

Neah-Kah-Nie School District #56

Music Program Report

Feb. 28th, 2019

Current Status of NKNSD Music Education

Music programs at Neah-Kah-Nie School District have flourished over the last 15 years and are still growing. Here are highlights of what the programs have accomplished thus far.

Instrumental Music

Bands at the middle school and high school have reached populations not seen in the last 20 years and this has helped the high school band succeed in reaching state level musicianship by qualifying for the OSAA 2A championship in 2018 and earning 8th place. This year, the band has also qualified for the state tape pool for the second year in a row. Under the direction of Russell Zaugg, the band program has seen many positive changes including the expansion of the 7th/8th grade band and an addition of 6th grade band. Every year, carefully selected instrumentalists participate in OMEA III district honor bands at both the middle and high school levels. The high school band has performed at the 2nd St. Market in Tillamook, the [Manzanita Music Festival](#) and other venues.

General Music

General music at the middle school includes Mr. Zaugg's 6th grade general music program that has integrated the Quaver Music curriculum and use of ukuleles. The class is now at a population of 40 students and has put on a performance of its own at the middle school.

For several years, NKN Preschool has had a Monday morning and afternoon music session taught once a week by Michael Simpson. Through proven methods of play and song, preschoolers learn to match pitch and rhythm. In addition, the classes perform annually at GGS and NES concerts, which transitions students smoothly into kindergarten the next year.

Mr. Simpson also teaches each NES and GGS elementary class twice a week for a half hour period. Students learn Solfege (Do-Re-Mi) with Curwen Hand Signs, and sing songs and rounds from around the world in various languages while becoming more musically literate and preparing for Winter concerts. Last Winter, two 4th/5th grade classes sang unaccompanied in two-part harmony. In addition to learning music elements (rhythm, tempo, dynamics, texture, pitch) students also learn concert etiquette. Mid-year, students are taught to read music playing pitched percussion (xylophones, metallophones) and non-pitched percussion (drums, etc) and some classes have written pieces for their annual Spring performances while occasionally having an exceptional music student take the baton as class conductor.

Over ten years ago, Mr. Simpson and the student bodies of both [NES](#) and [GGS](#) wrote memorable original words and music to each of their respective school songs and they are still singing these songs today as a regular part of school tradition. Current students will have a chance to make professional audio recordings of their alma maters for use in potentially producing music videos to promote all the wonderful people and activities at their schools.

Adaptive Music

Several years ago, Mr. Simpson began an adaptive general music class for impacted middle/high school students, which has now turned into a fully recognized ensemble that rehearses once a week and performs regularly at scheduled high school concerts.

This year, Nehalem Elementary School has a highly impacted student who receives one-on-one music exploration with Mr. Simpson for 15 minutes per week in hopes that the student can eventually be integrated into the regular music classroom.

Vocal Music

As of this moment, grade-level secondary vocal music is solely represented by the NKN High School Choir directed by Michael Simpson. The members of this group have become ambassadors of their school and community due to annual performances around the county at various schools, assisted living centers, the Oregon Coast Scenic Railroad, Rockaway Community Church, [Nehalem United Methodist Church](#), TBCC, the [Tillamook Creamery](#), [NCRD Theatre](#), and other venues. The choir won 105.5's "Jingle by June" contest in 2010 for creating and recording an original radio jingle for [The Wave](#) (TCTD), which aired many years on the radio. On April 5th/6th, the choir will again perform with the Astoria-based [North Coast Chamber Orchestra](#) as it did in [2012](#). Also, select students are always nominated for district honor choir events and over the years, the choir has had singers reach state and/or national levels of recognition for solo and choral singing.

NKN Choir will hold its first "Boot Camp" to prepare for its upcoming festivals. The all-day workshop will have students learning various subjects (technique, music preparation, theory) from reputable professional music educators located in Tillamook County. Also, due to no middle school choir at NKN, 8th graders were allowed by Mr. Simpson to audition for the HS Choir. This allowed 8th grader, Ashley Hamann to become a full-fledged choir member this year.

In addition to all of these opportunities, the choir program now has a small volunteer HS vocal ensemble named "Pieces of Six", which was invited to sing at the [OSAA Wrestling Championships](#) on Feb. 23rd. Here is the [event calendar](#) for the NKNHS Choir/Pieces of Six.

Jazz Music

On Feb. 6th, Pieces of Six was the first Neah-Kah-Nie jazz group (vocal or instrumental) in 20 years to perform at the OMEA III Jazz Festival in Astoria, which in its first public performance, earned a Superior rating. [Dave Barduhn](#), legendary Oregon jazz musician and clinician for the festival said, "I'm impressed. Your part singing is great. You've got chops!"

