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## **Organizing an Honor Elementary Choir (Grades 4-6)**

Mona Jackson

*Boise State University*

Organizing an Honor Elementary Choir (Grades 4-6)

BY

MONA JACKSON

A PROJECT

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
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**DEFENSE COMMITTEE AND FINAL READING APPROVALS**

of the project submitted by

Mona Jackson

Thesis Title: Organizing an Honor Elementary Choir (Grades 4-6)

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The following individuals read and discussed the thesis submitted by student Mona Jackson, and they evaluated her presentation and response to questions during the final oral examination. They found that the student passed the final oral examination.

James Andy Goodman, Ph.D.	Chair, Supervisory Committee
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Michael Porter, Ph.D.	Member, Supervisory Committee
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James Jirak, DA.	Member, Supervisory Committee
------------------	-------------------------------

The final reading approval of the thesis was granted by James Andy Goodman, Ph.D., Chair of the Supervisory Committee. The thesis was approved for the Graduate College by Jack Pelton, Ph.D., Dean of the Graduate College.

## **Mona Jackson - Biography**

Boise State University, Music Dept.  
Masters of Music, Music Education Program

Mona Jackson is currently a Graduate Assistant in Music Education at Boise State University. She holds a Bachelors Degree of Music Education from Idaho State University and an Associate Degree from Ricks College. Mona has an Idaho Teaching Certificate for Music K-12.

For eleven years, Mona taught in the Mountain Home Idaho School District and three years in Montana. She has taught Kindergarten through sixth grade at Elementary schools, as well as grades five through seven at Middle School. Mona has taught general music, children's and middle school choirs, and beginning and intermediate bands. Her choirs have performed at the Olympic Torch Run Celebration, numerous military presentations, IMEA District III Choir Festivals, and the Idaho State Capital Building in Boise, Idaho. Her bands have performed every year in the Air Force Appreciation Day Parade and IMEA District Band Festivals.

As a music teacher for fifteen years, Mona knows the importance of Advocacy for Music Education, and is interested in conducting graduate research to support this cause. She has been a member of NAFME and Idaho Orff-Schulwerk Association for 10 years, attending workshops and conferences sponsored by these organizations. As her graduate project, Mona organized an IMEA District III Elementary Honor Choir for Southwestern Idaho and is researching the affect that exceptional musical experiences can have on motivating and retaining music students in the middle school grades.

Mona considers her family to be her greatest motivation, including her husband, Darin, her children, Kendahl and Tashelle Jackson, Jessica and Rex Warner, and Chelsea Jackson, and her grandchildren, Lilly, Alex, and Henry.

## ABSTRACT

The Elementary Honor Choir was for selected participants from Southwestern Idaho Elementary schools with a guest conductor, from Tacoma, Washington. Area Music Teachers supported this event by selecting students and preparing them in advance for the one-day rehearsal and performance. Through the process of preparation and rehearsals the students gained vocal development, further musicianship skills, camaraderie, and created an aesthetic musical experience. Attending elementary music teachers observed techniques for working with elementary choirs and details of teaching each song selection that they could take back to their individual classrooms to implement. The concert performance gave students the opportunity to implement the skills they learned, especially for those students who do not normally have opportunities for this type of experience. Through the funding of a grant from Idaho Commission of the Arts, a performance venue was used that was on the scale that could not be used in smaller schools within the Southwestern Idaho area. The ongoing goals of this project are that students gained enthusiasm and motivation to continue in music, to bring additional enthusiasm for performance to their own school music programs, and to make this Elementary Honor Choir a continuing, annual event in the Southwestern Idaho area.

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## LIST OF ABBREVIATIONS

IMEA	Idaho Music Educators Association
DIII	Southwestern District of IMEA
NAfME	National Association for Music Educators
MIOSM	Music in Our Schools Month (sponsored by NAfME)
BSU	Boise State University
NNU	Northwest Nazarene University
IDA	Idaho Commission on the Arts
NEA	National Endowment for the Arts

## CHAPTER ONE: INTRODUCTION

Anna (fictitious name) lives in a small school district in Southwestern Idaho where she has general music as part of her elementary schooling from kindergarten through fifth grade. In sixth grade she can join choir. Even though it is a small choir, her teacher tries very hard to teach them good vocal technique and musicality, but her resources are limited. She has only performed once every year with her grade-level program from kindergarten through fifth grade and now twice in the year with choir; each performance has been in the school gym. Anna enjoys choir, but is just not sure she is motivated to continue with choir in junior high or high school.

Emily (also fictitious name) lives in a large school district in the Boise Valley. She also has had music through elementary school, but beginning in fourth grade Emily had the opportunity to be in an honor choir with her school. This choir performed twice during each year, and also performed in a combined school choir with three other choirs from schools in the same district; each performance has been in a large auditorium with a large audience. Emily also has the opportunity to be in a select choir through an organization in the city, but her parents pay monthly for her to participate and provide transportation to and from practice every week. This choir gets to perform several times each year, and performs in some very nice venues with large audiences. Emily loves the amazing musical experiences she has had and looks forward to continuing in choir throughout junior high and high

school, and maybe even after graduating. She feels very confident in her musical skills and her singing abilities.

One has to wonder if Anna had the same opportunities that Emily had, would she be confident and motivated to continue with choir in junior high and high school. A great deal of research has been done on the benefits of music education for students, including intellectual, social, and emotional. Overall, a student becomes a better-rounded individual when he/she has participated in music and has experienced exceptional musical experiences, especially with peers (Mursell, 1937). Limiting opportunities for those experiences and/or discontinuing participation in music (in this case choir), limits those benefits. This project is focused on creating opportunities and motivation for those students in smaller schools within the Southwestern Idaho area.

### **Statement of the Problem**

Southwestern Idaho District III of IMEA has many students from smaller, rural school districts who do not have the opportunity to participate in a larger collaborative event such as a District Elementary Honor Choir and low-income students are not able to afford the pay-to-participate programs. A small number of students within the Boise School District or larger nearby school districts have the opportunity once every six years to participate in a State IMEA Sponsored Elementary Honor Choir, but this is limited to those within a close radius to Boise, and participation is limited to two students per school to participate.

## **Purpose Statement**

The purposes of this project were 1) to provide an opportunity for students in the Southwestern Idaho DIII Area to participate in a large choir rehearsal and performance, and 2) that their experience with other students, guest conductors, and staff will instill in them increased musicianship, skills, and desire to continue with their musical training beyond elementary through middle school and high school.

## **Significance of the Project**

My education philosophy is based upon the assertion that children at an early age love learning and with continued positive learning experiences, they will exhibit excitement, curiosity, and engagement in learning. A successful music education program will incorporate various methods that will address the following considerations: 1) enhance children's love of learning; 2) enhance children's musicality and creativity; 3) provide a venue for children's expression; 4) respect children's diverse learning needs; 5) give children a sense of heritage and culture through music; and 6) provide sequence learning and relevance to the skills and concepts they learn in music (Campbell, 1995).

A select honor choir addresses all of these considerations through an exceptional music experience. A select honor choir can serve as an enrichment experience for students who are vocally advanced and prepared with the discipline and motivation to participate with others of the same caliber. Music is a performing art. Children need to learn that the nature of music is that it be shared and that performance adds to the enjoyment of the music (Broeker, 2006; Campbell, 1995; Gackle, 2004; Wilson, 2003).

The primary vocal and musical goals of an Honor choir include learning appropriate vocal production - including correct posture, proper breath support, enunciation of vowels, and articulation of consonants, as well as musicality and style. A diverse repertoire can guide conceptual development and help shape the musical tastes of young people (Cox, 2006; Lamb, 2006). Participating in choir also gives students the opportunity to develop social responsibility (Wilson, 2003). Students learn dedication to the ensemble, pride in being a member of the group, and self-discipline, which includes good behavior and participation. Often, participating in a choral ensemble is the first and only group in which students can develop self-esteem, self-respect, and responsibility (Freer, 2007; Wilson, 2003).

Studies suggest a decline in interest of music-ensemble participation as students mature, particularly between grades 3 and 6, with a significantly greater decline among boys than girls (Mizener, 1993; Bruenger, 2009; Hedden, 2007). For those children who actively participate, the choice to have a positive attitude about singing, to exhibit motivation, and to demonstrate positive behaviors are indications that they are fully engaged in learning music. Teachers recognize these students as achievers or leaders and give them opportunities to share their positive aspects among all the students.

As music educators, we help students realize their learning potential, as well as develop positive attitudes about choral music, and as a result set them on a path for future learning. When students experience such efforts, they choose to continue participating in singing and choral activities and share their outlook and skills with other students in school music programs, consequently enriching those programs (Bruenger, 2009; Hadden, 2007; Mizener, 1993).

Elementary school students are capable of high-caliber artistic expression; numerous children's choirs around the country demonstrate this level of excellence in performance. Rao stated that the primary goal of music education is artistic excellence, making something musical (Gackle, 2004). And Gackle affirmed this idea that music teachers strive to make musical experiences for students so that they will remember the beauty and enjoyment of a performance. Children's choirs are capable of creating this type of musical experience.

When working with an inspiring guest conductor, combined with singing outstanding choral literature, students experience just how fulfilling the arts are and their excitement carries over to their own school music programs. Students are better able to discriminate levels of achievement in a choir and choral singing, helping to raise expectations and achievement in their own schools' choirs. Consequently, students who have experienced an outstanding choral event can help their own choral program to grow and gain further distinction in their schools. (Phillips, 2004).

### **Assumptions of the Project**

The following were recognized assumptions of the project:

1. Development of an Elementary Honor Choir would be a valuable addition to the music education programs in Southwestern Idaho area.
2. An elementary honor choir would
  - a. be a meaningful and memorable experience for those students who participate,
  - b. provide inspiration and motivation for fellow classmates in school programs, and

- c. give recognition for participating students, their parents, and their teachers.

### **Limitations of the Project**

The following were recognized limitations of the project:

1. only elementary students in grades four through six were allowed to participate,
2. only teachers from schools in the IMEA DIII area were allowed to nominate students to participate,
3. teachers or students with limited financial resources may not have been able to participate because of the participation fee,
4. teachers with limited time resources may have chosen not to participate,
5. assessment of viability and sustainability were based on only one year, and
6. a future longitudinal survey would be the only means to determine if the honor choir was a motivating factor in their remaining in choir.



## CHAPTER TWO: LITERATURE REVIEW

This chapter will report the pertinent research- and non-research-based literature examined regarding motivation and retention of students in school music programs. In order to understand how students can be motivated by exceptional musical experiences to continue in musical training, one has to look at the psychology and principles of motivation and how they apply to students in music programs. This will lead to the rationale behind the benefits of providing an outstanding performance experience to elementary students in Southwestern Idaho DIII area.

### **Motivation and Retention of Students in School Music Programs**

One of the primary challenges that music educators face is motivating students to remain in music ensembles, especially during the early adolescent years. Motivation is an integral part of teaching, providing students with the desire and drive to take direction, and giving purpose to accomplish specified tasks. Teachers are ineffective when they cannot provide a motivational environment; an effective music teacher identifies factors and motivators that entice students' engagement and instill enthusiasm within students to continue music ensemble participation. The primary goal of music education is to enable and to motivate students to become life-long musicians.

### **The Psychology of Motivation**

In order to better understand my personal philosophy regarding student motivation, an understanding of learning theories and the role motivation plays in them is necessary.

*Motivation* is the factors that increase a person's enthusiasm or interest in doing something. Motivation's role in the following three learning theories will be discussed: A) reinforcement (also termed behaviorism), B) content (or needs theory), and 3) process (social learning theory).

*Reinforcement theory* is based on the premise that motivation comes from the learning environment (not from within the student), meaning that behavior is determined by its consequences. This theory suggests that learning can be influenced by a system of positive and negative reinforcement - that changing an extrinsic factor will subsequently change the behavior. B.F. Skinner, developed a system termed "operant conditioning," creating a system of reinforced stimuli and responses that progress to more complex sequences (Criss, 2010). This theory emphasizes manipulating learners through external stimuli or rewards in order for the student to learn. By giving tangible rewards, such as stickers, or candy, teachers are using the reinforcement theory. Incentives, an intangible reward, might be special privileges, bonus marks, or free time given to students to reinforce an observable behavior, when they immediately follow a demonstration of the desired behavior. Reinforcement affects the behavioral aspect of a student (which is why it is often termed "behaviorism"), but tends to ignore the emotional and cognitive aspects. This type of motivation can become overused and, especially as students get older, can make them feel manipulated or patronized, or refusing to engage in an activity that doesn't provide some type of immediate reward, possibly then limiting students' participation or potential.

A second theory of motivation is *content theory*, which is based on the premise that every person has basic needs that must be met before a student can engage in learning. Maslow's "Hierarchy of Needs" was based upon this theory. Maslow asserted that a teacher

must know where the student is on this hierarchy or pyramid of needs and take steps to fulfill that need. The student then will be motivated to progress to the next level, advancing until achieving self-actualization, or achieving one's potential or self-fulfillment. "Maslow's theories invite teachers to be reactive to needs that are not being met. This negative approach of looking for physiological or psychological deficiencies with a focus on being reactive to problems rather than looking for the positive attributes of students, has met with much criticism" (Criss, 2011).

