Team Action Report Form

SMART 2011-2012 Academic Year & Summer Team Report
(Copy or save this form into a word processing document, update it, and submit it to Project SMART, beth.canale@oswego.edu)

Team Members: Paula McKenney-Myers (Oswego Middle School), Dan Wood (SUNY Oswego), Mary Alice Brunell (Oswego Middle School)

<table>
<thead>
<tr>
<th>Team Name (For example, Delaware Elementary):</th>
<th>Write the number of Teacher participants for each period.</th>
<th>Academic Year #'s</th>
<th>Both Summer &amp; Year #'s</th>
<th>Summer Institute #'s</th>
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<td>Recording Our Future/ Buc Records</td>
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Team location and focus (For example, Delaware—ESL literacy) Oswego, NY- music

Data collected and analyzed on teacher learning (For example, faculty surveys, and teacher reflective journals).

Teacher reflective journal
(continued below and see document titled “TeacherJournal_2011_12”)

Critical self-reflection on the part of team members resulted in several observations and probable changes to the program if it is offered in the future.

- Utilizing recording industry standard “Pro Tools” recording software and systems was a key component of the program. While OMS students reported that they were able to use Pro Tools without a great deal of trouble, it became evident to the team members that further efforts in easing student use of the program should be explored. A primary goal of the program was to offer students increased chances to engage in the process of musical creation. As such, future offerings of the program will strive to continue to make the technology as transparent as possible, enabling more overall time for students to work on their projects.

- Easier methods for “loop-based” composition will be offered through the introduction of new software- Ableton Live Intro. Live Intro complements Pro Tools, and will be used for student work that primarily focuses on loop-based composition. While Pro Tools does allow for loop-based production, Live Intro is much more streamlined and accessible. The addition of Live Intro to the project will greatly reduce student frustrations in using loops for their compositions.

- Assessment relied heavily on two major projects. While these two projects were generally completed by the students without difficulty, we now believe that it would be beneficial to have assessment check points during each project instead of at the end. These more frequent check points will allow students to see how they are doing, compare their work with their peers, and possibly motivate them to improve the quality of the work they offer.
Students reported that they liked having guest presenters in class. We also believe that the guest presenters were a valuable part of the program. We will continue with Emmett VanSlyke as our only presenter as he covers several topics. Having many presenters as we did in the first semester took away from overall project time.

Team members were very pleased with the efforts of the students this year. In the initial year of the project we let them select a topic of their choice for their original compositions. While this turned out a number of “fun-themed” compositions, they missed the chance to “have their voices heard” about things that were important to them. This year the project benefited from a more formal presentation regarding topic selection, and team members did contribute their thoughts as to taking the opportunity to address topics that were of importance in students’ lives. Team members were pleased that this increased discussion led to several projects with positive themes such as anti-bullying, and resisting peer pressure.

Data collected and analyzed on student learning (For example, annual literacy assessments/NYS report card disaggregated data for 4th grade ELA, analysis of rubric scores on students writing samples each quarter for students in versus not in the program).

Student Record Sheet contained opportunities for self reflection on each project and the class as a whole (summarized in the document titled, “PrePostTestDataAnalysis_2011_12”). Students filled out peer review sheets as they listened to the presentations after each project (document found on teacher webpage under Project Smart). Student projects were graded (grading data found in document titled, “2011-12 Recording Our Future Summary”, located in Project Smart section of teacher webpage). Students created a cd of their work (located in the Composition section of teacher webpage).

All learning activities for the project conformed to the New York State Learning Standards for The Arts, and the project made extensive use of performance-based assessment items (checklists, rating scales, and rubrics). All student work was collected and objectively evaluated by program staff.

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Performance Indicators-
- Compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments.
- Use traditional, electronic, and nontraditional media for composing, arranging, and performing music.
- Sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, loudness, technique, and (singing) diction.
- Explain the commercial-music roles of producer, recordist, public relations director, recording company executive, contractor, musicians, union officials, performers, etc.
- Identify and describe the roles, processes, and actions needed to produce professional concerts and musical theatre productions.
Learning Outcomes-

Oswego Middle School students: a) recorded short stories featuring sound effects and incidental music; and b) composed original compositions using Pro Tools to record electronic MIDI instruments, acoustic instruments, and voice. MIDI sequencing, digital audio recording, editing, and mixing were used in the creation of these compositions. The final outcome of this stage of the project was an album length CD that was made available to the public at a student organized album release party.

Standard 2: Knowing and Using Arts Materials and Resources
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
Performance Indicators-
- Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.
- Explain opportunities available to them for further musical growth and professional development in higher education and community institutions.
- Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.
- Use classroom and nontraditional instruments in performing and creating music.
- Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.

Learning Outcomes-

Students attended field trips to SUNY Oswego where they were introduced to the college and had the opportunity to work in similar audio production facilities to their own class laboratory. Professional musicians and performers presented in class, further bridging the gap between school, post-secondary education, and the world of work.

Standard 3: Responding to and Analyzing Works of Art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
Performance Indicators-
- Through listening, analyze and evaluate their own and others performances, improvisations, and compositions and suggest improvements.
- Use anatomical and other scientific terms to explain the musical effectiveness of various sound sources- traditional, nontraditional, and electronic.
- Explain how performers, composers, and arrangers make artistic decisions.
- Use appropriate technical and socio-cultural terms to describe musical performances and compositions.
- Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others.
Learning Outcomes-

Students engaged in critical reflection of their work, and the work of others. They analyzed and evaluated class work and performances, and worked collaboratively to discuss, explain, and offer suggestions for improvement.

Other NYS Standards linked to each project can be found on the document “2011-12 Recording Our Future Summary” found in the Project Smart section of the teacher webpage http://www.oswego.org/webpages/pmckenneymyers/adopt-a-school.cfm?subpage=9445

Revised 4/19/12

**Action Plan for 2012-2013—Everyone**

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<tr>
<th>Action</th>
<th>Rationale</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evaluation</th>
<th>Resources</th>
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<tr>
<td>Describe a leadership project (ACTION) you plan to undertake.</td>
<td>Describe the Rationale for the project.</td>
<td>Who is responsible for each action/Component?</td>
<td>During what months will you complete each action?</td>
<td>How will you know if the action has made a difference? What data will you collect? How will you gain feedback about your leadership of the initiative?</td>
<td>What resources will you need for this action? What costs, if any will be incurred? What are possible sources of funding for these resources?</td>
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<td>Students and faculty from SUNY Oswego will present and assist in my classroom as my students complete their recording projects. OMS students will take a fieldtrip to SUNY to learn about the musical/production opportunities available there. Student projects will be presented at a student organized and run CD Release party.</td>
<td>We wanted the students to know about the resources available to them in their own community. We wanted to give the college students a chance to work in an educational setting to experience teaching. We wanted more creative peer interaction and collaboration.</td>
<td>McKenney-Myers-responsible for the OMS students and their projects. Wood-responsible for the SUNY students and the presenters.</td>
<td>2 sessions to complete the following: Field trip, ProTools project, Ableton Live project, CD release party. October-January and March-June</td>
<td>Students complete reflective forms on each of the activities. We will learn their thoughts about the activities. Students take a pre and post test. We also have all of the students’ projects.</td>
<td>-Ableton Live Intro site license $1000, covered by Project SMART -Guest Presenter $600, covered by Arts In Education and by SUNY SCMA -Transportation for field trip $300, covered by OMS -CD supplies $200, covered by Entergy -CD release party $200, covered by Entergy -t-shirts $350 covered by Entergy -$360- student lunch on field trip covered by SUNY Auxiliary Services grant</td>
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