Musical Theatre

Last Spring, the NKNHS Concert Choir was offered the opportunity to perform a few songs from musicals at a variety show in the newly renovated NCRD Theatre to raise funds for the Garibaldi Boat House Foundation and NKN Choir. The choir members loved being on the stage so much that they put on a entire [Broadway Revue](#) of their very own at the end of the same school year, which raised over \$500. Every choir student either sang alone or in a duet at some time during the show while also participating in ensemble numbers. This event ended up being an inaugural one as the choir and NCRD have decided to make it an annual show.

A History

Since the 2004-2005 school year, Michael Simpson has taught all elementary students in the district and one period of high school choir. When the new middle school was built for the 2006-2007 school year, Mr. Simpson proposed and was allowed to create a 6-8 Middle School Choir, which greatly encouraged students to support singers going into high school choir.

In March of 2007, Mr. Simpson proposed and Mr. Zaugg approved changes to the music programs that transformed both band and choir. After realizing that a choir class and band class were scheduled together with just one classroom, the next year, the district allowed the music room, which at the time was a large former shop/storage room, to be turned into two new music rooms with a dividing storage room for music libraries and sound equipment. The rooms allowed the two music teachers to teach music classes simultaneously in the shared wing with a storage room/music library acting as a sound buffer dividing the two rooms. Mr. Zaugg also no longer had to travel from the elementary schools to the MS/HS on a daily basis as bands started with the newly relocated 6th graders at the new middle school.

Mr. Simpson continued teaching middle school choir with his other duties until he was reassigned for the upcoming year to teach solely elementary music while Mr. Zaugg took on all secondary music, including middle school and high school choir. This initial reassignment would have alleviated scheduling woes district-wide and made Mr. Simpson's schedule lighter, though it would have been at the expense of the students in the choral music program. After more deliberation, Mr. Zaugg ultimately took on all middle school music and high school band while Mr. Simpson went back to his original duties of teaching all elementary music and high school choir, though teaching elementary music would mean just two days per school and the shortened day of the week was again a casualty of scheduling. Mr. Simpson was then asked to teach two preschool music classes once a week, which has greatly benefited future elementary and secondary students. On the same shortened day, he also started the adaptive music class.

This solution worked for a few years and 6-8 MS choir was ultimately split into a 6th grade choir and a 7th/8th grade choir until the state of Oregon forced NKNSD to make hard scheduling choices, which included Mr. Simpson teaching Music & Movement classes in NES's/GGS's gymnasiums for three years to fulfill P.E. requirements while trying to retain children's music literacy. This decision also eventually removed all MS Choirs completely from Mr. Zaugg's schedule. Needless to say, the support for 6-12 vocal music has been inconsistent due to many factors. Now, we can remedy this.

A Natural Progression

Though we are a bit further into this journey, we are again at a crossroads with music at Neah-Kah-Nie. It is again time for the music programs to take a leap forward so that we may march on to greater successes just as it did when the new music rooms were built over ten years ago and launched a stable, self-sustaining band program. This next phase addresses many issues not only in music education, but also other problems district-wide: creating an additional full-time music teaching position to allow proper support and involvement for both instrumental and vocal music at all levels. Listed below are many areas that would be improved through this action:

Solutions

Elementary

One full-time music teacher solely for PreK-5 students allows this teacher to:

- Be scheduled to teach anytime from the start to the end of the school day
- Concentrate on teaching primarily Pre-K-5 music subjects and curriculum
- Involve his/herself in school-wide decision making at both elementary schools
- Stay at one school per work day Tues-Fri, saving on district mileage pay
- Act as a music education advocate and representative during school meetings
- Schedule performances on and off campus to promote the schools' programs
- Receive daily preparatory periods comparable to those of the K-5 P.E. teacher
- Plan with community organizations to have regular performances/workshops
- Offer special ensemble classes to promote advanced musical learning and encourage positive behavior skills for students aspiring to be in audition-only groups: i.e. Recorder Consort, Audition Chorus, Percussion Ensemble

Secondary

Two full-time secondary music teachers allows for:

- Scheduling of simultaneous middle school vocal and instrumental music classes
- Better balancing of middle school music class sizes during elective periods
- Immediate student access to address any concerns and to promote programs
- Possibilities of performing arts-related electives to be offered:
(Guitar, Jazz/Pop, AP Theory, Voice Class, Studio Arts, Piano, Audition Choir)
- Collaboration among music teachers to support all music programs
(joint performances, arts festivals, alumni concerts, off-campus events)
- Team-teaching crossover subjects (Music History, Music Theatre, Mixed Media)
- Music teachers staying on one shared site, again saving on district mileage pay
- Advocacy and representation for music education during school meetings
- Weekly secondary music team meetings through joint preparatory times
- Working with community organizations to plan performances/workshops
- Initiating booster programs with the help of parents and community members
- Vocal music to be offered and supported equally with its instrumental counterpart

Current Schedules

Below are links to the current schedules of the district music teachers for NKNSD #56.