Finally, the *process theory*, advocated by Dennis McInerney, is based on the assertion that motivation comes from an inherent desire to improve and to achieve. Rather than focusing on needs, motivation is based more upon mental processes, personal perceptions, and understanding experiences. A fundamental belief of this theory is that people value self-respect over extrinsic rewards and that self-satisfaction can be achieved when students accomplish tasks or achieve success. Instructors who are skilled at motivating their students make learning personally relevant to the children and persuade them that their expectations for success should be high. Their students feel motivated if classroom activities encourage their feelings of autonomy and self-direction, and if they feel respected and trusted. Music students want to feel a sense of ownership and pride in their performances (Criss, 2011). The following are four aspects of process theory, as they specifically pertain to motivation in music programs: *expectancy, attribution, self-efficacy, and goal setting*.

The first characteristic, expectancy, deals with a person's expectations about the results of their behavior. Students develop a self-perception regarding their self-efficacy and the value of an activity or subject. When a teacher helps a student to gain an accurate,

confident self-perception and an optimistic expectation of success, then students will be more engaged, motivated to try harder, and be more successful.

Attribution refers to the perceived cause of an outcome. Teachers can help students make the connection between their hard work, their focus, and their efforts toward their success in a performance or task. Peer influence is powerful in ensembles, and when more proficient students are able to demonstrate their skills, their classmates want to attain that standard as well. They want the whole ensemble to be successful.

*Success breeds success* is a common saying. If a student truly believes he or she is capable of success, then he/she will be successful. This is known as self-efficacy. When a teacher comments on something a student is doing successfully and exhibits confidence in the student, that teacher can be an influential motivator.

Goal setting plays an essential role in motivation. Working towards specific and challenging goals can result in better effort and better performance; outcome-oriented goals help to give students direction and focus. Working as part of ensemble, students can be reminded that it takes every member doing his or her best to achieve the intended outcome or goal. When students feel respected, successful, and invested, they will be motivated to continue learning; a student's choice to continue participating in music is an indicator of motivation.

### **Motivation during Early Adolescence**

There are unique challenges to retaining students in music programs through middle school and junior high school ages. In a 2010 study, McPherson and Hendricks examined the trends for interest in the United States in school music programs and music outside of school for grades six through 12. They found that the interest in music in school was lowest

in comparison to other school subjects and, like all subjects, the interest level declined between grades six and seven. There was, however, a sharper increase in music interest between grades nine and 10 than other subjects. Outside of school, interest in music was second to physical education activities and also showed a decline between grades six and seven, but with a dramatic increase between grades 9 and 10.

McPherson and Hendricks (2010) concluded that:

The US students reported low competence beliefs, values and interest in music as a school subject, yet they demonstrated a high interest in music participation outside of school that was equal only to their interest in sport. These findings suggest inherent issues in students' understanding of the role of music as an academic subject as compared to a leisure or extra-curricular activity, and help to refine the debate about what issues need to be addressed in advocacy efforts as well as in educational practice (p.208).

There are many reasons why early adolescence is such a difficult and critical time for motivating students to continue in music programs. In their study of factors contributing to declining participation in school music, Ng and Hartwig (2011) identified the five most important reasons, as perceived by music educators, regarding why students, ages nine to eleven, discontinued participation in classroom music programs and instrumental programs. They were: 1) low curriculum status; 2) perceived unimportance; 3) parental discouragement; 4) lack of interest; and 5) peer discouragement. Teachers also identified a lack of confidence as a big influence on discontinuing involvement.

On the contrary, students who chose to continue with classroom and instrumental music were influenced by 1) personal interest; 2) rich music experiences; 3) valuing music; 4) parental encouragement; and 5) quality music programs. Cognitive factors, such as valuing music and interest in music, point to the importance of teachers developing programs that encourage enjoyment and instill purpose in learning music. Social factors,

such as peer encouragement (or discouragement), and parental encouragement (or discouragement and disaffection), indicate the importance of gaining parental support and creating classroom camaraderie; both of these are important support systems for young adolescents who look to parents and peers for confirmation of self-concept. Lack of confidence comes from this self-concept, or perceived self-efficacy.

These and other variables that influence a students' decision to enroll in music ensembles or programs are usually a combination of three areas: 1) student-centered variables, 2) teacher-centered variables, and 3) school-centered variables (Bruenger, 2009).

### **Student-Centered Variables**

Students in grades six through nine learn foundational concepts in music performance that can be challenging. If they struggle or experience frustration in learning these skills, their self-concept often declines. Teachers should explain to students that they may experience periods of frustration or doubt, and encourage them to persevere through difficult tasks. Teachers can develop their curriculum to ensure success for students and as they gain these basic skills, their perception of their abilities and success will motivate them to continue (Sandene, 1994). If music is important to them, they will put in the effort when it gets harder to learn.

Young adolescent boys particularly seem to struggle in music programs. Males at this age tend to respond to more kinesthetic activities, competition, and timed activities, and periodically need a change of activity, focus, or location (Freer, 2007). This is often in contrast to the manner in which music teachers manage their classrooms. Freer asserts that adolescents who stop participating in music lose those musical abilities they gained in

childhood and become adults who do not enjoy making music, claiming they can't sing or read music.

Adolescent voices experience physical changes, for both males and females, thus affecting their self-perception of musical ability. In Hedden's (2007) study of fourth and fifth graders, the top reasons students identified for choosing not to participate in a choral experience were based upon their attitude about singing, specifically: 1) they were less positive about the quality of their singing voices, and 2) they did not like to sing to the same degree as other participants. Hedden suggested that there might be a correlation between students' liking to sing and their perception of vocal qualities or abilities. Teachers who promote the view that ability is a set of skills that can be improved over time will be more successful in increasing student motivation and persistence. Teachers can help students recognize skill areas in which they have made progress and suggest alternative learning strategies in skill areas where improvement is needed.

Surprisingly, Mizener's (1993) study regarding singing participation and singing skills found no significant relationship between students' self-perception of singing skill and their actual assessed singing skill. Results suggested that students who thought they were good singers did not demonstrate significantly better singing skills than did the students who did not think they sang well. Students who chose to participate in music programs did so because they liked to sing. This attitude toward music and singing was presumably well developed in the elementary level.

Previous musical experiences can positively influence students' self-concept of their musical abilities. It is the students' perceptions of their musical experiences, rather than the actual event, that gives meaning to students and can influence their behavior or intentions to

continue participation. Sichivitsa (2004) claims that students whose parents are supportive and involved in their musical experiences were more likely to have self-confidence in their musical ability and to appreciate and value those experiences they participated in. They were more likely to be motivated to continue studying music.

Socio-economic status (SES) can influence participation of students, particularly in instrumental programs, not only in the cost of the instrument but in the level of parental support the student receives. Albert (2006) claims that SES was found to be a legitimate and significant predictor of student retention; in fact, it was a better predictor of retention than measures of academic competency or musical aptitude.

### **Teacher-Centered Variables**

The music educator who works with adolescent students must be flexible and sensitive to what students are experiencing. Self-doubt and insecurity can wreak havoc on an adolescent's self-esteem, causing them to become withdrawn or cranky. This can be a problem for both boys and girls during middle school years and high school years, but there is a particularly drastic drop in self-esteem for girls during middle school age. While boys often connect their self-esteem to their abilities, girls perceive their self-esteem more related to social-acceptance or peer approval.

Peers are an important influence in shaping students' values and attitudes toward music. Positive social experiences tend to increase the value students place on music and students who feel a sense of belonging to an ensemble, feel more comfortable and motivated when their peers support, and accept them in the ensemble (Sichivitsa, 2007). Music educators must make a conscious effort to create a supportive classroom environment that



conveys respect for each other and encourages a genuine appreciation for the efforts of others.

Music teachers that have greater pedagogical qualifications, more experience and confidence in their teaching skills tend to have students who are more motivated. They are able to provide clear directions, give positive reinforcement and constructive feedback in a positive manner, accommodate individual differences, and provide support. Effective music teachers are able to create more meaningful musical experiences that are relevant to students and involve parents in the music programs. Sichivitsa (2007) found that students' attitudes toward music programs improved when teachers addressed both the academic and social needs of their students, consequently improving student's value of music and increasing their overall motivation to continue participating in music programs.

### **School-Centered Variables**

The school-wide environment can promote or discourage continued motivation through support of its music programs. This includes school leadership, staff, and support organizations such as PTA. A supportive administration will provide the needed resources for a successful music program.

As stated previously, attitudes toward music programs are formed in early elementary grades and the starting grade level for ensemble participation can have an impact on student motivation. Starting before grade seven, increases the rate of student participation through that critical time when interests naturally tend to decline. Perhaps one of the biggest challenges in school-centered variables is the transition from one school organization level to the next, such as elementary to middle school, or junior high school to high school. Creating successful beginning and intermediate programs that provide students with a solid

foundation of musical skills and concepts will motivate students to continue through those transitions to upper level ensembles.

### **Analytical Model of Interaction of Influences on Student Motivation**

Sichivitsa's (2007) research on the influences affecting student motivation led to an analytical model of the interaction between individual characteristics and other environmental influences. The results of this study validated the model she developed.

Sichivitsa concluded that all these influences had a complex interaction on students' musical intention, or motivation, to continue participating in a music program. First, both factors of previous musical experience and parental support of music combine to positively affect students' self-concepts in music. As a result, students who had increased self-concepts in music experienced improved academic and social integration in choir; furthermore increased academic integration had an indirect positive effect on social integration. These two factors influenced the value that students placed upon music. As a result, students who were more motivated to remain in music and participate in music programs in the future had placed a greater value on music.

The strongest motivational factor in this study was interest value – students who perceived music as an important part of their academic and personal growth, who loved singing, and who enjoyed participating, felt more motivated to seek future musical experiences.

### **Summary of Literature**

In order to motivate student retention in music programs, music educators must promote the value of music to students on an individual level. This could be accomplished by a) providing a broader performance emphasis, to include more experiences of personal

creative expression, and b) encouraging opportunities for independent, self-directed learning. This shift in teaching philosophy and emphasis to more relevance to students' lives would increase the way school music is valued.

Students develop a perspective of valuing music from a combination of positive attitudes held by adults and peers around them. Teachers would do well to remember that their attitudes, remarks, and level of encouragement to all students may affect students' motivation. Improved attitudes might, in turn, affect motivation and participation, and in turn, likely enhance musical learning and the acquisition of skills. Both teachers and parents can encourage activities and experiences related to positive attitudes and as a result, more students may choose to participate, therefore enriching their continued music experiences.

Music educators can select repertoire that students find relevant, challenging, and satisfying. Musical skills can be taught through quality repertoire with texts that adolescents find intriguing and relevant. Appreciation for music from various genres and cultures can be gained from their performance.

Ultimately, it is up to the music educator to create an encouraging learning environment, an academically challenging program, and a unified ensemble where every student is valued and successful. These are the objectives of this Elementary Honor Choir. All these things will contribute to keeping students engaged and enthusiastic about participating in school music programs, to encourage and motivate them to continue participating in music ensembles, and to become life-long musicians.

## CHAPTER THREE: METHOD

### **The Project Synopsis**

Through this project, I organized the sponsors and committees to plan and realize a 2013 DIII Elementary Honor Choir, as well as obtain some of the necessary finances through a grant. The planning, grant proposal writing, and obtaining sponsors occurred during the Spring 2013 Semester. The auditions and performance occurred during the Fall 2013 Semester. The culmination of the project occurred during the Spring 2014 Semester.

This chapter will outline three parts in the process of organizing an elementary honor choir: 1) determining the interest level in the DIII Elementary Honor Choir, 2) organizing the event, and 3) implementing the plans for a successful event. Appendix A is a tentative outline of tasks that would need to be accomplished with dates; each will be discussed in this chapter.

### **Determining the Interest Level in a DIII Elementary Honor Choir**

On February 28, 2013, a Qualtrics Interest Survey was sent to 123 elementary and middle school music educators who were identified through Idaho Music Educators Association District III listings. The survey was written to assess the need/interest in having an elementary honor choir for grades 3-5 in the District III Southwestern Idaho area. The survey was closed on March 20, 2013. A total of 44 responses began the survey; two indicated they did not want to take the survey and 40, or 33%, continued. Of those continuing, 19 respondents were identified as Boise School District Music Educators.

When asked “Would you be interested in having students from your school participate in an elementary Honor Choir for the 2013-2014 school year?”, 22 respondents answered *yes* and nine answered *no*; five of those *no* answers were from Boise School District. From the comments given, music educators from the Boise School District believed that they have plenty of opportunities for their students to participate in extra choral experiences; each elementary music educator was required by the district to have a school choir. Seventy percent of respondents from outside of the Boise School District indicated they would be very supportive of an Honor Choir. This seemed to indicate that some consideration should be given in choosing the performance venue in the western part of District III, such as Caldwell or Nampa.

