

## 2007-2010 Music Demonstration Schools Project ELEMENTARY SCHOOL MUSIC CHECKLIST

\_\_\_\_\_ Elementary School \_\_\_\_\_, 20\_\_

\_\_\_\_\_, Principal      E-Mail Address \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone: (\_\_\_\_\_) \_\_\_\_\_      Primary Contact's Extension: \_\_\_\_\_

Music Teachers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total School Enrollment: \_\_\_\_\_      Grade Levels: \_\_\_\_\_

### PART I: INSTRUCTIONAL PROGRAM

1. Indicate whether the school's music program is:

|  |              |
|--|--------------|
| based on written school and/or district instructional objectives   | Yes___ No___ |
| organized in a continuous sequential manner                        | Yes___ No___ |
| regularly evaluated in relation to stated instructional objectives | Yes___ No___ |

2. Indicate whether music instruction is appropriate to the needs and ability levels of:

|                      |              |
|----------------------|--------------|
| regular students     | Yes___ No___ |
| exceptional students | Yes___ No___ |
| talented students    | Yes___ No___ |

**PART I: INSTRUCTIONAL PROGRAM (Cont'd.)**

3. Indicate whether basic music instruction develops skills in:
- A. singing
    - in unison Yes\_\_\_ No\_\_\_
    - harmony Yes\_\_\_ No\_\_\_
    - with accompaniment Yes\_\_\_ No\_\_\_
    - without accompaniment Yes\_\_\_ No\_\_\_
  - B. playing
    - untuned percussion/rhythm instruments Yes\_\_\_ No\_\_\_
    - tuned percussion instruments Yes\_\_\_ No\_\_\_
    - pianos/keyboards Yes\_\_\_ No\_\_\_
    - harmony instruments (e.g., autoharp, dulcimer, guitar) Yes\_\_\_ No\_\_\_
    - ethnic instruments Yes\_\_\_ No\_\_\_
  - C. moving to music Yes\_\_\_ No\_\_\_
  - D. listening to music Yes\_\_\_ No\_\_\_
  - E. reading music Yes\_\_\_ No\_\_\_
  - F. composing/arranging music Yes\_\_\_ No\_\_\_
4. Indicate whether music instruction develops knowledge of:
- A. basic music concepts (e.g. rhythm, melody, harmony, form) Yes\_\_\_ No\_\_\_
  - B. musicians (composers, performers, others) Yes\_\_\_ No\_\_\_
  - C. vocabulary to describe music Yes\_\_\_ No\_\_\_
  - D. creative activities Yes\_\_\_ No\_\_\_
5. Does music instruction provide exposure to a variety of musical styles, genres, and performance media? Yes\_\_\_ No\_\_\_
6. Are additional music opportunities (e.g., chorus, recorder ensemble, band, orchestra) provided to children with identified needs and/or interests? Yes\_\_\_ No\_\_\_

**PART I: INSTRUCTIONAL PROGRAM (Cont'd.)**

7. Is music used to enrich/support instruction in other basic subjects? Yes\_\_\_\_ No\_\_\_\_
8. Is regular planning scheduled between classroom teachers and the music specialist(s) to ensure coordination of instruction? Yes\_\_\_\_ No\_\_\_\_
9. Is there an articulation process for curriculum from elementary through secondary schools? Yes\_\_\_\_ No\_\_\_\_
10. Are instructional connections made between the music program and FCAT-tested areas? Yes\_\_\_\_ No\_\_\_\_

**PART II: STAFFING**

11. Are all teachers who provide basic music instruction certified as music teachers? Yes\_\_\_\_ No\_\_\_\_
12. Are class sizes for general music the same as those normally established for other subjects? Yes\_\_\_\_ No\_\_\_\_

**PART III: FACILITIES, MATERIALS, AND EQUIPMENT**

13. Are appropriate music rooms provided for music instruction? Yes\_\_\_\_ No\_\_\_\_
14. Is a facility provided on campus for music performances? Yes\_\_\_\_ No\_\_\_\_
15. Is adequate storage space available to store necessary instruments, equipment and instructional materials? Yes\_\_\_\_ No\_\_\_\_