[2018-2019 Music Schedule - M. Simpson](#)

[2018-2019 Music Schedule - R. Zaugg](#)

Recommended Schedules

The next page contains prospective, equitable schedule recommendations among three district music teachers fully supporting every music program at every campus and allowing for growth at the K-12 grade levels.

2019-2020 Schedule: Secondary Music Teacher 1

Time	Mon	Time	Tues/Wed/Thurs	Time	Fri
8:00am-9:00am	Prof. Dev,	8:00am-8:35am	Prep/Meeting	8:00am-8:35am	Prep./Meeting
9:00am-9:59am	Preparatory	8:35am-9:40am	HS Adv. Choir	8:35am-9:40am	HS Adv. Choir
9:59am-11:03am	HS Adv. Choir	9:40am-9:55am	HS Snack Duty	9:40am-9:55am	Snack Duty
11:03am-11:36am	Adaptive Choir	9:55am-11:03am	Transition	9:55am-11:15am	Preparatory
11:36am-12:18pm	Choir/Elective 6	11:03am-12:00pm	Choir/Elective 6	11:15am-12:12pm	Choir/Elective 6
12:18pm-12:48pm	Lunch	12:00pm-12:30pm	Lunch	12:12pm-12:42pm	Lunch
12:48pm-1:35pm	Preparatory	12:30pm-1:00pm	Team Meeting	12:42pm-1:15pm	Team Meeting
1:35pm-2:33pm	HS Choir	1:00pm-1:21pm	MS Lunch Duty	1:15pm-1:21pm	MS Lunch Duty
2:33pm-3:35pm	Choir 7/8	1:21pm-2:30pm	HS Choir	1:21pm-2:26pm	HS Choir
3:35pm-4:00pm	Preparatory	2:30pm-3:35pm	Choir 7/8	2:26-2:45pm	Preparatory
		3:35pm-4:00pm	Preparatory	2:45pm-3:35pm	Choir 7/8
				3:35pm-4:00pm	Preparatory

2019-2020 Schedule: Secondary Music Teacher 2

Time	Mon	Time	Tues/Wed/Thurs	Time	Fri
8:00am-9:00am	Prof. Dev.	8:00am-8:35am	Prep/Meeting	8:00am-8:35am	Prep/Meeting
9:00am-9:35am	Preparatory	8:35am-9:40am	HS Band	8:35am-9:40am	HS Band
9:35am-9:59am	HS Breakfast Duty	9:40am-9:55am	HS Snack Duty	9:40am-9:55am	HS Snack Duty
9:59am-10:57am	HS Band	9:55am-11:03am	Preparatory	9:55am-11:15am	Preparatory
10:57am-11:06am	Preparatory	11:03am-12:00pm	Band/Music 6	11:15am-12:12pm	Band/Music 6
11:06am-11:36am	Lunch	12:00pm-12:30pm	Lunch	12:12pm-12:42pm	Lunch
11:36am-12:18pm	Band/Music 6	12:30pm-1:00pm	Team Meeting	12:42pm-1:15pm	Team Meeting
12:18pm-1:05pm	Preparatory	1:00pm-1:21pm	MS Lunch Duty	1:15pm-1:21pm	MS Lunch Duty
1:05pm-1:20pm	MS Lunch Duty	1:21pm-2:30pm	HS Elective	1:21pm-2:26pm	HS Elective
1:20pm-1:35pm	Preparatory	2:30pm-3:35pm	Band 7/8	2:26pm-2:45pm	Preparatory
1:35pm-2:33pm	HS Elective	3:35pm-4:00pm	Preparatory	2:45pm-3:35pm	Band 7/8
2:33pm-2:35pm	Band 7/8			3:35pm-4:00pm	Preparatory
3:35pm-4:00pm	Preparatory				

2019-2020 Schedule: PreK-5 General Music Teacher

Time	Mon	NES	Tues/Thurs	GGG	Wed/Fri
7:30-8:05am	Preparatory	7:30am-8:05am	Prep/Meeting	7:30am-8:10am	Prep/Meeting

