



Let's Dance!

The General Music Meeting

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1:50 PM

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As general music teachers we see that the sparks toward a lifelong love of music often take place in our classrooms.

We see the value for a more robust vision of general/elementary music in California. States like Florida and Texas are demonstrating that when general music teachers have a higher MEA participation rate, access to music education in public schools increases.

The purpose of today's discussion, therefore, is to examine the following questions:

1. What is CMEA doing to serve the needs of its current elementary and middle school general music members, what else should it do, and how can we make the organization more attractive to new members?
2. What are some of the programs and practices from other states that California should consider incorporating?
3. What are our own best practices, and how can they be duplicated?

General Music, CMEA and NAFME

CMEA's advocacy efforts have significantly raised awareness of the California Education Code which calls mandatory music education for grades 1-6 and elective music education thereafter for all California's students. Enforcement of that code, however, is a regional struggle that must be taken on district by district and sometimes school by school. Here the record of success is less clear.

Last year CMEA formed the General Music Advisory Board was formed from among the CMEA section reps with some at large members as well. The goal was to create a body with expertise in general music with whom the CMEA executive board consult. Formation of this board is a step forward, but thus far CMEA has rarely sought the GMA board's advice.

In September, NAFME formed a Council for General Music Education. This is another step in the right direction, but we have not yet seen follow up steps.

While CMEA and NAFME attempt to address the concerns of general and elementary music educators through the formation of “top down” committees, today we are here to offer our voices and advocate for our area of expertise.

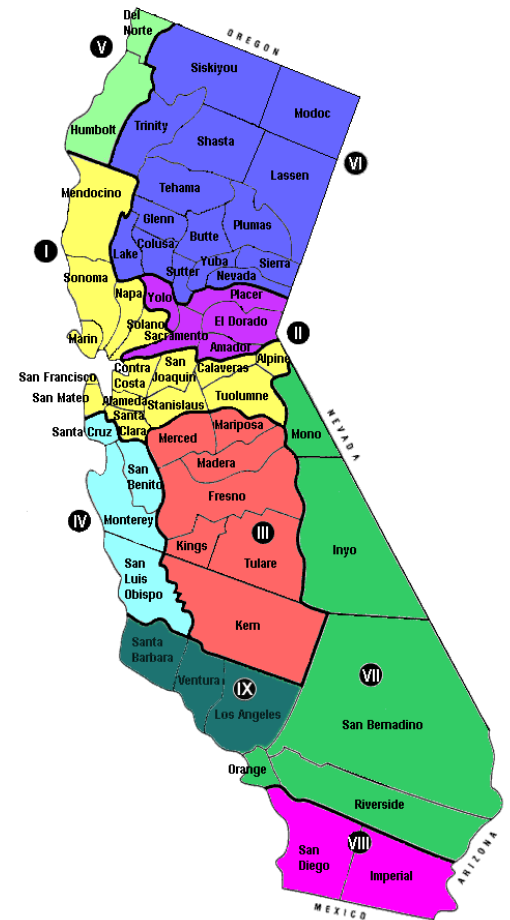
The educators in this room know best the value in what we offer and the areas in which we need greater support.

The California Music Educators Association is broken into 9 regional sections:

- I. Bay Section**
- II. Capitol Section**
- III. Central Section**
- IV. Central Coast Section**
- V. North Coast Section**
- VI. Northern Section**
- VII. Southeastern Section**
- VIII. Southern Border Section**
- IX. Southwestern Section**

More information about these sections including web pages for each can be accessed at:

<http://www.calmusiced.com/index.php/cmea-sections>



Leadership From Other General Music Organizations

California is blessed to have seven regional Orff and two Kodály chapters that provide numerous PD opportunities and other support for the general music community:

- American River Orff Schulwerk — <http://americanriverorff.wixsite.com/arosa>
- Central California Music Fusion — <http://www.centralcaliforniamusicfusion.org>
- Inland Counties AOSA Chapter — <http://www.iccaosa.info/workshops.html>
- Los Angeles AOSA Chapter — http://www.laorff.org/LA_ORFF/Home.html
- Northern California AOSA Chapter — <http://www.ncaosa.org>
- Orange County AOSA Chapter — <http://ocorff.org>
- San Diego AOSA Chapter — <http://sdorff.org>

- Northern California Association of Kodály Educators — <http://www.ncake.org>
- Kodály Association of Southern California — <http://kasc.oake.org>

In theory these organization compete with CMEA for members. However, many active Orff and Kodály practioners bring to the mix a sense of mission about their efforts on behalf

children and a deep understanding of foundational music education. All of this can be extremely useful to CMEA, if the goal is to increase the organization's influence and credibility in the general music world.

Perhaps more synergy is the answer.

Regional Success Stories

As was reported in CMEA Magazine, Summer, 2017 (http://www.richardlawtonmusic.com/Richard_Lawton_Music/More_About_Me_files/FulfillingthePromiseCMEASummer2017.pdf) issue some regions of California are experiencing and expansion of general and elementary music programs.

In the Capitol Section many counties now have general music in their elementary schools. The formula for success has been simple, although not so simple to achieve. High profile teachers, including several affiliated with Education Through Music, working in conjunction with the American River Orff chapter and the CMEA Section leadership, have worked to change the philosophy that the arts are expendable at the district and individual school level.

In the Southern Border Section the recognition that applied music instruction would be more effective if students had a foundation in general music has led to a comprehensive elementary music program in the Chula Vista Elementary District.

California is a large, diverse state, where a one-size-fits-all approach to education is not likely to be successful. But the philosophy that music is a joyful practice that can and should be an essential part of every child's education, is an idea that is readily adaptable.

What Comes Next?

That's what we are here to discuss.

Let's spend the rest of our time in small groups. The goal for each group is to develop one grand idea and three things we can do right away that won't cost anything.

We should not be afraid to think big! We should also recognize that big changes often occur incrementally.