Results from the survey indicated that grades four through six would be a better target group than grades three through five. Idaho Music Educators’ Association had organized a Middle School Honor Choir for the first time (that year) that included grades seven through nine and many elementary schools in the area included sixth grade. Responses regarding the best time to schedule a performance indicated that November would have the least conflicts with other performances. November 2 was chosen in order to avoid conflict with Veterans’ Day programs and Thanksgiving break.

When asked if they would be able to audition/recommend singers and help them prepare for a performance, 62% of respondents indicated they would be able to select students but only 35% felt like they would be able to help students prepare. This signaled that music educators would support an elementary honor choir, but did not have time to help prepare students for it. Four respondents did leave contact information to help with organizing the event. (See Appendix B for more details regarding the survey results.)

## **Organizing the Event**

After determining the performance date, the top priority tasks were to find a guest conductor and a venue. Following the recommendation of a fellow music teacher, I contacted Judith Herrington of Tacoma Children's Choirs and asked if she would consider being our guest conductor. She arranged her schedule to come. (See Appendix C for a biography on Ms. Herrington). Hotel and travel arrangements were made and included in the budget. An accompanist was also recommended and contacted; Dee Seinknecht of Boise was contacted and agreed to accompany the choir.

A performance venue was more difficult to find. In response to the survey results, we determined that a venue in Caldwell or Nampa would be more centrally located for participating schools. It needed to be large enough to accommodate the choir and approximately 600-800 audience members. I contacted Northwest Nazarene University in Nampa and scheduled the Swayne Auditorium in the Brandt Center for the event. I also contacted the NNU Music Department Chairman to request their sponsoring the event and covering the cost, or partial cost, of the rental. Because of other NNU Music Department commitments for 2013-2014, they were not able to help with the cost.

In order to cover financial needs, a grant proposal was submitted to the Idaho Commission on the Arts for a Quickfunds Grant. These grants were smaller in amount and were awarded quarterly by ICA. These funds would be used to cover the cost of using the NNU Swayne Auditorium. (See Appendix D for information on the Quickfunds Grant Proposal.) Registration fees from participating students would be used to cover additional fees for the guest conductor, music, t-shirts, and other items. Other revenues and in-kind donations had to match the amount of grant monies requested. In order to apply for the

Quickfunds Grant, I needed to have a sponsoring agent and submit a letter of support from them.

A proposal was offered at the Fall District III IMEA meeting and a vote to sponsor the Elementary Honor Choir passed. The stipulations included that all teachers participating would be members of IMEA current memberships and that if additional funds were necessary a funding proposal would be voted on at the next meeting. (See Appendix E for the IMEA proposal; also see Appendix F for the IMEA DIII Letter of Support.) All money was also to go through the District III Treasurer. An Idaho Commission on the Arts Quickfunds Grant was awarded in July to DIII IMEA for the 2013 DIII Elementary Honor Choir in the amount of \$1207.

Before deciding on repertoire, several area music teachers were consulted for their recommendations on appropriate music for an Elementary Choir based on selections they had performed in the past. Judith Herrington was additionally asked to recommend music she had conducted at other similar events, or pieces she had arranged or written. Consideration was given to level of difficulty for elementary students, vocal range, variety of genres, additional instrumentation, and level of harmonic challenge.

Seven pieces were chosen from these recommendations, including: *Siyahamba*, a South African Folk Song, arranged by Donald Moore; *Let There Be Song*, a contemporary piece written by Dave and Jean Perry; *Firefly*, a contemporary piece written by Andy Beck; *Shady Grove*, an Appalachian folk song, arranged by Shirley W. McRae; *Belle of Belfast*, and Irish Tune, arranged by Judith Herrington and Sara Glick; *Rapsodia Espanola, No. 1*, a Spanish tongue twister just recently written by Judith Herrington; and, *Shine on Me*, a traditional Gospel song, arranged by Rollo Dilworth.

To support a local business, Dunkley Music, we decided to order the music through them. They agreed to a discounted pricing on the music and to send music packets directly to the participating schools. Music packets were to be sent to schools by the end of September.

At the beginning of the 2013 Fall Semester, registration letters were sent by email to Music Educators who teach Elementary or Middle School music, specifically grades four to six. Contact information was obtained from the IMEA membership website, as well as finding contact information on school district websites within Southwestern Idaho. The forms listed had hyperlinks to online registration forms, including: a Registration Form to be completed by the teacher, a Parent Permission and Medical Form to be completed by the parent, and a Participation Fee Form to be completed by the teacher and returned with fee payments by mail to the project manager. (See Appendix G for Information Letter and Registration Forms.)

Because it was the beginning of the school year, many teachers contacted me about extending the deadline; many had not even organized their school honor choirs yet, so they could not recommend participants. Even with a reminder email, there were fewer than 40 students registered by the original deadline. A third email was sent out allowing teachers to recommend up to 10 students if they registered by the original deadline and then five if they register by the extended deadline. Several teachers took that opportunity to add register more students. By the end of registration, 79 students were enrolled.

Letters for selected students were sent to teachers by email, including a tentative schedule for rehearsal and performance on November 2. (See Appendix H for the Selection Letter and tentative schedule.) Teachers were asked to chaperone students during the day



rehearsal and were asked to explain expectations to students, ensuring that students would know the music and verify their preparation at least one week prior to the performance or notify me. To reduce the amount of time that teachers would need to work with students on the music, rehearsal tracks were made and a hyperlink was given to access them online for teachers to share with the students. Each vocal part was recorded, as well as a performance track in which all parts and accompaniment were recorded.

T-shirts were ordered for students from a local T-shirt printing company. The logo from the National Association for Music Educators 2013 “Music In Our Schools Month” was used for the graphic on the front of the T-shirts. (See Appendix I for the t-shirt logo.) Teachers were able to order t-shirts for themselves if they desired. Students would receive their t-shirts before the concert and would be required to wear them with dark navy or black dress pants or skirts for the performance.

Press and media needs were important, not only to ensure a good audience turnout, but in order to fulfill one of the requirements of the ICA grant, all media had to acknowledge sponsorship by the ICA and the NEA. Posters and programs had to include their logos and acknowledgements were made at the beginning of the program for their support and contributions. Posters were sent to each participating school to display in their schools. Invitations were sent to ICA local board members, some local legislators and to BSU Graduate Music Faculty. (See Appendix J for posters and invitations.) A Press release was sent to Idaho Statesmen and the Idaho Press Tribune (see Appendix K). Information was also submitted online for KTVB-7, KBOI-2, and KIVI-6 for addition to their community calendars.

Community Donations were requested from several area businesses in order to cover costs for snacks, water bottles, conductor's brunch and lunch. Most businesses had strict guidelines on their donations, limiting them to tax-exempt organizations or public school events – neither applied to this event. Paul's Market agreed to donate muffins for the Conductor's brunch; other businesses declined because they had already spent their community donations budget for the year. The remaining items were purchased and paid for with registration fees.

In order to videotape the performance, a BMI License, or copyright license, was required. The BSU music department has this license and it covered the performance as a Graduate Project for a BSU student. The BSU Risk Management office was also able to write a Certificate of Responsibility Liability Endorsement for the event.

### **Implementing the Plans for a Successful Event**

A Rehearsal/Performance checklist was made to ensure that all details were taken care of for the day (see Appendix L). Registration took place in the foyer; paperwork and payments were checked for students and teachers. An ice-breaker game, Name Bingo, was given to students to play while waiting for all students to finish registering.

Riser assignments were made in advance by SA and SSA parts; one song had an SA section and an SSA section, so these groups had to overlap. These groups were notated on nametags with numbers and letters. During the first rehearsal block, students were allowed to stand by someone they knew in their vocal part. During the second rehearsal block, students got into groups according to their number and had to silently get in order by height – they had to find another way to communicate rather than talk. When done, they were placed on the risers for performance order.

Members of the NAFME Collegiate Chapter were recruited to help with the event so they could gain experience with a festival or honor choir setting. They helped with registration, handing out t-shirts, snacks, and concert admission. They also played the auxiliary percussion parts in the performance; additional BSU music students played the flute and violin parts.

The day's rehearsals began with warm-ups designed for young singers to focus attention and vocal placement, to develop vocal tone and increase vocal range. Students prepared in advance for the one-day rehearsal so they knew their parts. Some did not have the music memorized yet, but by the end of the morning they were able to sing without their music. Through the process of preparation and rehearsals the students were able to gain increased vocal development, further musicianship skills, and camaraderie. Herrington used teaching techniques through her rehearsal that included visualization and kinesthetic, by which students would understand and experience musicality, such as phrasing and expression. Teachers were able to observe skills that they could implement in their own classrooms.

Two participating teachers recorded video of the rehearsal, as well as some student interviews, and a couple of BSU students helped to edit it for a showing during the concert. The NNU sound technician made an audio-only recording of the performance.

Admission to the performance was by suggested donation - \$5 per person, or \$20 per family. Some families indicated in advance that they would not be able to pay, so waiver coupons were sent to the teachers to give to these families. Approximately 300 parents and family members attended the concert.

Through the performance, students were able to incorporate the techniques that Ms. Herrington taught them during the rehearsals. They were able to experience a high-quality, aesthetic performance. Pictures of the rehearsal and of the performance are found in Appendix O. Responses to the post-performance survey indicate that the students had an educational and enjoyable experience. More information regarding the survey results will be discussed in the following chapter.

Acknowledgements were given at the beginning of the concert for sponsors, as well as printed in the program (Appendix M & N). Thank you cards were signed by the students and the teachers for Ms. Herrington and for Ms. Seinknecht; thank you gifts were purchased for them both and candy bars for the BSU students who helped. Teachers were asked to come up and join the students for the encore of *Shine On Me*, in recognition of their efforts and support.

## CHAPTER FOUR: Project Results

### **Project Recap**

The 2013 IMEA DIII Elementary Honor Choir was comprised of 79 students from 14 Elementary Schools in Southwestern Idaho. Guest Conductor, Judith Herrington, from Tacoma, Washington, came to rehearse with the students all day and then conduct the choir in a performance at 5:00 p.m. in the Swayne Auditorium at the Brandt Center at Northwest Nazarene University in Nampa, Idaho. Music teachers from participating schools were able to observe Herrington's teaching techniques and methods during the day rehearsal and will be able to implement these in their own music classrooms.

Participating students were chosen by the music teachers based upon their evaluation of ability and commitment. Students were given music scores and recording tracks several weeks beforehand in order to prepare and memorize the music. Through the process of preparation and rehearsals the students were able to gain increased vocal development, further musicianship skills, camaraderie, and created an aesthetic musical performance.

The concert performance was an exceptional, musical experience for all those involved. It gave students the opportunity to implement the skills they had learned and to experience a higher level of musicianship than most had in the past. Students were enthusiastic and excited to return to their own schools and share their experience with other students. Approximately 300 parents and family members attended the concert.

The biggest challenge we encountered was the registration of students. Because it was the beginning of the school year, many music teachers had not yet begun their own

choirs and felt they needed more time to choose students to participate in the Honor Choir. We had anticipated 120-150 students participating, but only had 79 register. This turned out to be a good number of students to work with for this first Honor Choir. We anticipate that next year, we should be able to get closer to 120 and have more than 20 schools participate.

While some of the largest school districts in Southwestern Idaho have opportunities to perform in large combined ensemble festivals, many rural areas do not have these same opportunities and many of the low-income students are not able to afford to participate. For most students, this was their first chance to work with a master conductor and with students from other school districts.

### **Financial Recap**

The ICA Grant allowed for these students to perform in a remarkable venue that they would not normally experience – the grant covered almost the entire cost of renting the venue. The cash match required for the ICA Grant was obtained through registration fees from participants and donations taken at the door of the performance. Revenues from registration fees were less than anticipated in the Initial Budget due to fewer students participating than anticipated, but expenses were also less. Still, there was enough revenue to cover all expenses, plus more than \$500 to set aside for next year's Elementary Honor Choir. We considered this to be a very successful first year for this project. A breakdown of the expenses and revenues can be found in the Final Budget Report in Appendix O.

### **Qualtrics Survey Results for Project Post-Assessment**

A post-project survey was completed through Qualtrics in order to assess the success of the event organization and its effectiveness in motivating middle school students to continue in choral music programs. This study was distributed to those elementary school

music teachers who had students participating in the Honor Choir and provided email addresses in their registration previously. The results of this survey are in Appendix P.

Answers were given based upon teachers' perceptions and conversations with students who participated. Overall, the responses were positive and students seem motivated to participate again, or to continue in their school music programs.

In order to get a more accurate understanding of this event contributing to students' motivation to remain in choir programs, one would need to survey these same students several years later. Continued involvement in future DIII Elementary Honor Choirs would be an indication of the effect upon other students in their school music programs who would be motivated to participate after observing their peers taking part. Response from the participating teachers was very positive and supportive of continuing the event annually.

### **Objectives Achieved**

The purposes of this project were 1) to provide an opportunity for students in the Southwestern Idaho DIII Area to participate in a large choir rehearsal and performance, and 2) that their experience with other students, guest conductors, and staff would instill in them increased musicianship, skills, and desire to continue with their musical training beyond elementary through middle school and high school.

