

# CWU HIP Institute Project Plan

## SUMMER LITERACY YOUTH MUSIC



**Project Plan Title:** Music Literacy for Pre-College Students = Summer Literacy in Youth and Music Program

**Why/Purpose:** Many CWU music performance students don't have the opportunity to get real life teaching experience before they graduate. The CWU Summer Literacy Youth and Music Program gives performance and other music majors the opportunity to teach fundamental music skills to youth in Ellensburg and surrounding communities, especially for students who are HEMS (Historically Excluded Minority Students). CWU Students develop skills including leadership, communication, teaching, and organization; and young people in our communities can deepen their connection to music and its potential in their lives. ***Every young person deserves to interact with music.***

**What:** a two-week summer music intensive experience for pre-college students taught by CWU music students and mentored by CWU faculty and peer mentors. Sessions include songwriting, ensembles, music reading, world music, and instrumental group lessons. We are also committed to fostering high-impact practices (HIP), sustainability, and authentic community partnerships.

**Who:** Open to all children entering Grades 3 - 12. No musical experience necessary.

**When:** June 17 – June 28, 2024

## Glossary:

**Director: (two-year term)** Yerin Kim. Dr. Kim will lead the program based on her pilot CWU Music Literacy camp in 2023

**Faculty:** Three Music Department faculty who will develop curriculum in partnership with the project team. Recruit, select, train, and mentor lead instructors.

**Advisor:** James Reddan. Dr. Reddan will teach and train all the CWU instructors on peer mentoring, advising, and recruitment.

**Head Instructors:** Two music performance students selected by the administrator to train and mentor the teaching practices of the instructors as well as teach during the experience.

**Instructors:** Six music performance students who have completed their respective pedagogy courses in their area of study. These students will develop lesson plans, teach during the experience, and meet with their lead instructors on a daily basis during the project.

**Counselors:** Music Performance, BA in Music, Music Minor, and Music Education students who are interested in acquiring leadership skills, classroom support skills, and organizational skills to assist with the participants.

**Participants:** All children entering grades 3-12 are welcome, regardless of experience with music. Migrant children living in Ellensburg who do not have access to music lessons will be sponsored by the Diocese of Yakima. Open population will pay \$350 tuition for the two weeks.

- **Target Audience** - 2 main groups: CWU students, local youth
  - CWU Students
    - Primary: CWU Music Performance Students – those students who have completed their specific pedagogy courses, or who are interested in taking part in a teaching experience before taking a pedagogy course. This is important because our curriculum does not at this point provide a teaching practicum for performance students, and these students will gain teaching skills that will make them more marketable and comfortable in their skillset for future music experiences.
    - Secondary: Bachelor of Arts in Music and Music minor students – those students who are not required to take teaching or pedagogy courses as part of their degree program, but who may be interested in learning about and practicing music teaching. This experience will provide a

guided context in which to discover and build mentorship skills, teaching skills, and leadership skills, broadly applied to a future music career.

- Tertiary: Music Education Students – those students who are actively training to be music educators in public schools. This experience will provide additional teaching practicum for students to hone skills in the music classroom and rehearsal.
- Local Youth
- Open to all children entering grades 3 – 12 in Ellensburg and surrounding communities, especially for students who are HEMS (Historically Excluded Minority Students) and migrant students living in Ellensburg (sponsored by the Yakima Diocese)

- **Project format/modality**

- From June 17-28, 2024, CWU Music Department will host the summer music camp in our facilities. Nine instructional days will include four hours of instruction with lunch/activity hour (9am –3pm)
- Camp is designed for pre-college participants taught by CWU Instructors (music students) and mentored by CWU music faculty and peer head instructors. Sessions include music reading, songwriting, ensembles, music history, and instrumental group lessons
- Instructions will be based on a mentorship tree: three faculty members will mentor two head instructors who have extensive pedagogy practicum. The lead instructors will peer mentor a team of six instructors who completed pedagogy coursework but do not have extensive practicum. These student instructors will do the bulk of the session teaching with the participants. In addition, a team of students will be chosen as volunteer counselors to observe, participate, and help guide the participants.
- The camp will culminate in two public displays of student learning with performances in the Ellensburg community and on the CWU campus.

- **Project scalability**

- Practicum for non-education students to provide real-world experience interacting with students in a highly mentored environment
- Cross-departmental curriculum (keyboard, strings, winds, theory, and history) with additional added targeted opportunities for HEMS groups (mariachi, drum ensembles, etc.)
- Community collaboration – City of Ellensburg, Yakima Dioceses, Kittitas School District, YAMA (Yakima Youth en Accion)

- **Activities and project timeline**

- **Registration and Application**

- CWU Music Student application:
  - April 22 , 2024 – Application due
  - April 29 - May 3, 2024 – Instructor Group interviews/demonstrations
  - May 15, 2024 – Notifications

- **CWU Students: Curriculum and Training**

- Pre-program
  - May 15-June 15 – Faculty Mentor training/Lead Instructor Peer Mentoring
- During program:
  - Meet with faculty mentor before and after camp to assess success and areas for improvement for the next day.
- Post-program
  - Final meeting with faculty mentor to reflect on experience

- **SLYM Impact**

- **Enrollment Affects:**

- Invite students to campus: foster comfort and familiarity
- Advertisements: Create visibility to our campus and the music department, especially to the HEMS community

- **Campus and Community Equity:**

- Diverse participant demographics: 50% of the participants will be Hispanic youth, with sponsorship from the Yakima Catholic Diocese.
- Exposure to our campus for HEMS community will result in an increase in the likelihood of attendance as college students, which will continue our efforts to expand diversity on campus and increase enrollment.
- Inclusive of participants of all levels and experience with music – an equitable environment for those who have not had the privilege of a music education.

