

Our Kids.  
Our Community.  
Our Legacy.

## Innovative Teacher Mini-Grant Application

### Contact Information

	Name	Email Address
Lead Teacher		_____
Teacher		_____
Teacher		_____
Principal		_____
School		

### Grant Overview

Grant Title	<b>Pitched Percussion Instruments for all 1<sup>st</sup> through 5<sup>th</sup> Grade Music Students (Orff Instruments)</b>
One sentence that clearly describes your project	The district-wide elementary music program will be enhanced by giving students the hands-on experience of playing pitched "Orff" instruments, and this investment in proven, quality instruments will pay dividends for thousands of students for years to come.
Requested amount	\$5,000

### Agreement and Signatures

I (We) understand our complete and signed application must be submitted by email to [grants@rbef.org](mailto:grants@rbef.org) on October 4, 2019. I (We) agree to fulfill the requirement to submit paid receipts for expenditures, to inventory all purchased equipment and materials with the Redondo Beach Unified School District (RBUSD) and to send in a one-page impact report by June 17, 2020. I (We) understand that failure to submit the one-page report will result in lack of eligibility for an RBEF teacher grant in the following school year. I (We) understand that all major equipment and/or instructional materials purchased with this grant are the property of and must remain in the RBUSD.

	Date
Lead Teacher	10/4/19
Supervisor/Principal	10/4/19

### Office Use Only

Date Received	
Grant Number	



## Innovative Teacher Mini-Grant Application

The grant selection process will be anonymous. Your application will be identified by a grant number only. Please do not include your name(s) or the name of your school in the body of your application.

### Grant Overview

Grant Title	<b>Pitched Percussion Instruments for all 1<sup>st</sup> through 5<sup>th</sup> Grade Music Students (Orff Instruments)</b>
One sentence that clearly describes your project	Pitched Percussion Instruments for all 1st through 5th Grade Music Students (Orff Instruments) The district-wide elementary music program will be enhanced by giving students the hands-on experience of playing pitched "Orff" instruments, and this investment in proven, quality instruments will pay dividends for thousands of students for years to come.

### Requested Funding – Collaborative Teams

\_\_\_ \$3,000

X \$5,000

\_\_\_ Other

### Student Population

Number of students involved	<b>Approximately 3,215</b>
Student grade level(s)	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> at all Elementary Sites
<u>Briefly</u> describe the student population including any special needs or interests this project will address.	The vocal music program includes all students in grades 1-4, and self-selected students in 5 <sup>th</sup> grade. This includes every student designation in the district: high achieving, EL, students with special needs, economically disadvantaged students.

### Project Description

<b>Objective</b> What is the objective of your project and what problem or need does it address?	This grant would provide all music students opportunities to play and create music in real-time using pitched instruments. This would enhance singing and other musical activities by providing aural texture and interplay with physical sound production that is student-generated. Through this applied music learning, students are given chances to explore music using multiple modalities: kinesthetic, visual, auditory, and tactile.
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<p><b>Process</b></p> <p>Describe the nature of the project and what will be done (include instructional methods, procedures, or activities).</p>	<p>Orff instruments are used in the music classroom in multiple ways including call and response play, improvisation, interactive play between students, accompaniment of singing and movement; all of which provide students with opportunities to discover patterns in music, understand and internalize the emotional and social functions of music, and compose original work.</p> <p>The central process that guides the teaching method created by composer Carl Orff is to learn by doing and is centered around children's innate curiosity, creativity, and discovery through play. Students engage in a range of activities: imitation of musical patterns, sonic exploration, solo and accompanied improvisation, analysis of musical function, and musical literacy in learning to read music.</p> <p>As students gain musical independence, the depth of these activities foster the creation of original work that is both expressive and creative, and the sharing of musical ideas in real-time creates a rich social learning environment.</p>
<p><b>Logistics</b></p> <p>Who will be involved and where and when will the project take place?</p>	<p>These instruments will be used by students and teachers at each elementary school multiple times every week as part of the regular teaching and learning process.</p>
<p><b>Standards</b></p> <p>What standards (CA content and/or common core) will this project address, support, or extend?</p>	<p>MU:Cr1</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2</p> <p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.</p> <p>MU:Pr4.3</p> <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/ style).</p> <p>MU:Pr6</p> <p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>

## Project Innovation

Explain why you believe your project is innovative. Include your rationale for selecting/designing the new or creative approach or program you plan to implement.