This project was able to provide a performance venue for elementary music that has not been offered to all schools in Southwestern Idaho, especially rural areas, and create the foundation to make this Elementary Honor Choir a continuing, annual event in the Southwestern Idaho area. The immediate indications are that this project also achieved the second objective, but continuing assessment would truly determine the extent of impact on students' musicianship and motivation.

Several music teachers from smaller districts and schools indicated how very much they appreciated the opportunity for their students to be able to participate in this choir. One teacher from a low-income, high-ESL population school said her students do not get opportunities outside of their school performance to sing. She was only able to send two students, and that was because the high school teacher in her district offered to pay for the fees. These students could not afford to pay on their own. The school recognized them at an assembly for being chosen and gave them ribbons. The excitement and energy they exhibited during rehearsal and performance were indicators that they really enjoyed this opportunity. They had Herrington sign their posters and took their picture with her. The teacher could not express the impact it had on these students without becoming emotional.

The high school teacher who paid for their fees also expressed his appreciation for this project. He maintained that these types of experiences would, in the long-term, effect the retention of students in his choral programs at the secondary level and he was willing to invest in it. He offered each elementary school in his district to pay for two students out of his budget, but only the one teacher took him up on it. Hopefully, next year more will see the benefits and participate as well.

As expressed in the survey, many students came back to their own music classrooms and share their experience and their enthusiasm with the other students. One teacher said there was an increase in enrollment of the school choir because of it. As one teacher described, “[She] came back to school and shared her experience with her class. She really enjoyed it and told her class she would love to see others participate in the future, as it was great fun and very worthwhile. She received special recognition for her participation as well.



Thank you very much for all your efforts to make this a memorable and enjoyable experience!!!!” (Jackson, 2013).

## CHAPTER FIVE: Recommendations and Summary

This chapter will report two types of recommendations: 1) recommendations for continuing an annual DIII Elementary Honor Choir, and 2) recommendations for continued research.

### **Recommendations for Continuing Annual DIII Elementary Honor Choir**

The process of organizing the DIII Elementary Honor Choir outlined in chapter three resulted in a successful project as described in chapter four and could be used as a guide for future Honor choirs. See Appendix R for an Event Planning Checklist for continuing this choir as an annual event. Some suggestions for the next performance include:

- 1 – Add the admission/donation fee for the concert to the parent information letter;
- 2 – Online forms worked great! Have forms available in Spanish also;
- 3 – Online Rehearsal tracks worked great! Get them out sooner and have music packets for the teachers as well as students so they can help students rehearse;
- 4 – Order music sooner (we had one piece backordered and had to get permission to copy music until the order came in). Some students were stressed for time to prepare;
- 5 – Get press release out sooner (the papers did not publish anything about the event), or give the press release to teachers so they can get it published locally;
- 6 – Arrange for instrumentalists to have microphones during performance, especially flute or violin;

- 7 – Set up table for concert admission fees sooner (3:15 p.m.) and have two or more people work there;
- 8 – Have a professional videographer record the performance for a quality recording;
- 9 – There is a balance of monies available through District III IMEA for the next DIII Elementary Honor Choir to get it started early. Keep the registration fees low! Perhaps the venue could be an area high school that would be less to rent; and,
- 10 – Have more teachers involved in the planning and work for the event – it is a lot of work for one person to do.

### **Recommendations for Continued Research**

The limitation of the research on the effects on motivation that this project had on participating students has already been discussed. And in order to get a better understanding of how this type of project may continue to effect students' participation in music programs, it is recommended that data continue to be collected with each year's participants, and that this year's participants be tracked for several years to see if they continue to participate in choral music. Recognizing that this would have to be extensive research, it may have to be presupposed that there will be a continued impact on students' musicianship and motivation through their future participation in choral music. And that is motivation enough to continue making available to students more outstanding musical experiences, like the DIII Elementary Honor Choir. As one teacher stated, "I think students who love singing and have the support of their parents and teachers to participate, will be most likely to follow through in honor choirs and [future] events" (Jackson, 2013)

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## APPENDICES

## **APPENDIX A: Tentative Project Timeline**



**APPENDIX A: Tentative Project Timeline**  
**Spring Semester 2013**

- Mar 20    Interest Survey for music teachers in DIII area**  
Send to Elementary and Middle School Music Educators who were included in Idaho Music Educators Association District III listings.
- Apr 30    Schedule Guest Conductor** – Biography Info of Guest Conductor for Judith Harrington – from Seattle, WA;  
Determine Clinician Fees, Transportation and Hotel Costs.
- May 3    Schedule a Performance Venue for November 2 (seats 800)**  
Velma Morrison Center Foundation – check if they will give funding for alt venues  
1<sup>st</sup> choice- Northwest Nazarene University  
2<sup>nd</sup> choice- Mountain View High School  
                    Centennial High School, Meridian  
**Determine donation value, additional rehearsal areas needed with piano/keyboard**
- May 6    Write Proposal Abstract for IMEA DIII Mtg.**  
Contact IMEA DIII President to put Elementary Honor Choir on Mtg. Agenda  
Propose IMEA DIII be Sponsoring agent for Grant.  
Copyright issues for recording performance covered under IMEA's ASCAP membership  
All *updated* contact info and fees would go through IMEA DIII
- May 8    Present proposal at IMEA DIII Mtg.**
- May 21    Write Quickfunds Grant Proposal for Idaho Commission on the Arts**  
Have proposal checked by Idaho Comm. On the Arts; and revise  
Include in-kind donations: event organizer fees, venue, IMEA sponsorship, registration fees
- May 28    Submit Grant Proposal**
- May 29    Choose Repertoire and Order Music**  
Get input from selected area music teachers on music; choose 4-5 pieces.  
Get input from guest clinician for 4-5 pieces.  
**Obtain Sponsor for music packets**  
Possibly Dunkley Music or JW Pepper
- Jun 12    Deadline for Grant Proposal**
- Jun 21    Write Committee Duties/ description of tasks**

Media Advertisement, T-shirts, Snacks/ Water bottles, Equipment Needs, Programs, Videographer during rehearsals, Chaperones, host basket (by donation), Saturday brunch, performance setup

**Jun 28     Notify Graduate Committee of Progress and Grant Approval**

### **Fall Semester 2013**

**Aug 20     Send Email to DIII Music Educators with project info and request for committee help from members**

**Aug 20     Arrange for Accompanist and any additional instruments/performers required**

**Aug 27     Form Committees**  
Media Advertisement, T-shirts, Snacks/ Water bottles, Equipment Needs, Programs, Videographer during rehearsals, Chaperones, host basket (by donation), Saturday brunch, performance setup

**Aug 27     Mail Student Selection Information and materials to DIII Music Educators**  
Instructions for registering students ONLINE  
Need for chaperones  
Expectations for School Directors outlined (i.e. ensure that students will know music and verify at least one week prior to performance, or pull the student from participation if they do not know their music and notify me)

**Sep 10     Make Rehearsal Sound tracks on GarageBand or record individually**

**Sep 27     Participation Selections submitted by School Music Educators ONLINE**  
Including Registration form, Parent consent/medical form, media release form, and teacher t-shirt form.

**Sep28     Order T-shirts – Two Ocean Prints**  
Use NAFME *Music in Our Schools Month* logo  
Students will wear T-shirt and dark (black or navy) dress pants or skirts for performance  
Order extra for Judy Herrington and Accompanist

**Sep28     Order Music – Dunkley Music**  
Music packets will be sent to schools and then given to students.

**Sep 30     Selection letter and rehearsal soundtracks emailed**  
Rehearsal schedule, bring sack lunches, fee requirement and payment instructions

**Oct01     Payments mailed**

Checks made out to IMEA DIII, give to DIII Treasurer to deposit

- Oct 01      NAFME Collegiate Members - asked to help with percussion, registration, t-shirts, concert admissions, video**
- Oct01      Instrumentalists**  
Percussion – conga, tam, maracas (Siyahamba),  
Fiddle & Spoons (Shady Grove),  
Flute – (Belle of Belfast)
- Oct 06      Videographer**  
Check with music teachers for recommendations  
Check with IMEA DIII for BMI License (copyright license) to tape performance  
Check with Dr. Porter about BMI License through BSU
- Oct06      Insurance**  
Check with IMEA DIII for Insurance– one day policy or organization policy for renting auditorium  
Check with Dr. Porter about insurance through BSU
- Oct06      Honor Choir Committee meeting**  
Media advertising  
Host basket w/ gift cards – Whole Foods, Trader Joe’s, or online  
Saturday brunch  
Snacks (by donations – Wal-Mart, Paul’s, Rausers Market,
- Oct 15      Media Advertisement & Printing**  
*The Idaho Statesman, KTVB Community Calendar, KTVB Where’s Larry?*  
Channel 2 Community Calendar  
IMEA website calendar, Orff website & newsletter  
Print posters and programs, include ICA information  
**Invitations sent to ICA Board members, local congressmen, and BSU staff**
- Oct 31      Pickup T-shirts and sort by size**  
**Pickup snacks and brunch items**  
**Get BSU Pencils and paper from Music Dept. for Ice-Breaker activity**
- Nov 1      Set up of rehearsal areas and Performance stage**
- Nov 2      Rehearsals and Performance**
- Nov 5      Thank you notes and Acknowledgements sent**  
**Thank you notes for each school to send to their congressmen for supporting ICA and NEA.**

- Nov 20    Complete Citi-training online**  
**Complete IRB Application**  
**Pilot survey for DIII Middle School Honor Choir that occurred in Spring 2013**
- Dec 01    Distribute Motivation/Post-project Survey for Elementary Honor Choir**

**Spring Semester, 2014**

**Compile Survey Results**

**Compile and Submit Project Summation/Reflection to Committee Members**

**Determine needs to make Elementary Honor Choir an annual, sustainable event**

**Submit Project Final Report to Idaho Commission on the Arts**

## **APPENDIX B: Qualtrics Survey Results for Project Pre-Assessment**

## APPENDIX B: Qualtrics Survey Results for Project Pre-Assessment

### DIII Honor Elementary Choir Pre-Project Survey

Last Modified: 03/20/2013

Hello Elementary Music Educators.

Let me first introduce myself – my name is Mona Jackson.

I am currently a Graduate Assistant at BSU in the process of obtaining my Masters in Music Education Degree. I taught in the Mountain Home School District for the past eleven years, most recently at Hacker Middle School where I taught Band, Choir, and General Music. I am currently planning a graduate project for my degree and would like to organize an Elementary Honor Choir for the Fall 2013 or Spring 2014. I have created this survey in order to find out the interest level of Elementary Music Teachers in the IMEA District III area. I know as an educator you are extremely busy – this survey should only take two to three minutes of your time. If you feel that you can add your input for this project, please select “yes, go on to survey”. If you would rather not participate, please select “no thank you” and the program will exit the survey.

#	Answer		Response	%
1	Yes, go on to the survey.		43	96%
2	No thank you.		2	4%
	Total		45	100%

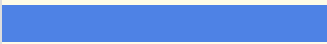

Statistic	Value
Min Value	1
Max Value	2
Mean	1.04
Variance	0.04
Standard Deviation	0.21
Total Responses	45

2. Do you believe that an elementary honor choir would benefit students in grades 3-5 in the Treasure Valley?

#	Answer		Response	%
1	Yes		28	68%
2	No		3	7%
3	Unsure		10	24%
	Total		41	100%

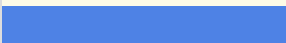

Statistic	Value
Min Value	1
Max Value	3
Mean	1.56
Variance	0.75
Standard Deviation	0.87
Total Responses	41

3. Would you be interested in having students from your school participate in an Elementary Honor Choir for the 2013-2014 school year?

#	Answer		Response	%
1	Yes		22	69%
2	No		10	31%
	Total		32	100%

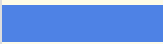

Statistic	Value
Min Value	1
Max Value	2
Mean	1.31
Variance	0.22
Standard Deviation	0.47
Total Responses	32

4. Would you be able to audition/recommend 5-6 singers from your students to participate in an Elementary Honor Choir?

#	Answer		Response	%
1	Yes		21	60%
2	No		14	40%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.25
Standard Deviation	0.50
Total Responses	35

5. Would you be able to help these participants prepare in advance for an Elementary Honor Choir (assume there will be a practice CD)?

#	Answer		Response	%
1	Yes		12	34%
2	No		23	66%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.66
Variance	0.23
Standard Deviation	0.48
Total Responses	35

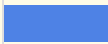

6. There is an All-State Elementary Honor Choir scheduled for April, 2014 to perform for the IMEA Biennial Conference in Boise. Do you think this would be a conflict for the following performance opportunities?

