the child learns to communicate his or her feelings and tastes to others.
12. **Discipline:** Through regular practice, music helps a child graduate to a higher level of self-discipline which enables him or her to acquire good habits in many areas of life. <sup>9</sup>

Students continue their musical education in the upper grades (6-8) by building upon the solid base of skills, concepts, activities and objectives they have previously learned. Students are exposed to more instrumentation on the keyboard and learn the basic skills needed to play treble clef and bass clef. Students start to develop multidimensional thinking skills as they explore the history of music, classical music, ensemble, and the effects of music on society and the world which they live. They are introduced to music technology and the job opportunities available in the artistic work force. With this understanding, students can make their own decisions as to how they choose to let their music education enhance their lives for the future. As students learn about different historical events in music, such as the birth of Jazz or the birth of Rock-n-Roll, they are able to learn the value of tolerance and respect for diversity, which allows the student to resolve conflicts among themselves with greater understanding of differences.<sup>10</sup> Studies show that an intermediate music education can:

- Result in higher SAT scores and more complete brain development.
- Encourages critical thinking and problem solving.
- Teaches principles of organization.
- Stimulates a complex interaction of intellectual, psychological, and physical responses.
- Provides an avenue for self-expression, creativity, and personal achievement.
- Develops poise and self-confidence.
- Fosters a commitment to excellence.
- Offers the opportunity to make new friends while learning the value of cooperation and teamwork.
- Promotes cultural awareness-essential for individuals to become strong contributors to society.<sup>5</sup>

It is the goal of Rhythm and Moves music education program to educate and give the student the opportunity to succeed. Some recent studies around the United States show that the benefits of music education are invaluable. Some recent studies in New York Schools show that 90% of their students who participate in music go on to college.<sup>11</sup> A study at Florida State University (1990) showed 71% of administrators surveyed stated that Art courses had a positive influence on student's decisions to stay in school and that over 50% of the students surveyed stated that the participation in Arts courses positively influenced their decision to remain in school.<sup>7</sup> From

USA TODAY, January 19, 1987: "Musical training can be a big help in getting to the top of business and politics, according to most congressmen and Chief Executive Officers of Fortune 500 companies. Ninety percent of more than 1,000 CEO's and congressmen interviewed by the McDonalds's fast food chain said playing a musical instrument as a child helped them develop "character and leadership skills." <sup>12</sup> On SAT tests, the national average scores were 427 on the verbal and 476 on math. At the same time, music students averaged 465 on the verbal and 497 on the math - 38 and 21 points higher, respectively. <sup>13</sup>



## *Rhythm and Moves, Inc.* *Music Program In-depth Study 2006*

### How Assessment is Used

The Rhythm and Moves Music Program supplies each educator with a full unit by unit assessment plan. The assessment that takes place allows the educator and the student the opportunity to take a look at the concepts, and information addressed within each unit. This assessment is useful to determine if the students understand the concepts taught. The assessment is fun and covers four different areas:

- 1. Review:** The “review” segment of the unit assessment supplies the educator with three multiple choice questions for the students to answer. The questions are read aloud, and then read again with the possible answers. Students respond to the answers by signaling with their choice by placing a closed palm to their chests. These questions are based on key concepts introduced and taught within the lesson.
- 2. Read and Listen:** The “read and listen” segment of the unit assessment allows the student to visually see a pattern, note notation, or musical term, listen to it and then have the opportunity to individually figure out the correct answer. This allows the educator to assess their knowledge on the key rhythms, notations and other theory introduced in the unit.
- 3. Think!** The “think” segment of the unit assessment gives the student the opportunity to answer structured questions thoughtfully, using complete sentences. At the end of each “think” segment, students are given the opportunity to write down their understanding of key concepts within the lesson.
- 4. Create and Perform:** The “create and perform” segment of the unit assessment is the final tool which utilizes hands on time for the student to “create” original compositions individually or with a partner. It also allows the educator the opportunity to then assess the students as they “perform” their own creations in front of their peers with the use of instrumentation or vocal ability.

In addition to these unit assessments within the curriculum, the students participate in an informal Spring Presentation each year. The music presentation utilizes the skills, concepts and materials learned throughout the entire school year. This music presentation allows the student the opportunity to present their skills in front of a peer audience as well their music educator, family and school faculty. The importance of providing the student with this opportunity is invaluable. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Early musical training helps develop brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Linking familiar songs to new information can also help imprint information on young minds. Recent studies show that students who study the arts are more successful on standardized tests such as the SAT. They also achieve higher grades in high school. Music study develops skills that are necessary in the workplace. It focuses on "doing," as opposed to observing, and teaches students how to perform, literally, anywhere in the world. Employers are looking for multi-dimensional workers with the sort of flexible and supple intellects that music education helps to create as described above. In the music classroom, students can also learn to better communicate and cooperate with one another <sup>14</sup> When asked "why" students should study music, found benefits include:

