

MVLA
New Course Proposal Form

New courses may be considered by the Board of Trustees for the following school year. Proposals must be submitted to the District Office by Wednesday, October 23, 2019. Course proposals will be considered by the Board in November. Please submit form to Anika Patterson, anika.patterson@mvla.net in Education Services.

Proposed Course Name: Music Theory & Composition
Department: Performing Arts
School Site: MVHS

1. What A-G and/or graduation requirements would this course satisfy? If course is eligible for A-G, has the course been approved? **[F] Visual & Performing Arts; Course has not yet been approved for MVLA but there are many comparable courses on the approved UC Course List.**
2. What is the rationale for this course? Include specific reference to CCSS, CA-NGSS, State and College Board Frameworks, and District goals as appropriate. **This course would be in alignment with the following:**
CASS: Artistic Perception 1.1, 1.2, 1.4, 1.5, 1.6
CASS: Creative Expression 2.6, 2.7, 2.8
CASS: Aesthetic Valuing 4.1, 4.3
CASS: Connections, Relationships, Applications 5.2
EK 2.2B-M: "Capture newly created ideas in written notation"
EK 4.2A-M: "Use feedback and evaluation as a tool for identifying next steps in improving a composition"
EK 5.1A-M: "Refine the technical and expressive elements of the various parts of a work"
EK 5.2A-M: "Consider their audience and the context within which they are presenting a work"
MVLA Goal: "Promoting achievement of students in *Technology*"
3. What student population is likely to be served by this course? **This course will primarily target students who are interested in music composition who are not currently enrolled in a performance-based ensemble course.**
4. What value will this course add to the educational experiences of our students? **This course is designed to teach and reinforce the non-performance elements of music and give students a creative outlet to work collaboratively with our various performance ensembles.**
5. Is this course part of a sequence? (exs. an introductory course that leads to another, or a college prep course that prepares students for AP offerings): **This is a standalone course that has direct connections to the Choral and Instrumental Music course teams. Introductory gateway into the AP Music Theory curriculum.**
6. How was it determined that there is a demand for this course? **Informal polling of our current students reflected a desire for a Theory-based course. Adding the composition element will allow students to put their theoretical knowledge into practice. We also acknowledge the need for a non-performance music class which provides easier access to students who have not been able to participate in band/orchestra/choir.**
7. How many sections of the course are anticipated for the first year it is offered? How many in years 3-5? **This course will utilize a single section during the initial offering. The possibility of increasing this is based on infrastructure and equipment.**

8. What is the possible impact of this course on other courses and/or the master schedule? **Introducing another singleton Performing Arts Elective which has been a topic of lengthy discussion recently. There is a slight possibility that students currently in our ensemble classes would not be able to participate in multiple electives and have to choose between performance and theory/comp.**
9. Other than section allocation, are there other budget impacts, such as for textbooks, equipment, materials, etc.? **There are several options ranging from Zero budget requirement to many thousands of dollars:**
- 1) There are many free and open-source resources available online for students for both theory and composition.**
 - 2) One of the industry-standard Theory Workbooks is available for \$50 - this would be a consumable item per student.**
 - 3) If Chromebooks (and associated browsers) aren't able to satisfy compositional demands, grant funding could be explored for a lab set of suitable computers and software.**
 - 4) To fully realize the potential of a course like this, each student would have access to a full-function workstation which includes a computer, industry-standard MIDI notation software, 25-key MIDI keyboard, and HD Audio.**
10. Is there other pertinent information not addressed in the responses above that would support the approval of this course? **To reiterate the need for a non-performance-based music course we must first identify the reason why students choose to end their participation in music. This typically takes place between the transition from elementary to middle school or from middle school to high school. Students & families are either not able to navigate the financial implications of instrumental music (lessons, instrument rental, etc) or interest is diverted to one of the plethora of new elective offerings. If this happens at an early age, it is very difficult to 'pick it back up' in high school. We find more and more musicians (current and former) on campus who wish they could take a music course but simply cannot commit to the demands of a performance-based ensemble. We also recognize the need for a Performing Arts option for students who never got the opportunity to participate in music at an early age.**
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Site recommendation and signature, to be completed by the Principal:

Does the proposed course have the support of the department to which it is associated?

Yes ___ No ___ Not applicable

Does the site Leadership Team or Coordinator Group support adopting the proposed course?

Yes ___ No ___ Not applicable

As the site leader, do you support presenting this proposed course to the Board for consideration?

Yes ___ No ___ Not applicable

Principal's signature:  Date: 10/30/19

District Office Use Only:

Associate Superintendent Signature/Date  10/30/19

School Board Approval Date: _____