#	Question	No Conflict	Possible Conflict	Definite Conflict	Total Responses	Mean
1	Nov. 2013	19	11	2	32	1.47
2	Feb. 2014	13	16	2	31	1.65





Statistic	November, 2013	February, 2014
Min Value	1	1
Max Value	3	3
Mean	1.47	1.65
Variance	0.39	0.37
Standard Deviation	0.62	0.61
Total Responses	32	31

**7. Would you prefer to participate outside of the District III of IMEA, Idaho Music Educators Association?**

#	Answer		Response	%
1	Yes		8	23%
2	No		27	77%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.77
Variance	0.18
Standard Deviation	0.43
Total Responses	35

**8. Would you be interested in serving on a committee to plan a Treasure Valley Honor Elementary Choir?**

#	Answer		Response	%
1	Yes		5	15%
2	No		28	85%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.85
Variance	0.13
Standard Deviation	0.36
Total Responses	33

9. Thank you for completing the survey, for your input and for your time. If you wish to be contacted to help with a District Elementary Honor Choir, please leave your contact information.

#### Text Response

(Information redacted to maintain anonymity.)

Statistic	Value
Total Responses	4

10. Please include any comments or questions you wish to submit.

#### Text Response

I would be interested in serving on the committee. I've hosted the Western Idaho Elementary Music Festival in Kuna for 5 years now. It's open to elementary choirs and percussion ensembles around the treasure valley. I've also served on the Idaho Orff board as president. I would like to see IMEA include more elementary general music teachers. Many of us teach general music, beginning band and percussion ensembles at the elementary.

Boise School District already has an Elementary Honor Choir that is about 50 years old. Many students from public and private schools in the area are involved.

This would be a really great opportunity! ....I'm not sure what exactly you meant in the "outside of DIII question....? :D Thanks for looking into this!

I don't think the honor choir should only be for IMEA. There are so many organizations and money is a factor. I believe an honor choir is fun for children who enjoy singing and are serious about it.

I'm not sure what you meant by the next to the last question, so not sure if I answered it correctly – I would not mind participating outside the District III area, but I am fine with participating in District III as well.

We already have an honor choir here in the Boise School District. That might create some problems. If this is just a choir to perform at a music conference then I say it's a good idea.

<p>I teach 6<sup>th</sup>-8<sup>th</sup> grade. If you expanded to 6<sup>th</sup> grade, I would be interested in helping.</p> <p>I don't do audition situations, because in my job, I teach 500 students and our goal. Music code is "to instill a lifelong love of music," and when kids audition and don't make it, it breaks their heart and they may choose not to continue music after elementary school. I also teach in a low income school, where not all parents have cars to transport their children to after school and evening functions.</p>	
<p>I feel the Boise School District is saturated already with elementary choirs. Maybe better luck further out in the valley.</p>	
<p>Boise School District already has several Honor Choir groups, in addition to our own school choirs in the elementary schools. I would not send any students to an additional choir.</p>	
<p>Boise School District already has a long-standing elementary honor choir. I would hate for you to try to poach students from that choir for this event.</p>	
<p>It is a great idea...some things to clarify...is this a choir that meets on a regular basis with one director OR are you just compiling a choir with a master class just before performance with each music teacher teaching the music? I am a bit unclear. It might make a difference as to the students that would be able to participate.</p>	
<p>1. I wish questions were #d. 2. What would the job description be when serving on a committee to plan a Treasure Valley Honor Elementary Choir? 3.Are you to be the Honor Choir Director? 4. I don't know you, so I respectfully ask, who recommends you?</p>	
<p>Our students in the Boise District are already overextended. We have extra curricular choir at all our schools. We have Boise Honor Choir, Children's Opera Choir and Kiwanii's Boys Choir. This doesn't include all the sports and other activities they are involved in. My parents are already saying that their children have too many things to choose between. I am losing kids in my school choir for other choirs, and school choir is a requirement in my district. In my opinion we don't need any more opportunities for elementary children.</p>	
<p>I may be focusing more on my teaching studio and leave the public schools next year but love your idea.</p>	
<p>I teach middle school choirs.</p>	
<p>There was an honor choir that performed last week at our district quadrant. It was much smaller than it used to be though. If this honor choir would be in addition to this choir, there might not be a large number attending.</p>	
<p>I feel it would conflict with Boise District Honor Choir. 3<sup>rd</sup> grades too young.....get tired of honor choir by grade 6. Boise: grade 6 included in elementary.</p>	
<p>Sorry to have my answers seem so negative – but as a teacher in the Boise School District I would (and do) recommend that my students participate in our Boise Honor Choir</p>	
Statistic	Value
Total Responses	19

## **APPENDIX C: Biography Info of Guest Conductor**

## APPENDIX C: Biography Info of Guest Conductor



**JUDITH HERRINGTON** is the Founder and Artistic Director of the highly acclaimed Tacoma Youth Chorus, a choral education program of seven select choirs, grades 1 through 12, serving more than 240 young people in the south Puget Sound region of Washington since 1991. Noted for its collaborations, Tacoma Youth Chorus has performed with the Tacoma Symphony Orchestra, Northwest Sinfonietta, Tacoma Opera, Choral Union, Northwest Repertory Singers, the University of Puget Sound Adelprians, and BalleTacoma. Under Ms. Herrington's direction, the Chorus has performed for National Orff-Schulwerk

Conventions, Northwest MENC convention and the Northwest ACDA conventions (1998, 2002, 2006, and 2010). The chorus has performed internationally as well, with cathedral tours in France, England, Ireland, Wales, Austria, Hungary, Czech Republic, and Slovakia.

Ms. Herrington brings more than 35 years of teaching and conducting experience to her work at Tacoma Youth Chorus and Charles Wright Academy in Tacoma, Washington, where she has received the Inspirational Faculty Award and the Murray Foundation Chair for Teaching Excellence. A graduate of the University of Oregon, Ms. Herrington earned her Master of Education degree from Lewis and Clark College in Portland, Oregon. She has furthered her conducting studies through master classes with Rodney Eichenberger and Henry Leck. She has served on the Washington American Choral Directors Association Board as R&S Chair for Children's' Choirs, President and Past-President of the Board. Ms. Herrington is the 2011 recipient of the Washington ACDA's Leadership and Service Award.

Ms. Herrington is highly regarded as a guest conductor, workshop and choral clinician. Mostly recently, Ms. Herrington has conducted all-state and regional honor choirs and festivals in Texas, Oregon, Washington, California, Hawaii, Montana, Wyoming, Pennsylvania, Alaska, Tennessee and Tokyo. She will conduct the Junior All-State Honor Choir at the Washington Music Educator Association's annual convention in 2014. A noted composer and arranger, she has published choral compositions, arrangements and co-authored choral teaching texts through Pavane Publishing, Hal Leonard Publishing, and Colla Voce Publishing. She also edits a choral series for Pavane Publishing.

**APPENDIX D: Narrative Questions for Arts Education ICA Quickfunds  
Grant Proposal**

**APPENDIX D: Narrative Questions for Arts Education ICA Quickfunds  
Grant Proposal**  
**Narrative Questions for Arts Education ICA Quickfunds Grant Proposal**

**1. Describe your school/organization; include your arts education mission or school arts goals:**

The Idaho Music Educators Association (IMEA) is an educational organization of current and former music teachers and administrators across Idaho in public/private schools and universities and colleges. IMEA is a state affiliate of National Association for Music Educators, an organization representing music educators across the United States. The goals of IMEA include the advocacy of music, recognition and performance opportunities for outstanding student musicians, exploration of teaching materials and methods, and mutual support for music educators through meetings, conferences, and individual help. District III of IMEA supports music educators and music programs in the Southwestern area of Idaho.

**2. Describe what you propose to do, whom it will serve, and what knowledge and skills will be acquired by learners:**

This Elementary Honor Choir is for selected participants from Southwestern Idaho Elementary schools with a guest conductor, Judy Herrington, from Tacoma, Washington. Area Music Teachers will support this event by selecting students and preparing them in advance for the one-day rehearsal and performance. Through the process of preparation and rehearsals the students will gain vocal development, further musicianship skills, camaraderie, and create an aesthetic musical experience. Attending elementary music teachers will observe techniques for working with elementary choirs and details of teaching each song selection that they can take back to their individual classrooms to implement. The concert performance will give students the opportunity to implement these skills they have learned, especially for those students who do not normally have opportunities for this type of experience. Students will gain enthusiasm and motivation to continue in music and to bring additional enthusiasm for performance to their own school music programs. In addition to these goals, this project will 1) provide a performance venue for elementary music that has not been offered to all schools in Southwestern Idaho, especially rural areas, and 2) make this Elementary Honor Choir a continuing, annual event in the Southwestern Idaho area.

**3. Describe the sequence of learning activities that will help participants achieve the project's learning goals (Schedules and/or lesson plans are attached as support materials):**

Students will prepare in advance for the one-day rehearsal and performance through the use of rehearsal materials and recordings. Chosen repertoire includes multi-cultural folk-songs, American folk-songs, and contemporary pieces. The day's schedule will include warm-ups to develop vocal tone, and teaching techniques through visualization and kinesthetic, by which students will understand and experience musicality, such as phrasing and expression. Finally, through the performance, students will experience the aesthetic aspect of music. An exit survey will be conducted to assess the outcomes and modifications necessary to make the Elementary Honor Choir an annual event.

**4. Include roles and qualifications of artists, consultants, and/or key personnel:**

Ms. Judy Herrington is the guest conductor. She is the founder and Artistic Director of the Tacoma Youth Chorus, a choral education program with seven select choirs of more than 240 students in the Puget Sound region of Washington. With more than 35 years of teaching and conducting experience, Ms. Herrington is highly regarded as a guest conductor. She has conducted numerous all-state and regional choirs and festivals. She has published choral compositions as a composer and an arranger, as well as co-authored several choral teaching texts.

Ms. Mona Jackson is the project organizer. Currently a graduate student at Boise State University in Music Education, Ms. Jackson has researched "Motivation and Retention of Students in School Music Programs" and the impact that exceptional programs and performance opportunities can have on retaining students in music programs. Ms. Jackson has taught for 15 years in grades ranging from preschool through high school.

**5. Describe how your project addresses the needs of your school population or community and how your project will be shared with the larger community:**

While some of the larger school districts in Southwestern Idaho have opportunities to perform in large combined ensemble performances, many rural areas do not have these same opportunities. For many students, this will be their first chance to work with a master



conductor and with students from other school districts. Teachers will see increased musicianship and skills in their students and an increased desire for musical participation in future performances.

**6. Additional items submitted:**

- ☐ completed application for Organizations, *QuickFunds*
- ☐ completed proposed budget form for Organizations, *QuickFunds*
- ☐ résumés of key personnel – Mona Jackson and Judith Herrington
- ☐ support materials – Interest Survey Results, Tentative Rehearsal Schedule
- ☐ Letter of Support from IMEA DIII
- ☐ work samples – DVD of performances conducted by Judith Herrington and Tacoma Children's Choir

## **APPENDIX E: Proposal for DIII IMEA Sponsor**

**APPENDIX E: Proposal for DIII IMEA Sponsor  
District III 2013 Honor Elementary Choir (Grades 4-6)**

**Proposal for DIII IMEA Sponsor**

**By Mona Jackson**

**BSU Masters of Music Education Program**

**PROJECT ABSTRACT**

The following proposal by Mona Jackson, a Graduate student in the BSU Music Education program, is for the organization of a District III Honor Elementary Choir for November 2, 2013. The purpose of this project is to provide the opportunity for an advanced musical experience to students grades 4-6 who do not have the opportunity to participate in a large choir due to demographics (low income not able to pay fees for a tuition-based group) or geographies (live outside of the immediate Boise-metropolitan area).

This project will work with community stakeholders, including District III IMEA, for the benefit of increased membership participation in District III Elementary music teachers and music advocacy within the community and schools. Those elementary music teachers who chose to participate will benefit with increased musicianship and skills in their participating students and increased desire for musical participation which their participating students will share with other classroom students.

Judy Herrington will be the guest conductor to work with the choir, with Mona Jackson assisting, and numerous committee members will be engaged to help with multiple tasks. A venue in the Nampa area will be secured as a more central location rather than Boise State University. It is anticipated that we will have 140-150 students participating.

**MY QUALIFICATIONS AS PROJECT MANAGER**

I have a Bachelor's degree in Music Education and am currently working to obtain my Master's degree in Music Education at Boise State University. I have taught elementary music for eleven years in the Mountain Home School District, including grades Kindergarten through Seventh Grade. For five of those years I directed a Children's Choir and a Middle School Choir for five additional years. These choirs participated in numerous school concerts, at District IMEA Festivals, and many public performances, including several Mountain Home Air Force Base functions and twice at the Idaho State Capitol Rotunda. As a project manager, I also have experience of planning and successfully realizing a week-long youth summer camp for 120 youth and 30 adults both in 2009 and 2010. I enjoy working with this age group and look forward to the wonderful things we can accomplish through this project.

## **PROJECT FINANCIAL NEEDS**

I am requesting partial financial support for this project through a grant from the Idaho Commission on the Arts and donations from various sponsors. I propose that IMEA be the sponsoring agent for this grant. This would entail managing the grant money, membership fees for teachers, and registration fees for students through IMEA.