8:05-9:20am	Prof. Dev.	8:05am-8:35am	Burdick 5	8:10am-8:40am	Clifton 4/5
9:20am-10:05am	Ensemble 1/2	8:35am-9:05am	Henderson 5	8:40am-9:10am	Christensen 4/5
10:05am-10:20am	Preparatory	9:05am-9:35am	Felley K	9:10am-9:40am	Kinstedt 4/5
10:20am-10:40am	Travel to NKNPS	9:35am-10:05am	Thysell K/1	9:40am-9:45am	Preparatory
10:40am-11:20am	PreSchool 1	10:05am-10:35am	Romanov 1/2	9:45am-10:15am	Brimacombe 2/3
11:20am-11:55am	PreSchool 2	10:35am-11:05am	Honts 1/2	10:15am-10:45am	Baertlein 2/3
11:55am-12:15pm	Travel to GGS/NES	11:05am-11:24am	Preparatory	10:45am-11:15am	Herder 2/3
12:15pm-12:45pm	Lunch	11:04am-11:54am	Lunch	11:15am-11:45am	Gordon 2/3
12:45pm-1:15pm	Preparatory	11:55am-12:15pm	Recess Duty	11:45am-12:10pm	Recess Duty
1:15pm-1:45pm	Ensemble 1	12:15pm-12:45pm	Verhulst 3/4	12:10pm-12:40pm	Lunch
1:45pm-2:30pm	Ensemble 2	12:45pm-1:15pm	Duer 3	12:40pm-1:10pm	Shepard K/1
2:30pm-3:30pm	Preparatory	1:15pm-1:45pm	DeGandi 4	1:10pm-1:40pm	Rumage
		1:45pm-2:00pm	Exploratory T	1:40pm-2:10pm	Ensemble 1/2
		2:00pm-2:30pm	Ensemble 1/2	2:10pm-3:30pm	Preparatory
		2:30-3:30pm	Preparatory		

Research-Based Evidence

More and more studies are being conducted focusing on music education and how it affects the brain in people of all ages, let alone children. Learning music of any kind has life-long positive effects on countless mental skills including complex problem-solving, high cognition, cooperation, collaboration, and literacy, all of which are traits that all teachers, administrators and parents wish for their students to master by the time they have finished high school.

Therefore, it is safe to say that music educators and psychological communities at-large would believe that the blossoming of NKNSD music programs thus far has benefited NKN children in ways that may go unrecognized due to the mystique surrounding music as an academic subject. Below is a sample of journals and articles from various sources, which may help create a clearer image of what vocal and instrumental music has been doing for our students in many aspects, which also suggests that music has long been an integral part of delivering trauma-informed care to students of this district while meeting high music standards.

[Psychological and Physical Benefits of Choral Singing](#)

[Music and IQ](#)

[How Children Benefit from Music Education in Schools](#)

[Singing in Choir and Your Brain](#)

[Link Between Music Education and Academic Achievement](#)

[Music Lessons and Cognitive Skills](#)

The Right Decision at the Right Time

Now is the time to make this change. The elementary classes will have newly acquired classroom sets of xylophones, metallophones, recorders and other recently purchased percussion instruments ready for next year. Elementary music classes have no longer regularly

been held in gymnasiums since last school year and have been relocated to the art rooms for a more controlled environment conducive to learning the subject matter and preparing for bi-annual performances. A highly-qualified prospective elementary music teacher would be attracted to the fact that they would have the equipment, facilities and support to continue to implement curriculum using various schools of thought ([Orff](#), [Kodaly](#), [Dalcroze](#)) while also having the option to create new programs and possibly, special elementary ensembles.

For nearly a decade and a half, secondary band programs have benefited greatly and will continue to do so by having an expert in instrumental middle/high school music and continuous classes in band from 6th grade to graduation since the recommendation of creating music separate secondary music rooms was accepted and implemented by the school district. If this support is mirrored with a vocal middle/high school music expert consistently teaching the same grades, the choir program will in turn, grow and also succeed at a much higher level and with much less struggle to fill in the three-year gap the vocal music program now possesses. In addition, rather than the choir room being used for just one full period per day (HS Choir), it would be utilized to its full potential with several classes of varying music and performing arts-related subjects. Also, having consistent collaboration between the secondary music teachers will allow for even further expansion of the music and performing arts programs throughout the district.

Support for the district music programs is commendable and valued, hence the reason to take the next logical step toward making Neah-Kah-Nie School District #56 the standard other Northwestern Oregon districts look to for musical inspiration and academic excellence. Below is a link to [Comparative Music Education Data](#) with schools either in the area or at a similar high school population.

This decision is self-evident and is validated by the successes of the students themselves inside every classroom. Mr. Russell Zaugg agrees in his [letter to the administrators and the school board](#). Even high school choir sophomore, Hannah Barlow has taken it upon herself to show support in her formal [research paper](#) she wrote for her sophomore English class. As most reports and opinions suggest, these programs help everyone and the more music classes we have, the faster and easier the successes will come not only for music students and teachers, but for all students and the staff who serve them.

The faculty and students of the Neah-Kah-Nie Music Department thank you.

Neah-Kah-Nie School District #56
Michael Simpson

Please contact me at 503-812-5367 or michaels@nknsd.org if you have any questions or concerns as I will have limited time to answer questions at the March 11th board meeting.