

Music Education Program Modeling Worksheet

How do I use this worksheet?

This program modeling tool is designed to help you structure a program that is goal-oriented and meets the needs of your community/school using backwards design, or reverse engineering. This means that you start with your objective and working backwards, piece-by-piece, identify what is necessary to accomplish your goal. Be as specific as possible.

Identify what success would look like in the short-term (on a scale of months), mid term (1-3 years), and long-term (4+ years) for your individual program constantly keeping in mind your particular roll and the roll of those advocating for you.

Use the questions in each section as discussion topics with fellow music educators in your district (include vertical conversations with grade levels above and below your focus area). Having a cohesive transition between academic levels is key to attaining a cohesive music program.

Maintain flexibility while developing a program; employ a creative, organic approach. New ideas will arise (as will challenges) that will need to be addressed at an individual level.

Once the Program Model is drafted, start thinking about the implementation of these goals. Be able to form a clear link in your mind between the resources you are requesting, the activities they will help facilitate, and the outcome that the activities are designed to achieve.

Of course, this worksheet is merely a guide to assist you in planning the program. Please do not feel limited by the amount of space provided by any of the questions!

Part I) Considering the Needs of Your Community

Questions to consider:

1. What music education programs, if any, already exist in your school or community?
2. What specific needs of the student population or community will music education programs address? Are you seeking to remedy academic achievement issues? Are you looking to improve the overall developmental and social conditions in the school or community?
3. Are there any community organizations that are currently involved with this work? If so, what projects are they currently working on? Is there opportunity for you to build a coalition with these organizations?
4. What are the values, beliefs, and attitudes of local school administrations, teachers, parents, and students toward existing music education programs? How about toward the expansion of music education programs?

Part II) Program Modeling

Outcomes

What do you want to see happen as a result of music education programming in your school or community? Example: Students will be able to utilize music as an academic tool for success. (Short-to-Middle Term Outcome)

Activities

What types of music education programming, if implemented, will help achieve the outcomes that you listed? Who will lead each of these activities? Example: The school will provide 50 minutes of dedicated, structured music education programming with a trained music educator during the school day that focuses on music theory & aural skills.

Implementation

What resources are necessary to actually put these activities into practice? (Examples: time, money, human resources). Example: Time during the school day for music classes, a teacher or teachers to instruct the course, a space for the classes to take place within the school building, instruments for students to play.