- Results in higher SAT scores and more complete brain development.
- Encourages critical thinking and problem solving.
- Teaches principles of organization.
- Stimulates a complex interaction of intellectual, psychological, and physical responses.
- Provides an avenue for self-expression, creativity, and personal achievement.
- Develops poise and self-confidence.
- Fosters a commitment to excellence.
- Offers the opportunity to make new friends while learning the value of cooperation and teamwork.
- Promotes cultural awareness-essential for individuals to become strong contributors to society.
- An education in music is an education for life. A well-organized sustained education in music gives children intellectual and creative advantages that last a lifetime.<sup>15</sup>

At present Rhythm and Moves uses its assessments to improve the quality of information and activities provided to the staff and for the students. This is done by an ongoing process of updating and amending the curriculum yearly and reviewing the lesson plans and activities. Each educator provides input throughout the year regarding music equipment and curriculum. The observation of the program by the Rhythm and Moves, Inc. supervision team while our educators are teaching their students allows us to see what teaching styles are being utilized, how equipment is used and distributed, and learning the ways to present our curriculum to its fullest potential. With the use of current and new technology, students and educators have the opportunity to work with the latest technology available, providing quality vocal tracks, stereo mixes, instrumental segments and multi-cultural pronunciation guides to materials.. It has always been part of our mission to provide a variety of activities that will allow students to creatively explore and express themselves musically.

As stated earlier, the inherent assessments within the lessons provide a subjective basis for determining whether or not the students are progressing toward or achieving the grade level expectations. The structure of the Rhythm and Moves, Inc. curriculum causes the teachers to teach each grade the appropriate level of activities and skills based on those same grade level expectations. It is our goal with Rhythm and Moves to provide each child the fullest, enriched, dimensional, active and fun music education available. We strive each day to do our best and instill a positive experience for our music educators and students.



***Rhythm and Moves, Inc.***  
***Music Program In-depth Study 2006***

**The Action Plan**

As a result of this study we have discovered ways to improve and enhance the Rhythm and Moves, Inc. music education program. We have provided them a well rounded, multi-culturally diverse curriculum and many different opportunities for learning and assimilating that information. The students that have gone through our program have been taught ways of assessing their own performance and taking that information to develop a strategy to improve and enhance themselves for their future. These students have been exposed to a diverse array of musical activities, skills and information that will enhance future musical training and education.

Following is a list of what we are planning to incorporate in the 2006-2007 school year.

- ❖ Continuing education and ongoing workshops for music staff to explore the specialized music techniques and teachings of Carl Orff and Zoltan Kodaly.
- ❖ Continue to address the music curriculum and improve the overall scope of activities and concepts K-8.
- ❖ Focus on the 7<sup>th</sup> and 8<sup>th</sup> grade music curriculum in regard to the National Standards, to enhance current musical trends, composers and teen age appropriate vocal selections.
- ❖ Focus on the Rhythm and Moves, Inc. music program as a whole to create the best educational, emotional, and exciting music education program possible for our students and staff members!



## *Rhythm and Moves, Inc.* *Music Program In-depth Study 2006*

### Footnotes

1. *Academic Preparation for College: What Students Need to Know and Be Able to Do, 1983* [still in use], The College Board, New York
2. "Source: MENC—The National Association for Music Education "Music Education Facts and Figures" 2002".
3. "12 Benefits of Music Education" <http://www.norwalkyouthsymphony.org/benefits.html>
4. *College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.*
5. "Source: MENC—The National Association for Music Education "Music Education Facts and Figures" 2002"
6. "Source: MENC—The National Association for Music Education "Music Education Facts and Figures" 2002"
7. "Benefit of Music Education" [http://www.amromusic.com/Benefits\\_of\\_Music/benefits\\_of\\_music.htm](http://www.amromusic.com/Benefits_of_Music/benefits_of_music.htm)
8. "Did You Know the Benefits of Music Education" [www.americansforthearts.org](http://www.americansforthearts.org)
9. "Curriculum and Instruction In-Depth Study: Social Studies"
10. "Did You Know the Benefits of Music Education" [www.americansforthearts.org](http://www.americansforthearts.org)
11. "Benefit of Music Education" [http://www.amromusic.com/Benefits\\_of\\_Music/benefits\\_of\\_music.htm](http://www.amromusic.com/Benefits_of_Music/benefits_of_music.htm)
12. "Benefit of Music Education" [http://www.amromusic.com/Benefits\\_of\\_Music/benefits\\_of\\_music.htm](http://www.amromusic.com/Benefits_of_Music/benefits_of_music.htm)
13. "Benefit of Music Education" [http://www.amromusic.com/Benefits\\_of\\_Music/benefits\\_of\\_music.htm](http://www.amromusic.com/Benefits_of_Music/benefits_of_music.htm)
14. "Benefit of Music Education" [http://www.amromusic.com/Benefits\\_of\\_Music/benefits\\_of\\_music.htm](http://www.amromusic.com/Benefits_of_Music/benefits_of_music.htm)
15. "Benefit of Music Education" <http://www.norwalkyouthsymphony.org/benefits.html>