## **CRUCIAL STAKEHOLDERS and IMPACT**

<b>Participating Music Teachers</b>	Increased musicianship and skills in their students Increased desire for music participation in students
<b>District III IMEA</b>	Increased Membership participation in District III Elementary music teachers. Music Advocacy within the community and schools.
<b>Collegiate NAfME Organization</b>	Festival participation experience for collegiate members
<b>BSU Music Department</b>	Community Partner /Outreach Opportunity Increased interest in College Music Education as students get older

## **ANTICIPATED FINANCIAL NEEDS FOR GRANT MONIES OR SPONSORS**

Fee, Housing, & Travel Costs for Guest Conductor – \$800  
Audition Packets for participating music teachers  
Music packets for participating students  
Postage for mailing audition packets  
Fees for Performance Venue – \$1239 Brandt Center at NNU  
Snacks & Water Bottles for Student Participants  
Brunch for Committee members and Guest Director

## **APPENDIX F: DIII IMEA Letter of Support**

## APPENDIX F: DIII IMEA Letter of Support

District III Music Educators  
Dr. Thomas W. Stone  
Executive Secretary/Treasurer  
1014 Heartland Dr.  
Nampa ID 83686

June 8, 2013

Idaho Commission on the Arts  
P.O. Box 83720  
2410 North Old Penitentiary Rd.  
Boise, ID 83720-0008

Dear Sirs,

The District III of Idaho Music Educators' Association is pleased to be able to support the ICA Grant Proposal for the DIII Elementary Honor Choir, 2013, submitted by Mona Jackson. The District III IMEA membership unanimously voted to support this project at our spring meeting on May 9, 2013.

Besides advocacy of music, the goals of IMEA include the recognition and performance opportunities for outstanding student musicians. This performance opportunity will provide a venue particularly for students from rural districts that do not ordinarily get this type of opportunity. In addition, students will be able to gain vocal development, further musicianship skills, and create an aesthetic musical experience. We also support the goal to make an Elementary Honor Choir a continuing, annual event in the Southwestern Idaho area.

I strongly encourage you to fund this important grant request. Not only will students learn from a renowned conductor through rehearsal preparation, but they will experience an exceptional performance that may be a once in a lifetime experience for some.

Sincerely,



Tom Stone  
Executive Secretary/Treasurer, DIII IMEA

## **APPENDIX G: Information Letter and Registration Forms**

## **APPENDIX G: Information Letter and Registration Forms**

### **DIII Elementary Honor Choir 2013 Information Letter**

Dear Music Educators:

As Chairperson for the **DIII Elementary Honor Choir 2013**, I invite you to participate in an outstanding musical opportunity for your students this fall. On **November 2, 2013**, selected students will rehearse with and perform with our guest conductor, Judith Herrington, from Tacoma, Washington, in the **Northwest Nazarene University Swayne Auditorium**. Students will be recommended by participating Music Teachers from Elementary and Middle Schools in District III area. Each teacher may recommend and register five students from grades four through six. These teachers will then help in song preparation with students. If possible, we ask that teachers help to chaperone their students during the rehearsal and performance on November 2.

The goals for the DIII Elementary Honor Choir are to provide an opportunity for:

1. Exceptional music students to work with a distinguished guest choral conductor on challenging music and for an exciting choral experience with other students;
2. Music teachers to observe and learn as the guest conductor works with the students and to share vocal pedagogy ideas with other teachers; and,
3. Students to perform children's choral repertoire of excellent quality.

Teacher and School Eligibility include:

1. Teacher must be an active member of Idaho Music Educators Association. (Please complete IMEA registration form at: <http://www.idahomusiced.org/forms/other/memapplication.pdf> - this will also allow teachers' students to be eligible for the State IMEA Conference in Nampa in April.)
2. Students must be part of your school music program. (i.e. dual-enrolled home-school students).



Please complete **one registration form for EACH student** that you are recommending. Students who agree to participate should understand the significance of this commitment throughout preparation, rehearsal, and performance. Please explain this to your student.

### **FORMS AND DEADLINES**

**ONLINE REGISTRATION (completed by teacher): Deadline September 20, 2013**

**PARTICIPANT PARENT PERMISSION AND MEDICAL FORM (completed by parent): Deadline September 27, 2013**

**MEDIA RELEASE FORM (completed by parent): Deadline October 1, 2013**

**PARTICIPATION FEE FORM (\$30 PER STUDENT) & DEADLINE (completed by teacher): Return with payment by mail before October 1, 2013**

**Includes music packet and t-shirt.**

Thanks ~

Mona Jackson

BSU Graduate Assistant, Music Education

**FORM 1 – ONLINE REGISTRATION FORM (completed by teacher): Deadline  
September 20, 2013**

## DIII Elementary Honor Choir 2013 Registration

Teachers-

Please complete and submit one Registration Form for EACH student that you are recommending to participate.

**\* Required**

**Music Teacher Name & IMEA ID#: \***

**School Name, Address, and City: \***

**Student's First and Last Name: \***

**Student's Grade: \***

☐ 6<sup>th</sup> Grade

☐ 5<sup>th</sup> Grade

☐ 4<sup>th</sup> Grade

**Gender: \***

☐ Male

☐ Female

**Student T-shirt Size \***

Please select the correct t-shirt size for this student:

☐ YM = Youth Medium

☐ YL = Youth Large

☐ S = Adult Small

☐ M = Adult Medium

☐ L = Adult Large

☐ XL = Adult Extra Large

☐ XXL = Adult Extra Extra Large

**Student Height in inches \***

Please give us the student's height for placement on the choral risers:

**Student's Vocal Part \***

Please select the student's preferred vocal part:

- ☐ Soprano  
☐ Mezzo Soprano  
☐ Alto  
☐ ContraAlto

**FORM 2 – PARTICIPANT PARENT PERMISSION AND MEDICAL FORM  
(completed by parent): Deadline September 27, 2013**

**DIII Elementary Honor Choir 2013 Parental and  
Medical Permission Form**

Dear Parents -

Please complete and submit one Parental and Medical Form for your child participating in the DIII Elementary Honor Choir. ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

**\* Required**

**Music Teacher Name: \***

**School Name, Address & City: \***

**Student's First and Last Name: \***

**Student's Grade: \***

- ☐ 6<sup>th</sup> Grade  
☐ 5<sup>th</sup> Grade  
☐ 4<sup>th</sup> Grade

**Gender: \***

- ☐ Male  
☐ Female

**Medical Condition(s): \***

Please include any medications needed during the day rehearsal/performance. State none if no medical conditions exist.

**Parent/Guardian Information \***

First and Last Name

**First Contact Phone (with area code): \***

Also list name of contact person.

**Second Contact Phone (with area code): \***

Also list name of contact person.

**Parent/Guardian Address & City: \***

**Parent/Guardian Email Address:**

**Insurance Company: \***

**I understand that, in case of emergency, every effort will be made to contact me. However, I give my permission for proper medical attention to be given to my child if the DIII Elem. Honor Choir Committee members cannot reach me and medical treatment needs to be pursued. I am aware that in the event of the necessary medical treatment for my child, my medical coverage will be employed. \***

By typing my name and today's date below, I signify my approval and permission.

**Policy Number: \***

**FORM 3 – MEDIA RELEASE FORM (completed by parent): Deadline October 1, 2013**

## **DIII Elementary Honor Choir 2013 Media Release Form**

Dear Parents -

The rehearsal and activities of the DIII Elementary Honor Choir will be videotaped and then shown during the performance. Pictures of the choir may also be posted on the Idaho Music Educators' Association website, [idahomusiced.org](http://idahomusiced.org). Please complete and submit the following Media Release form for your child.

**\* Required**

**Music Teacher Name: \***

**School Name, Address & City: \***

**Student's First and Last Name: \***

I give permission for my child to be part of photographs and/or video taken by professional photographers as part of the DIII Elementary Honor Choir rehearsal and concert experience. \*

By typing my name and today's date below, I signify my approval and permission.

**FORM 4 – PARTICIPATION FEE FORM (\$30 PER STUDENT) & DEADLINE**  
(completed by teacher): Return with payment by mail before October 1, 2013  
Includes music packet and t-shirt.

## **DIII Elementary Honor Choir 2013 Fees Payment Form Due by OCTOBER 1**

Teachers –

Please complete and submit online the following information when payment is received for fees, then print form and mail with one check from your school by October 1, 2013 to: Mona Jackson, 3879 NW Dutton Way, Mountain Home, ID 83647.

**\* Required**

**Teacher Name and IMEA# \***

**School Name, Address, & City \***

**1 – Student Name & Payment Amount**

**2 – Student Name & Payment Amount**

**3 – Student Name & Payment Amount**

**4 – Student Name & Payment Amount**

**5 – Student Name & Payment Amount**

**Optional – Teacher T-shirt**

List Name and Payment Amount

**Total amount of check \***

Make checks payable to: DIII IMEA

## **APPENDIX H: Participant Selection Letter**

**APPENDIX H: Participant Selection Letter**  
**DIII Elementary Honor Choir**  
**Participant Selection Letter**

Dear Music Educators:

I am happy your students have been selected to participate in our **DIII Elementary Honor Choir 2013** on **November 2, 2013**. Selected students will rehearse with and perform with our guest conductor, **Judith Herrington**, from Tacoma, Washington, in the **Northwest Nazarene University Swayne Auditorium** on that Saturday. This is one of the few opportunities for outstanding young musicians from throughout Southwestern Idaho to come together in a high quality educational rehearsal and performance. We are pleased to have this opportunity to meet and work with your students. A **tentative schedule** for the day rehearsal and performance is attached to this email.

There has been some question about the State Elementary Honor Choir on the IMEA – an April event during the IMEA Conference in Nampa. The IMEA Elementary Honor Choir is at the State conference, but only open to DIII students and organized by Linda Berg. **THE APRIL IMEA STATE CHOIR IS A SEPARATE EVENT**. But for one IMEA membership fee, you can have students participate in two choirs this year and attend the IMEA In-service Conference in Nampa in April.

As educators, we realize the success of the event depends on the cooperation of the music teachers to ensure that their students have practiced and can sing the selected literature before the first rehearsal. **STUDENTS WHO AGREE TO PARTICIPATE SHOULD UNDERSTAND THE SIGNIFICANCE OF THIS COMMITMENT**. Please assist your students with this. Students will be asked not to participate if they have not prepared their music properly and we ask that you check and notify us if this is the case by **October 25<sup>th</sup>**. Students who do not participate for any reason will NOT receive a refund of fees paid.

We ask that teachers help to chaperone your students during the rehearsal and performance on November 2. If you cannot attend, please arrange for another adult to take your place and notify us.

**Please make certain that the following forms are completed and fees turned in by their deadline.**

**PARTICIPANT PARENT PERMISSION AND MEDICAL FORM: Deadline September 27, 2013.** Please forward to Parents to complete and submit for each student.

**PARENT MEDIA RELEASE FORM: Deadline September 27, 2013**  
Please forward to Parents to complete and submit for each student.

**PARTICIPATION FEE FORM (\$30 PER STUDENT) DEADLINE: Deadline October 1, 2013.** Includes music packet and t-shirt. Teachers, please collect fees, complete and

submit payment form; make check payable to District III, IMEA and mail to Mona Jackson, 3879 NW Dutton Way, Mountain Home, ID 83647.

### **ADDITIONAL INFORMATION**

Dunkley Music is distributing the music packets and has a list of participating students and teachers. Music will be mailed to you at the school address given on the registration form and you can then distribute them to your students.

Rehearsal downloads can be found at the following link: **REPERTOIRE REHEARSAL TRACKS**. Each part is recorded separately, as well as a performance recording with all parts and accompaniment. You can share these with your students so they can practice on their own.

T-shirts have been ordered for students and will be handed out before the concert. Performance attire for the concert includes the t-shirt and: for boys, black or navy blue dress pants (no jeans); for girls, black or navy blue dress pants or skirt (knee length or longer). If you would like a teacher t-shirt (\$15), please email me with your size and include payment with your other fees.

Students will need a sack lunch on Saturday. We will have a short lunch break for students to eat in the lobby. Snacks and water will be provided during breaks.

Thank you so much for your participation.  
I am looking forward to working with you and your students.