**PART III: FACILITIES, MATERIALS AND EQUIPMENT (Cont'd.)**

16. Instructional materials available to implement the basic music program include:
- |   |              |
|---|--------------|
| textbooks for each child in a class above 2 <sup>nd</sup> Grade | Yes___ No___ |
| Big Books for Grades K and 1                                    | Yes___ No___ |
| a library of recordings   | Yes___ No___ |
| films, videos, DVDs   | Yes___ No___ |
| computer software   | Yes___ No___ |
| visual aids (e.g., flashcards, charts, transparencies)          | Yes___ No___ |
| other (please list)   |              |
| _____   | Yes___ No___ |
| _____   | Yes___ No___ |
| _____   | Yes___ No___ |
17. Are supplementary materials available to support and enrich instruction? Yes\_\_\_ No\_\_\_
18. Equipment in the music room(s) includes:
- |  |              |
|--|--------------|
| a sufficient number and variety of classroom instruments | Yes___ No___ |
| appropriate audio-visual equipment                       | Yes___ No___ |
| CD player  | Yes___ No___ |
| piano/keyboard   | Yes___ No___ |
| other (please list)                                      |              |
| _____  | Yes___ No___ |
| _____  | Yes___ No___ |
| _____  | Yes___ No___ |

**PART IV: FUNDING**

19. Indicate whether adequate financial support is provided through the school and/or district budget for:

- |                         |        |       |
|-------------------------|--------|-------|
| textbooks               | Yes___ | No___ |
| recordings              | Yes___ | No___ |
| instructional materials | Yes___ | No___ |
| instruments             | Yes___ | No___ |
| equipment               | Yes___ | No___ |
| computers               | Yes___ | No___ |
| supplies                | Yes___ | No___ |

20. Is financial support provided through the school and/or district budget for the replacement, repair, and maintenance of books, instruments, and equipment?

Yes\_\_\_ No\_\_\_

21. Indicate whether provisions are made to assist students traveling to:

- |   |        |       |
|---|--------|-------|
| festivals?  | Yes___ | No___ |
| concerts?   | Yes___ | No___ |
| school- and/or district-sponsored music activities? | Yes___ | No___ |

## **PART V: PROGRAM ENHANCEMENT**

22. Indicate which services, activities,resources, or events exist to enhance or support the music program

- |  |        |       |
|--|--------|-------|
| district-level coordination and supervision by a music or arts specialist                                    | Yes___ | No___ |
| school- or district-sponsored in-service workshops specifically geared toward teaching music and/or the arts | Yes___ | No___ |
| travel to state or regional conferences and in-service workshops   | Yes___ | No___ |

## **PART V: PROGRAM ENHANCEMENT (Cont'd.)**

|   |              |
|---|--------------|
| live performances by professional musicians (in school or on field trips) | Yes___ No___ |
| community artists program   | Yes___ No___ |
| festivals   | Yes___ No___ |
| other (please list)   |              |
| _____   | Yes___ No___ |
| _____   | Yes___ No___ |
| _____   | Yes___ No___ |

**PART VI: INSTRUCTIONAL TIME**

23. In the space below, list the number of sections at each grade level, the number of weekly music classes for each section of each grade level, and the total number of minutes of music instruction taught by the music specialist per week for that section. If scheduling is done on a two-week or more basis, please note the period of time for which you have computed the total minutes of instruction.

| NO. OF SECTIONS                | NUMBER OF WEEKLY CLASSES PER EACH SECTION PER GRADE | TOTAL MINUTES OF WEEKLY INSTRUCTION PROVIDED BY MUSIC SPECIALIST |
|--------------------------------|---|--|
| K: _____                       | _____   | _____  |
| 1: _____                       | _____   | _____  |
| 2: _____                       | _____   | _____  |
| 3: _____                       | _____   | _____  |
| 4: _____                       | _____   | _____  |
| 5: _____                       | _____   | _____  |
| 6: _____                       | _____   | _____  |
| Exceptional education classes: |   |  |
| _____                          | _____   | _____  |
| _____                          | _____   | _____  |

24. List below the number of minutes devoted to interdisciplinary activities that involve music:

|                                | PER WEEK | or | PER MONTH |
|--------------------------------|----------|----|-----------|
| K:                             | _____    |    | _____     |
| 1:                             | _____    |    | _____     |
| 2:                             | _____    |    | _____     |
| 3:                             | _____    |    | _____     |
| 4:                             | _____    |    | _____     |
| 5:                             | _____    |    | _____     |
| 6:                             | _____    |    | _____     |
| Exceptional education classes: |          |    |           |
|                                | _____    |    | _____     |
|                                | _____    |    | _____     |