

# MUSIC, VISUAL AND PERFORMING ARTS

BSEP Measure E1, Resource 0753

BSEP Measure A, Resource 0853

## ANNUAL REPORT: FY 2019-20 PROGRAM UPDATE: FY 2020-21

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### **Measure E1 Purpose:**

*Providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.<sup>1</sup>*

**Budget Manager: Pete Gidlund, VAPA Program Supervisor**

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### **BACKGROUND INFORMATION**

Fourth and fifth grade students receive music instruction twice per week during two of the four periods that are contractually required for classroom teacher preparation (aka “release time”) at those grade levels. (The other two teacher preparation periods are filled with classroom instruction in science, art, or dance, with release time teachers paid for from the General Fund.)

Half of the cost of music release time teachers is funded by BSEP and half is funded by the General Fund. BSEP also provides supplemental music teachers for fourth and fifth grades in order to provide smaller classes and expand options for students at each music period, including brass, woodwind, and string classes. Students in fourth and fifth grade are scheduled into music classes of 12-18 students according to choice of instrument. Providing smaller classes to focus on one or two instruments ensures all students will successfully meet grade level music standards. Without these supplemental teachers, classes would be at 24-26 students with fewer instruments taught in the same class. These supplemental teachers are paid for entirely by this BSEP resource. Instruments, instrument repairs, and materials are also funded by BSEP.

Beyond the fourth and fifth grades, this resource provides funding for music, and visual and performing arts instruction at the Middle Schools, as well as a Program Supervisor, a Visual and Performing Arts Technician, professional development, and a number of events and activities related to the music and visual and performing arts programs from fourth through eighth grades.

### **Core Music/VAPA Program [Pre-Pandemic]:**

The foundation for Music, and Visual and Performing Arts (VAPA) in BUSD elementary and middle schools is provided through this BSEP funding. Following is an overview of the program currently funded through BSEP:

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<sup>1</sup> BSEP Measure E1, Section 3.B.ii

- Staffing and materials for the grades 4-8 Music Program, including music classes for all fourth and fifth graders;
- Staffing support for afterschool arts classes at the middle schools;
- Drama materials for grades 6-8;
- Support for the Berkeley Symphony Orchestra Music in the Schools Program (MITS) at eleven elementary schools;
- Professional development for classroom teachers in arts integration at ten elementary schools (Arts Anchor Allocations);
- Professional development for music teachers; year five of Mills Scholars inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Berkeley Arts Education Steering Committee (BAESC), Cazadero Music Camp, The Music Connection (TMC), the Performing Arts Showcase, and Schools Fund grants for things like arts provider residencies and music lesson scholarships for students in need.
- Staffing support for partnerships with community arts organizations such as Cal Performances, Berkeley Art Museum and Pacific Film Archive (BAMPFA), Berkeley Repertory Theatre, MOCHA, Freight & Salvage, KALA, The Kennedy Center (DC), and the Alonzo King LINES Ballet.

## **STATUS REPORT**

### **Highlights of the Music and VAPA program July 2019 - March 2020 [pre-pandemic]**

- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.
- Due to strategic hiring and scheduling, we continued to offer a wider selection of instruments, including ukulele, guitar, drumline, mariachi, and African drumming, while maintaining similar FTE.
- All students were provided with a well-functioning instrument of their choosing, grade level method books, supplemental sheet music, and necessary accessories such as strings, valve oil and cork grease.
- Music teachers continued “in house” cultural responsiveness training. As well, our teacher-leader run MILLS/PLC inquiry work focused on equity.
- Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.
- Many middle school students played and/or sang in multiple ensembles.
- The winter concerts were very well-attended, especially at the middle schools, where the students played to packed houses.

- VAPA maintained its successful new Kennedy Center “Partners in Education” partnership with the Alonzo King LINES Ballet, who is offering in-class dance integration training and out-of-class professional development for BUSD teachers.
- Brand new After School arts funding- our Arts Anchor Extension provided the following resources to provide equitable arts opportunities for our students:

0.6 FTE funding Middle School Arts electives:

- King- Ceramics
- Willard- Drama
- Longfellow- Digital Arts

\$8,000 funded after school Arts at multiple Elementary Schools

**Music/VAPA Program Challenges and Achievements March 2020 - June 2020:**

*ACHIEVEMENTS-*

- *Upon the shutdown of march 13, the VAPA/Music Dept. quickly sprang into action.*
- *Teachers created asynchronous video lessons, links to youtube lessons, online resources, gave research and inquiry assignments, etc. all through a central online hub using google drive. This was loads of content!*
- *VAPA did a great deal to get instruments, books, and supplies out to students, repair instruments, etc. all from the Ed Hub 2-3 times per week.*
- *Ed Hub was housed at the VAPA facility.*
- *Teachers provided online instruction and office hours as outlined in the BFT agreement.*
- *Many Partnerships/contractors stayed in operation.*

*CHALLENGES-*

- *Many Partnerships/contractors were not able to continue their work.*
- *Many kids opted out of music during this time.*
- *Some instruments not returned, etc.*
- *Proposed digitization project did not happen.*

**Program Update FY 2020-21**

- *Our complete in-person program was up and running virtually on day 1 of school.*

- *Higher rates of participation than expected even though music is optional.*
- *Many Partnerships/contractors were able to pivot and deliver services remotely.*
- *Our inquiry/equity work with Mills Teacher Scholars focuses on the theme of JOY in the virtual music classroom this year.*

### **Looking Ahead**

- *We continue to hone DL pedagogical skills/techniques.*
- *We prepare to run in-person classes in the 2021-22 SY, with probably lower numbers in secondary classes and lower musical progress in grades 4 and 5.*
- *We look forward to many unfolding equity initiatives:*

*As the VAPA department continues to make equity its first priority, we continue to hire teachers that have a background/training in culturally responsive teaching as well as diverse musicological backgrounds. Our staff is continually becoming more diverse as well.*

*In Spring 2019 a group called Berkeley Music Inclusion and Equity (BMIE) formed and has become more active and vibrant since March. The group is made up of parents, students, music teachers, and VAPA supervisor, with a primary goal of supporting families of color in a way that provides information on and access to BUSD VAPA's music program.*

*We have hired a VAPA Equity Specialist, Janeare Whittington, whose job is analogous to that of the OFEE staff, but will meet specific needs of the Music Department and report to VAPA Supervisor. Liaison to students/families of color, assist with communication, provide support and training for staff.*

*New budget items come into effect this year that address specific equity issues: An arts budget for BHS African American Studies (field trips/supplies), building reserve for future digital music lab at BHS, expanded drama materials budget gr. 6-12.*

*Professional Development for music teachers deepens this year as many new books are released for the first time that directly address equity/social justice issues in the music classroom. Book groups start semester 2 in weekly staff meetings.*