Thanks~  
Mona Jackson  
BSU Graduate Assistant, Music Education

### **Attachment 1: Tentative Rehearsal and Performance Schedule**

#### **Saturday, November 2, Rehearsal and Performance Schedule**

- |               |  |
|---------------|--|
| • 8:30 – 9:00 | Brunch for Guest Director and Committee Members    |
| • 8:30 – 9:00 | Student Registration in Lobby of Swayne Auditorium |
| • 9:00 – 9:50 | Student activities – Intro/warm-ups by M. Jackson  |
| • 10:00-11:00 | Rehearsal #1 w / Ms. Herrington                    |
| • 11:00-11:15 | Break (Quick Bathroom/Water/Sm. Snack)             |
| • 11:15-12:15 | Rehearsal #2                                       |
| • 12:15-1:00  | Lunch Break (students bring sack lunch)            |
| • 1:00 – 2:00 | Rehearsal #3                                       |
| • 2:00 – 2:15 | Break (Quick Bathroom/Water/Sm. Snack)             |
| • 2:15 – 3:15 | Full Rehearsal #4 with instrumentalists            |
| • 3:15 – 3:45 | Final Break (T-shirts distributed)                 |
| • 4:00 – 5:00 | Performance in NNU Swayne Auditorium               |



## **APPENDIX I: T-shirt Logo from NafME MIOSM Logo**

APPENDIX I: T-shirt Logo from NafME MIOSM Logo



## **APPENDIX J: Invitations and Posters**

## APPENDIX J: Invitations and Posters

music education



ORCHESTRATING  
SUCCESS

~YOU ARE INVITED AS OUR GUEST~

**Idaho Music Educators Association DIII**

**2013 Elementary Honor Choir**

With Guest Conductor, Judith Herrington

Swayne Auditorium in the

NNU Brandt Center, Nampa, ID

Saturday, November 2, 2013

Performance 4:00 – 5:00 p.m.

This Elementary Honor Choir is for selected students from Southwestern Idaho Elementary schools with guest conductor, Judith Herrington, from Tacoma, Washington.

This is one of the few opportunities for outstanding young musicians from throughout Southwestern Idaho to come together in such a high quality educational performance. We hope you will come and share this special evening with us.

### SPONSOR ACKNOWLEDGEMENT

Idaho Music Educators Association – District III



Idaho Commission on the Arts



National Endowment on the Arts



# music education



## ORCHESTRATING SUCCESS

### **Idaho Music Educators Association DIII 2013 Elementary Honor Choir**

With Guest Conductor, Judith Herrington  
Swayne Auditorium in the  
NNU Brandt Center, Nampa, ID  
Saturday, November 2, 2013  
Performance at 4:00 p.m.

#### **PARTICIPATING SCHOOLS & MUSIC TEACHERS**

Birch Elementary School, Nampa – Ms. Teri Wallis  
Cecil Andrus Elementary School, Boise – Mr. Steve Jones  
Crimson Point Elementary School, Kuna – Ms. Sharon Johnson  
Horizon Elementary School, Boise – Ms. Lori Conlon Khan  
Lowell Elementary School, Boise – Ms. Deborah Pimental  
Mountain Home Music School, Mtn. Home – Ms. Alissa Wakefield  
North Star Charter School, Eagle – Ms. Shirley VanPaepeghem

Notus Elementary School, Notus – Ms. Marci Harrel  
Sacajawea Elementary School, Caldwell – Ms. Lyla Folkins  
Sherman Elementary School, Nampa – Mr. Ken Wayman  
Summerwind STEM Academy, Boise – Mr. Adam Duncan  
Vallivue Middle School, Caldwell – Ms. Barbara Wallace  
Vision Charter School, Caldwell – Ms. Debra Ellis  
West Canyon Elementary School, Caldwell – Mr. Bill Jaquette

#### **SPONSOR ACKNOWLEDGEMENT**

Idaho Music Educators Association – District III



Idaho Commission on the Arts



National Endowment for the Arts



## **APPENDIX K: Press Release**

**APPENDIX K: Press Release**  
**PRESS RELEASE – OCTOBER 21, 2013**

**2013 DIII IMEA Elementary Honor Choir**  
**Saturday, November 2, 2013      4:00 – 5:00 p.m.**  
**In the Swayne Auditorium in the Brandt Center**  
**at Northwest Nazarene University in Nampa**

On Saturday, November 2, nearly eighty students from fourteen different schools will participate in an Elementary Honor Choir, sponsored by District III of Idaho Music Educators Association. Students from grades four through six, from elementary schools in southwestern Idaho, were selected by the music educator in their school to participate. They will rehearse together throughout the day and then perform a concert at 4:00 p.m. in the Swayne Auditorium in the Brandt Center at Northwest Nazarene University in Nampa.

Guest conductor, Judith Herrington, is the Founder and Artistic Director of the highly acclaimed Tacoma Youth Chorus, a choral education program of seven select choirs, grades 1 through 12, which serves more than 240 young people in the south Puget Sound region of Washington since 1991. Her choirs have performed for several National Conventions and have performed internationally as well, with cathedral tours in France, England, Ireland, Wales, Austria, Hungary, Czech Republic, and Slovakia. Ms. Herrington is highly regarded as a guest conductor and choral clinician. Mostly recently, Ms. Herrington has conducted all-state and regional honor choirs and festivals in Texas, Oregon, Washington, California, Hawaii, Montana, Wyoming, Pennsylvania, Alaska, Tennessee, and now Idaho. Two of the song selections the Elementary Honor Choir will perform are composed and arranged by Ms. Herrington.

The DIII IMEA Elementary Honor Choir is made possible this year because of a grant awarded to it by the Idaho Commission on the Arts and the National Endowment for the Arts. Recognition and appreciation is given to both organizations for their support of local arts education projects.

Participating schools include: Birch Elementary School, Nampa; Cecil Andrus Elementary School, Boise; Crimson Point Elementary School, Kuna; Horizon Elementary School, Boise; Lowell Elementary School, Boise; Mountain Home Music School, Mountain Home; North Star Charter School, Eagle; Notus Elementary School, Notus; Sacajawea Elementary School, Caldwell; Sherman Elementary School, Nampa; Summerwind STEM Academy, Boise; Vallivue Middle School, Caldwell; Vision Charter School, Caldwell; and, West Canyon Elementary School, Caldwell.

## **APPENDIX L: Rehearsal & Performance Checklist**



## **APPENDIX L: Rehearsal & Performance Checklist**

### **Rehearsal & Performance Checklist**

#### **Rehearsal Details – Saturday Morning**

- Student Registration
  - Nametags with number for riser placement
  - Check that all Paperwork and payments completed
  - Name Bingo - candy prize
  - Totes/Boxes for each school for lunches and jackets in Lobby
- Teachers Registration
  - Check list of choir members by school
  - Nametags with school name
  - Check for Payments on T-shirt
  - Teachers may meet Ms. Herrington in Brunch area
- Equipment Needs
  - Stage Risers, Shell, Microphones, Music Stands,
  - 2 tables in lobby for snacks and water bottles
  - 2 tables in lobby for check-in registration
  - 1 table at auditorium entrance for concert donation/admission
  - Projector & Screen for video of rehearsals - provided
- Eating Area for Brunch (upstairs), Snacks, and Lunch (Lobby), Director's Lunch (backstage)

#### **Student Welcome -- Mona Jackson**

- Name Bingo (8:30 - 9:00)
- Introductions of M. Jackson, Ms. Herrington, Ms. Seinknecht
- Expectations -
  - Be Safe, Be Respectful, Be Responsible
  - Snacks & Lunches – only in eating area
  - No food/gum or beverage other than water in rooms/auditorium
  - Check in with Chaperone at each break
- Brief Explanation of Schedule
  - Vocal Warm-ups by Mona Jackson - *Choral Builders*
- Placement on Risers – Parts indicated in nametags.
  - 1<sup>st</sup> Rehearsal Block – stand on risers by parts (so they can stand by friends)
  - 2<sup>nd</sup> Rehearsal Block - Standing Order – put in order by height
  - Activity: Placement on Risers - get in groups by number, then each group lineup by height without any talking (find other way to communicate), get on risers in order
- 9:00 - Rehearsal with Ms. Herrington
- Practice coming onto risers from foyer after last rehearsal block

#### **Performance Details – Saturday Afternoon**

- Director's Music and Stand
- Programs
- Percussion/Auxiliary Instruments, chair for Conga Drum, music stands
- Opening Remarks & Acknowledgements

## **APPENDIX M: Rehearsal & Performance Checklist**

## **APPENDIX M: Rehearsal & Performance Checklist**

### **MC NOTES: for Performance**

Welcome Parents and Teachers to 2013 District III Idaho Music Educators Association Elementary Honor Choir.      *(Students walk onto risers.)*

We want to acknowledge the District III Idaho Music Educators Association for sponsoring this event. This organization, locally, State-wide and nationally, strives to support music teachers in professional development, music education advocacy, and in providing exceptional performance opportunities such as this one for students. The teachers of these students are members of this organization which is an indication of their dedication to Music Education in our schools.

We want to acknowledge ICA Commissioners. This event is made possible by a grant from Idaho Commission on the Arts and National Endowment for the Arts. We appreciate our legislators who have helped to ensure the funding for these organizations that support education through the arts.

We also want to acknowledge the Boise State University Music Department and Faculty who have supported me in this project of organizing the first DIII Elementary Honor Choir.

I want to acknowledge our accompanist - Dee Seinkneckt. Somehow her name did not get on the program. My deepest apologies Dee!! We appreciate your talents SO much!

Our guest conductor tonight is Ms. Judith Herrington from Tacoma, Washington. We appreciate so much her arranging to be here today with us. I know the students have had a great time with her and we all have learned from her direction. Ms. Herrington is the Founder and Artistic Director of the Tacoma Youth Chorus in the south Puget Sound region of Washington. Her choirs have performed in many conventions across the United States and have traveled in Europe to perform. Ms. Herrington is highly regarded as a guest conductor and choral clinician. She has conducted all-state and regional honor choirs and festivals in ten states and Tokyo - **and** now, Idaho. We are so pleased to have her here today. Please help me welcome Ms. Judy Herrington.

Introduce songs:

*Siyahamba*

*Let There Be Song*

*Firefly*

Acknowledge school Music Teachers in audience - please stand.

A sincere thank you to them for preparing the students for today's rehearsal and concert.

*Shady Grove*

*Belle of Belfast*

*Rapsodia Espanola No. 5*

Thank you Gifts for instrumentalists, for Dee, and for Judy

Acknowledge parents support and teachers part in preparation and rehearsal today.

*Shine On Me*

Have music teachers come to stage and join students in encore refrain of *Shine On Me*.

## **APPENDIX N: Concert Program**

## APPENDIX N: Concert Program



**Idaho Music Educators Association DIII**  
**2013 Elementary Honor Choir**  
With Guest Conductor, Judith Herrington  
Swayne Auditorium in the  
NNU Brandt Center, Nampa, ID  
Saturday, November 2, 2013  
Performance at 4:00 p.m.

### GUEST CONDUCTOR BIOGRAPHY

**JUDITH HERRINGTON** is the Founder and Artistic Director of the highly acclaimed Tacoma Youth Chorus, a choral education program of seven select choirs, grades 1 through 12, serving more than 240 young people in the south Puget Sound region of Washington since 1991. Noted for its collaborations, Tacoma Youth Chorus has performed with the Tacoma Symphony Orchestra, Northwest Sinfonietta, Tacoma Opera, Choral Union, Northwest Repertory Singers, the University of Puget Sound Adelprians, and BalleTacoma. Under Ms. Herrington's direction, the Chorus has performed for National Orff-Schulwerk Conventions, Northwest MENC convention and the Northwest ACDA conventions (1998, 2002, 2006, 2010). The chorus has performed internationally as well, with cathedral tours in France, England, Ireland, Wales, Austria, Hungary, Czech Republic, and Slovakia. Ms. Herrington brings more than 35 years of teaching and conducting experience to her work at Tacoma Youth Chorus and Charles Wright Academy in Tacoma, Washington, where she has received the Inspirational Faculty Award and the Murray Foundation Chair for Teaching Excellence.

Ms. Herrington is highly regarded as a guest conductor, workshop and choral clinician. Mostly recently, Ms. Herrington has conducted all-state and regional honor choirs and festivals in Texas, Oregon, Washington, California, Hawaii, Montana, Wyoming, Pennsylvania, Alaska, Tennessee and Tokyo. She will conduct the Junior All-State Honor Choir at the Washington Music Educator Association's annual convention in 2014. A noted composer and arranger, she has published choral compositions, arrangements and co-authored choral teaching texts.

## SONG SELECTIONS

Siyahamba

South African Folk Song

Arr. by Donald Moore

Percussionists – BSU Students

Let There Be Song

Dave and Jean Perry

Firefly

Andy Beck

Shady Grove

Southern Appalachian Folk Song

Arr. by Shirley W. McRae

Fiddle – BSU Student

Belle of Belfast

Irish Folk Tune

Arr. by Judith Herrington and Sara Glick

Flute – BSU Student

Rapsodia Española No. 1

Spanish Tongue Twister

Arr. by Judith Herrington

Shine on Me

Traditional Gospel

Arr. by Rollo Dilworth

## SPONSOR ACKNOWLEDGEMENT

Idaho Music Educators Association – District III



Idaho Commission on the Arts



National Endowment for the Arts



Additional Thanks to



## **APPENDIX O: Rehearsal and Performance Pictures**

## APPENDIX O: Rehearsal and Performance Pictures



Picture 1. DIII Elementary Honor Choir - Rehearsal with Ms. Judith Herrington



Picture 2. DIII Elementary Honor Choir - Rehearsal with Ms. Judith Herrington





Picture 3. Performance with Ms. Judith Herrington and instrumentalists



Picture 4. Performance finale with Ms. Judith Herrington and Music Teachers

## **APPENDIX P: Final Budget Report**

## APPENDIX P: Final Budget Report

### Project Budget Final Report

The following outlines the Expenses for the DIII Elementary Honor Choir, as well as the Cash Match and in-kind contributions.

