



Naperville Community School District 203 Guidelines for the Selection of Music

November 2006

The purpose of this document is to inform our community about the process used to select music for study and performance.

The music department of the Naperville Community School District strongly believes in educating our students in support of our Mission, Beliefs, and Philosophy.

- Mission:
...to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors using music study and performance as a framework to experience, understand and demonstrate these ideals.
- We believe:
 - that the study and performance of music develops and reinforces the cognitive skills and learning strategies that are universal in all fields of academic study.
 - that the performance music experience engenders the social values and behaviors necessary to meet the district beliefs of dignity, individuality, responsible citizenship, and a collaborative relationship with our community.
 - that through participation in music performance students are exposed to a unique and powerful method of developing an aesthetic sense and opinion that has positive lasting implications beyond music participation.
- Philosophy: Music is known as the universal language capable of bridging both time and culture through a unique and wonderful experience for both the creators and the consumers of the art form. Music is a discipline that combines literacy skills with physical development and creative thought with convention. It is an endeavor steeped in tradition yet its survival and testament is born of creativity and multifarious practice. Music is an integral component of all cultures core fabric regardless of time and development and offers a perspective on most societies that is as illuminating as it is entertaining.

District 203 will provide a comprehensive and cohesive program of study that develops the necessary skills for music performance. Moreover, the student experience will be saturated with opportunities designed to develop their own individual aesthetic and creative abilities.

Our goals are:

- To develop students who can successfully perform music in a variety of styles for a variety of audiences.
- For students to be able to articulate the emotional and cognitive impact of music.
- That all students develop the skills necessary to judge the quality and social and cultural impact of music.
- All participating students will acquire a comprehensive foundation of music literacy.

Student Performance is an essential component of the District's curriculum. It allows students to demonstrate mastery not only of individual skills but also the ability to collaborate through participation in ensembles.

When selecting music for study or performance, the following criteria are considered:

1. Students can master national and state content standards.
 - National Standard 8- Understanding relationships between music, the other arts, and disciplines outside the arts.
 - National Standard 9- Understanding music in relation to history and culture.
 - State Fine Arts Goal 27. Understand the role of the arts in civilization, past and present.
2. The music is selected solely on the basis of musical and artistic merits and includes literature spanning a wide variety of eras and genres.
3. The music selected neither promotes nor inhibits religious practices. In fact, the selection of the music is consistent with the guidelines of the MENC (Music Educator's National Conference, 1996)

It is the position of MENC: The National Association for Music Education that the study and performance of religious music within an educational context is a vital and appropriate part of a comprehensive music education. The omission of sacred music from the school curriculum would result in an incomplete educational experience.

With this volatile topic, music educators should exercise caution and good judgment in selecting sacred music for study and programming for public performances. During the planning phase of each program, the following guidelines will assist the teacher in determining if the program is, indeed, religiously neutral:

- The literature is selected to focus on musical, artistic, stylistic, historical, and cultural considerations.
- The neutral role, neither promoting nor inhibiting religious views, is emphasized in both rehearsals and performances.
- The use of religious symbols or scenery and performances in devotional settings are both limited.
- The traditions of diverse people and cultures are shared and respected.
- The various religious beliefs and sensitivities represented in the community are understood.

Teachers in District 203 believe that it is important to communicate that music learning, not religious indoctrination, is the motivation in choosing repertoire. One way we reinforce this is when we have conversations with students as they are learning the music. It is equally important to share these musical concepts with the people assembled to witness the performance. These comments may be shared informally with the audience or if the director prefers, it would be appropriate to list the music concepts/skills associated with each song in the printed program.

If students or parents have a question about the selected repertoire, we would encourage them to contact the teacher and or building administrator to discuss their concerns.