- **Retention:**

- HIP on community outreach: teaching experience in a highly mentored setting for CWU music students, especially for music performance majors who do not have another pedagogy practicum.
- Mentorship based instruction: “tree” structure of our teaching hierarchies create a long-term interest and commitment for teaching. CWU students who start with the program as a counselor in their early years can experience long-term possibilities of teaching, participating,

and learning in the program. Students will be shown the value of a music degree by experiencing what a job in music is like. This will instill confidence in their abilities and the possibilities for their career.

- **Belonging:** from the perspective of the participant, historical limitations will be lifted, allowing them to see other people who look like them participating in this program. Our current college students are quite diverse, so participants will see CWU students and teachers who look like them. This fosters a feeling of belonging on our campus, as well as in Music.

- **Aligned with CWU Mission and Vision<sup>1</sup>**

**Vision:** Central Washington University will be a model learning community of **equity** and **belonging**.

**Equity:**

- CWU students: focus on providing needed experience for training and experience not offered in the degrees, open to all.
- Participants: all welcome, regardless of experience.

**Belonging:**

- CWU Students: achieving skills that make them more marketable in the field, interacting with musical communities outside of the mainstream, learning to teach music outside of the canonical styles and methods.
- Participants: create community through experience.

**Mission:** To build a community of equity and belonging, Central Washington University nurtures culturally sustaining practices that **expand access** and **success** to all students.

**Expand Access:**

- CWU Students: Providing training opportunities not currently available in the curriculum.
- Participants: providing a program not available or in existence to migrant children or children who “miss” the opportunity to begin musical training in public school years.

**Expand Success:**

- CWU: providing training, leadership, organization, and communication skills • Participants: opening doors of experience

### AACU Value Rubrics

AACU VALUE	SLYM OUTCOME
CIVIC ENGAEMENT	<p>This project partners with the Yakima Diocese who is sponsoring migrant children in Ellensburg for the camp.</p> <p>The final public demonstration of learning (performance) will be held within the Ellensburg community.</p>
CREATIVE THINKING	<p>Students will create lesson plans learned from music core curriculum and teach to class sizes from 15-30 students</p> <p>Students will systematically and methodically evaluate personal teaching through video and review with faculty mentors</p>
ETHICAL REASONING	<p>As a short-term temp/hourly or short-term non-permanent employee, all program staff who will have direct contact with camp participants will have read through and understand the following overviews: <a href="#">Equal Opportunity Guidelines (PDF)</a> <a href="#">University Safety Overview (PDF)</a></p>
GLOBAL LEARNING / INTERCULTURAL KNOWLEDGE and COMPETENCE	<p>Students will create lesson plans and teach Global music, drawing on a set curriculum and knowledge learned in the Cross-Cultural Perspectives class.</p> <p>The World Music curriculum will explore sounds, modes, and instruments of non-Western traditions</p>
INFORMATION LITERACY	<p>Students will use music technology in their teaching, basic computer software and programs for communication</p>

	<p>Participants will learn basic music reading literacy</p>
INQUIRY and ANALYSIS	<p>Students will develop curriculum with the guidance of a faculty mentor to create lessons that address large music topic areas. Each instructor will meet before the camp with faculty mentors to analyze the curriculum and lessons, during the program to re-work and pivot, and after the camp to de-brief and analyze teaching effectiveness.</p>
INTEGRATIVE LEARNING	<p>Students will create interactive lesson plans that use aural, visual, and kinesthetic learning modes.</p>

LIFELONG LEARNING	<p>Highly mentored teaching experience, modeled after education practicums and student teaching. Students are paired with a faculty mentor.</p> <p>Experience in creating lessons and teaching.</p> <p>Participants gain exposure and access to music not available to them (migrant children)</p>
ORAL COMMUNICATION	<p>Students will acquire skills providing viable job application and interview experience.</p> <p>Students will teach participants in the classroom and rehearsals.</p> <p>Students will meet with their faculty mentors before, during, and after the camp to de-brief and hone classroom skills and teaching sequence.</p>
PROBLEM SOLVING	<p>Students will learn flexibility in working with a wide range of ages and pivoting skills in teaching through a lesson plan.</p>
QUANTITATIVE LITERACY	<p>Students will work alongside the administrator and faculty mentors to adhere to the established budget.</p>
READING	<p>Students will teach basic literacy of the musical language, including the rudiments of rhythm, pitch notation, and aural cognition.</p>
TEAMWORK	<p>The faculty mentors will train the head instructors who will peer-mentor the team of instructors. In addition, the team of counselors will be trained by the instructor team</p>
WRITTEN COMMUNICATION	<p>Students will gain resume and cover letter skills providing viable job application and interview experience.</p> <p>Students will teach participants in the classroom and rehearsal, devising written materials.</p> <p>Students will meet with their faculty mentors before, during, and after the camp to de-brief and hone communication skills and teaching sequence.</p>