EXPENSES	Paid with ICA Grant	Paid with Cash Match	In-Kind Match	TOTAL
Guest Conductor – Judy Herrington	\$ 500.00			\$ 500.00
Travel & Hotel for Guest Conductor	\$ 317.00			\$ 317.00
Accompanist	\$ 200.00			\$ 200.00
Venue Rental	\$ 190.00	\$ 1,049.00		\$ 1,239.00
T-Shirts		\$ 689.00		\$ 689.00
Music Packets		\$ 945.00		\$ 945.00
Postage – BSU Music Dept.			\$ 50.00	\$ 50.00
Flyers/ Programs – BSU Music Dept			\$ 80.00	\$ 80.00
Conductors’ Brunch – Paul’s Market			\$ 25.00	\$ 25.00
Snacks & Water Bottles			\$ 166.00	\$ 166.00
<b>Totals</b>	\$ 1,207.00	\$ 2,683.00	\$ 321.00	\$ 4,211.00

*(Required 1:1 cash or in-kind match)*

The following outlines the Revenues for the DIII Elementary Honor Choir.

Item	Revenue	Expenses	Balance
ICA Grant	\$ 1207.00		
Registration Fees	\$ 1885.00		
Admission Donations + Reg. Fees	\$ 1,390.00		
Total	\$ 4,482.00	\$ 3890.00	\$ 592.00

## **APPENDIX Q: Qualtrics Survey Results for Project Post-Assessment**

## APPENDIX Q: Qualtrics Survey Results for Project Post-Assessment

### DIII Elementary Honor Choir Post-Project Survey

Last Modified: 11/25/2013



You are invited to participate in a project survey for “Organizing an Honor Elementary Choir (Grades 4-6)” to assess the success of the event organization and its effectiveness in motivating middle school students to continue in choral music programs. This study is distributed to those elementary school music teachers who had students participating in the Honor Choir and provided email addresses in their registration previously. This survey is conducted by the choir and project organizer, Mona Jackson. This study will take less than ten minutes of your time. You are being asked to complete an online survey about your perspective of the Honor Choir event and your conversations with participating students. The results will be distributed to participating teachers later this spring. Your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time. You may skip any questions you do not wish to answer. Your participation in this research will be completely confidential and results will be recorded anonymously. There are no risks to individuals participating in this survey beyond those that exist in daily life. If you have questions about your rights as a research participant, you may contact the Boise State University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (208) 426-5401 or by writing: Institutional Review Board, Office of Research Compliance, Boise State University, 1910 University Dr., Boise, ID 83725-1138. If you have questions about this project, you may contact Mona Jackson by email at [monajackson@u.boisestate.edu](mailto:monajackson@u.boisestate.edu), or her faculty advisor, Dr. J. Andy Goodman, BSU Associate Director, Center for Teaching & Learning & Associate Professor of Music Education, by email at [jamesgoodman1@boisestate.edu](mailto:jamesgoodman1@boisestate.edu) or by phone at (208) 426-3704. By selecting “Enter Survey” you are verifying that you have read and understand the above consent form, certify that you are 18 years old or older, and indicate your willingness voluntarily take part in the study. If you do not wish to complete this survey, simply select “Opt out of Survey.”

Thank you in advance for your participation.

#	Answer		Response	%
1	Enter survey		13	100%
2	Opt out of survey.		0	0%
	Total		13	100%




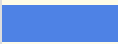
Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	13

1. Students found the music interesting and fun. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		0	0%
3	3		0	0%
4	4		5	38%
5	5		8	62%
	Total		13	100%



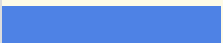
Statistic	Value
Min Value	4
Max Value	5
Mean	4.62
Variance	0.26
Standard Deviation	0.51
Total Responses	13

2. Students felt confident that they could learn the music in time allowed. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		2	17%
3	3		2	17%
4	4		5	42%
5	5		3	25%
	Total		12	100%

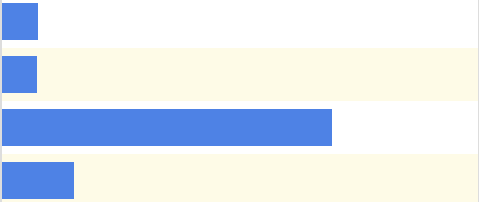
Statistic	Value
Min Value	2
Max Value	5
Mean	3.75
Variance	1.11
Standard Deviation	1.06
Total Responses	12

3. Students were motivated to prepare more because they wanted to represent their school well in the performance. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		1	8%
3	3		0	0%
4	4		6	46%
5	5		6	46%
	Total		13	100%



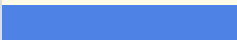


Statistic	Value
Min Value	2
Max Value	5
Mean	4.31
Variance	0.73
Standard Deviation	0.85
Total Responses	13

4. Students were motivated to prepare more because their parents expected them to do well. Please rate on scale from "Not at all" to "A great deal".				
#	Answer		Response	%
1	1		0	0%
2	2		1	8%
3	3		1	8%
4	4		9	69%
5	5		2	15%
	Total		13	100%


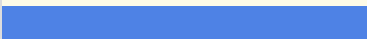
Statistic	Value
Min Value	2
Max Value	5
Mean	3.92
Variance	0.58
Standard Deviation	0.76
Total Responses	13

5. Students were motivated to participate for the reason of spending the day with peers from other area schools. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		1	8%
3	3		0	0%
4	4		5	42%
5	5		6	50%
Total			12	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.33
Variance	0.79
Standard Deviation	0.89
Total Responses	12

6. After the performance, students were excited to share their experience with peers from their own school. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		0	0%
3	3		0	0%
4	4		3	23%
5	5		10	77%
Total			13	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.77
Variance	0.19
Standard Deviation	0.44
Total Responses	13

#### 7. Please give an example.

##### Text Response

Students want to be able to sing their pieces from this concert at our own Spring concert

They wanted me to use the techniques they practiced with such as the "hoodie" exercise.

My students shared with the other choir members saying how much fun they had. They want our choir to sing some of the songs in the spring here at our school.

They wanted to sing one of the songs for the other students. I also had each one describe the experience for the other students.

Students wanted to wear their t-shirts to school on Monday.

They raved about it to the other students.

I shared photos & videos of them during each 4th & 5th grade class. I asked them to share one thing.

They shared stories, and posted pictures. Choir enlistment increased.


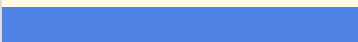
[She] came back to school and shared her experience with her class. She really enjoyed it and told her class she would love to see others participate in the future, as it was great fun and very worthwhile. She received special recognition for her participation as well. Thank you very much for all your efforts to make this a memorable and enjoyable experience!!!!

They wanted to sing their songs for the other choir people, and they wanted to sing those songs in choir this year.

Students wanted to share their music with the choir. They performed part of a piece in class.

Statistic	Value
Total Responses	11

8. After the performance, students indicated they would be motivated to participate again next year if given the opportunity. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		0	0%
3	3		0	0%
4	4		3	25%
5	5		9	75%
Total			12	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.75
Variance	0.20
Standard Deviation	0.45
Total Responses	12

9. Please give an example.

Text Response

They told me they wanted to do it again.

The younger students said, "I hope we can do this again next year." The 5th graders asked if there was something like this in middle school.




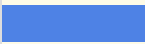
(I'm writing here because I can't go forward in the survey without writing something.)

Many excited kids!

see above

Statistic	Value
Total Responses	5

10. After the performance, students spoke with peers to motivate them to participate next year. Please rate on scale from "Not at all" to "A great deal".

#	Answer		Response	%
1	1		0	0%
2	2		1	8%
3	3		1	8%
4	4		7	54%
5	5		4	31%
	Total		13	100%


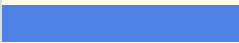
Statistic	Value
Min Value	2
Max Value	5
Mean	4.08
Variance	0.74
Standard Deviation	0.86
Total Responses	13

11. Please give an example.

Text Response
"Let's show them the 'noodle.'"
They told everyone how much fun they had.
I have no idea about private conversations.
They were not talking about next year. They don't think ahead that far.
see above

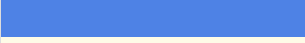

Statistic	Value
Total Responses	5

12. Students indicated they found the rehearsal and performance to be within their level of capabilities. Please rate on scale from "Too difficult for current abilities" to "Very easy for current abilities".

#	Answer		Response	%
1	1		0	0%
2	2		0	0%
3	3		0	0%
4	4		6	50%
5	5		6	50%
	Total		12	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.27
Standard Deviation	0.52
Total Responses	12

13. Students who participated in the Spring 2013 DIII Elementary Honor Choir continue to participate in school choir programs

#	Answer		Response	%
1	Yes		12	92%
2	Maybe		1	8%
3	I do not know; student moved to another school.		0	0%
	Total		13	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.08
Variance	0.08
Standard Deviation	0.28
Total Responses	13

14. If students are no longer participating in school choir programs, please explain why?

Text Response

N/A

It is because the choir has become too serious. In elementary it should be fun and enjoyable. They are there to sing and not learn a lot of technical stuff yet. They do want to sound well, so the music should not be so hard, they become frustrated.

"Spring?" Our choir is the 2nd semester of the year. I believe the two students I brought will be in choir.

Not applicable.

My student who attended is involved in orchestra at this time, which rehearses during the school day and has opted not to participate in the school choir which rehearses before school

Statistic	Value
Total Responses	5

15. Music teachers will be working to organize next year's DIII Elementary Honor Choir and working on strategies to motivate student participation and retention in choir programs. Please share your perception of what motivates students to participate in events such as honor choirs, and the impact of these events on motivating students to remain in choir programs.

**Text Response**

My students simply love singing and any opportunity that can be provided is greatly appreciated!

Meeting students from other choirs Representing their own schools

The love of singing.

The only concern I have is we are expected to have only three students and can pick a few backups, but when we see the list of students performing there are large groups from other schools. My students do not understand why we can have only three and there are 10 from other schools.

I think honor choirs are very important. I think one elementary choir and one MS/JH choir per year is optimal, though, so this year is a little heavy with two of each. It is only likely to happen when All State is in our area every 6 years.

Have a great local director do this so the price could be lower that my students could/?would actually pay their own way.

You've done well this year!

I think students who love singing and have the support of their parents and teachers to participate, will be most likely to follow through in honor choirs and events Many kids love to sing, but may not have the means or transportation to get to events.

Making it readily available, and giving enough time to promote and practice.

Statistic	Value
Total Responses	9



16. Motivation factor - Do you perceive there to be a motivation factor from such events on your remaining students to continue to participate in choir programs? Please explain.

**Text Response**

It gives choir a "coolness" factor and some prestige - like athletic events with other students from around the area.

No. They participate in honor choir anyway.

Absolutely, my students love to sing well and sound well. When another choir director conducts and has expectations such as I do, they are more respectful of what I ask of them. They see that what we do will allow them to be better. Most of my students go on into choir or band. Music is made fun and enjoyable.

Yes, I think they are encouraged to continue developing their talents. Some who were too shy to audition for this choir will definitely try for the next one.

Yes. They want to experience events for themselves.

Yes. Because they had a positive experience.

I think these experiences will help them join choir at the high school level. Do this every other year. I believe having a boys only choir with high quality male high school students to do warm-ups and many model strategies would do wonders...my kids only have me as a great female singing example....no guys.

Yes. I think everything helps.

I have many younger students who love to sing, grades 3/4. Students in the upper grades 5/6, tend to go more for orchestra and band, though I do have some who will do both instrumental and choral ensembles.

yes

Statistic	Value
Total Responses	10

17. Burnout factor - Do you perceive that too many performances and events throughout a student's elementary and secondary education creates a "burnout" effect that deters them from participating in choir programs after graduation? Please explain.

Text Response

No, I don't agree with this at all.

Yes. Last year, I had four Christmas performances and five students did not rejoin this year.

I do not think it is a burn out if the choir directors use fun warm ups and fun songs are placed with the serious songs. In elementary singing should be fun, and then the students are willing and excited to go on. They do love sounding good as well, so when they hear themselves singing well it is also enjoyable.

If the load really is too heavy, that may be the case for some students. I have not seen that in any student that I know in Idaho, though I had seen it in students in Utah who were expected to perform 30+ times in the month of December!

No.

This can be. I don't believe my students experience this.

Kids have lots of choices...."MUSIC FOLKS" tend to want EVERYONE become a music major...

No. In some cases, maybe, but not for my kids.

No, if anything, I think it helps them look forward to more events in their future.

I think students who love singing will find it natural to participate in post-graduation activities. I am not sure, but I have seen many of my students go on to enjoy music in different ways, playing or singing in ensembles. Asking those who are singing in ensembles after graduation may be a better way to actually get the answer to this question...do they know people who don't participate because they were burned out from so much in the younger grades.

No -- I think it whets their appetite

Statistic	Value
Total Responses	11