When students play actual musical instruments that are made from quality materials, they are able to be expressive and creative while applying music concepts to the real world. Actual sound vibrations carry incredible amounts of shared cultural meaning that has been employed and revered in all societies throughout history. This project gives music students the opportunity to manipulate sound to make music that connects to their own surroundings and increase their understanding of creative expressions from multiple cultures and time periods, as well how music continues to shape culture in the present and into the future.

## Alignment with College Readiness Focus

Describe how your project supports the RBUSD Kinder to College initiative. Specifically, how will your project promote a college-going culture and/or build your students' interest, knowledge, skills and readiness for college.

Music education supports all learning and provides social, physical and intellectual benefits. Multiple studies continue to suggest that music education improves literacy rates, raises attendance levels of students, improves school culture, lowers incidences of behavioral interventions, improves self-discipline and self-efficacy, increases brain activity related to memory and cross-lobe connections, and even helps with coordination and executive function. Additionally, studies have shown increased graduation rates for music students, to greater interest in planning to attend college. Examples of some of these studies can be found at: <https://musicedmasters.kent.edu/using-music-to-close-the-education-gap/>

## Plan for Evaluating and Documenting Impact

<p><b>Evaluation</b></p> <p>What student outcomes do you expect and how will you measure success?</p>	<p>Students will gain experience practicing and internalizing musical building blocks and patterns such as scale tones, intervals, ascending/descending movement, articulation and dynamics.</p> <p>Students will improvise musical patterns using a prompt or schema for musically creative play.</p> <p>Students will generate ostinati (repeated motifs) and accompaniment for fellow musicians who sing and play unpitched percussion instruments.</p> <p>Students will learn to represent musical concepts in written form as a way to record their own work.</p> <p>The measurement of the success of these outcomes will be increasing student proficiency and evidence of deeper learning as shown by their ability to play individually, and through the complexity of the musical output.</p>
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<p><b>Documentation</b></p> <p>What evidence (photos, work samples, assessments, etc.) will you gather during the project to document the grant's impact?</p>	<p>I will collect photos, videos, recordings and student written work that show the learning benefits of musical instruments as a way to build musicianship and the benefits of a music in a social learning environment. Student work will also be featured at musical performances.</p>
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**Budget Detail – Applicants MUST attach documents to support itemized costs (vendor quotes, etc.)**

Item Description	Amount
(5) Studio 49 Rosewood AX 1000 Soprano Xylophone	\$1,520.00
(5) Studio 49 Rosewood AX 1000 Alto Xylophone	\$2,125.00
(5) Studio 49 Glockenspiel 1600 GSc	\$495.00
(6) Remo Kids Hand Drum (Set of 5)	\$498.00
Subtotal	\$4555.00
Sales Tax (estimate only)	\$432.73
<b>**TOTAL is an estimate only – vendor says they offer educator discounts</b>	<b>\$4,987.73</b>





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	Items	Price	Quantity	Amount
	Remo Kids Hand Drum (Set of 5)	\$83.00	5 ▼	\$415.00 ✕
	Studio 49 Glockenspiel 1600 GSc	\$99.00	5 ▼	\$495.00 ✕
	Studio 49 Rosewood AX 1000 Alto Xylophone	\$425.00	5 ▼	\$2,125.00 ✕
	Studio 49 Rosewood AX 1000 Soprano Xylophone	\$304.00	5 ▼	\$1,520.00 ✕
				<b>Subtotal: \$4,555.00</b>