

**Brief Project Summary (about 100 words or 4-5 sentences):**

Students will perform 64 “gigs” (musical performances) throughout the community during the 2018-2019 school year. This will include chamber ensembles (up to 10 people, normally 2-4 people) and solos with accompaniments (live or computerized). Possible places to perform include nursing homes, elementary schools, preschools, daycares, shops, outdoor events, churches, hospitals, rehabilitation centers, library, banks, stores, restaurants, coffee shops and other small businesses. Gigs will be tracked throughout the year and a celebration will take place when the goal is reached.

**PROJECT DESCRIPTION:**

**1. Description of the Proposed Program: Please provide a thorough description of the project, including the duration and the number of students expected to benefit from the program.**

The 64 Gig challenge will be kicked off in September when students are challenged to, as a group, to perform 64 “gigs” (musical performances) throughout the community during the 2018-2019 school year. This will include chamber ensembles (up to 10 people, normally 2-4 people) and solos with accompaniments (live or computerized). Possible places to perform include nursing homes, elementary schools, preschools, daycares, shops, outdoor events, churches, hospitals, rehabilitation centers, library, banks, stores, restaurants, coffee shops and other small businesses. Gigs will be tracked throughout the year (September-May) and a celebration will take place when the goal is reached.

We will post a “Gig-o-Meter” in the band hall to track the number of performances. To count as a gig, students will turn in a form with the performers’ names, where and when they performed, how many people they estimated heard part or all of their performance, something they learned from the performance, suggestions to others who might perform at a similar venue/event. Once students submit this form, their performance will get added to the Gig-o-meter and students will receive a certificate for their participation.

Students who give at least two performances in the community will be invited to a final celebration party. Awards will be given to students who had the most performances, students with most creative performances, student who performed with the most different people etc. At the beginning of the event, students will be asked to write a thank you note to the DSISD Education Foundation describing their performances were and what they learned from the experience. Throughout the year, we will ask people who attended performances to give us feedback about what they enjoyed. We will share this with the students at the celebration. (Grant money for the celebration will provide food, games, awards and prizes.)

In order to involve as many community members and small businesses, we will help facilitate a “Music in Dripping Springs” event. This will be one weekend in December where students will specifically be encouraged to go out and perform. Parents will help coordinate locations and transportation for groups to perform. Students will be encouraged to invite community members who play instruments to join them. This might be school staff, substitutes, lesson teachers, parents, or older brothers/sisters/relatives who are still active musicians in the area.

We estimate that this program will benefit 2,750 people. This includes the students in the music program, elementary feeder students (who will hear the music in the mornings as they arrive at school) parents and staff at the elementary and middle schools who enjoy the gigs, and the community members who will hear music at the gigs around Dripping Springs.

## **2. Describe how your proposal is innovative. How will your project improve, advance or enrich student learning?**

Most music programs focus on teaching students to be musicians inside the classroom. Students often perform a few large concerts each year for their families. This program takes the children out of the school to perform in the community. Instead of just sharing their love of music with their family, they are sharing it with many more people. Also, instead of the traditional 'full ensemble' style concerts, they are performing solo and chamber music.

Gigging in the community will provide a unique engagement "sweet spot" – providing just enough pressure to motivate, and yet not too much pressure as to cause excessive performance anxiety. This elegant use of "just the right amount" of anxiety is where the real magic happens. The subtle pressure before the gig creates a sense of urgency and purpose for rehearsals. The gentle pressure during the performance, which stems from the vulnerability that is inherent to small group or solo playing, is the key ingredient in building bonds of trust and support between students. And interdependence, trust and a shared sense of purpose is the stuff that great organizations are made of.

## **3. List the objectives you want to accomplish with this project. In a subsequent section you will outline how you will measure outcomes of the project.**

The most important benefit of this project is being able to illustrate the power of music to connect and profoundly affect people in remarkably wonderful ways. The perspective of playing in these scenarios shows students that there is always an audience who desperately needs to hear the music they can provide. I think that this helps to promote the idea that students should keep playing through a lifetime. An applicable quote from Art and Fear by David Bayles and Ted Orland states: "...artists quit when they lose the destination for their work – for the place their work belongs." These gigs provide the destination for their music. They provide a sense of purpose for music making that transcends the walls of the classroom. Students will experience the reward of knowing they are giving back to the community.

We expect the preparation of chamber music to improve student's understanding of intonation, balance, and sense of pulse. Students will learn to play each of their parts with a greater sense of commitment and purpose. Students will see themselves as co-collaborators in the music making process. We expect our full ensemble rehearsals to become more efficient because students will become more aware of subtle differences in phrasing and articulation. Students will have a better understanding of how to listen for the active lines within the music. Finally, students will learn how to locate a gig, recruit members for an ensemble, select literature, rehearse and perform.

## **4. Identify the potential for the project to serve as a demonstration or pilot project that can be implemented more broadly in the future.**

This program could be expanded to both middle school and the high school to become a 100 gig/128 gig/200 gig Challenge that encompasses the entire Dripping Springs school district. It could also inspire districts around the state and country to get students out in the community sharing their love of music.

## **5. Will the project implement programs or tools that will provide benefits to students beyond the grant cycle year? Will there be future costs associated with the project (e.g., hardware maintenance or replacement costs, software upgrades, etc.)? If so, how will these costs be funded? Has requested technology been reviewed/approved by the District's Director of Technology?**

The chamber music (sheet music) purchased for this challenge can be re-used year after year. The Ipads can be used for a number of years for solo accompaniments. The only part of this grant that could need to be funded is the end of year celebration, but once this program is in place a 'toned down' celebration would be fine. We could cover the costs of the celebration with a small fundraiser or donation. The one time funding of this grant will allow this program to continue for years and years.

**6. Identify any community, business, and/or parent support of the project. Also, list any matching funds to support this project (e.g. if the PTA or other partners are contributing some of the costs or tools for this project.). (This is not a requirement for funding.)**

We feel this project will garner great support from the community, business and parents as it takes shape. We do not have financial support from these sources, but as students begin offering to perform, we feel the community and businesses will benefit greatly and, in turn, show support for music education in Dripping Springs and the Education Foundation. As parents watch their children perform in public, share their musical gifts and grow in maturity from the experiences, we expect great support for our program as well as the Innovative Teaching Grants program.

**7. Can this project be implemented with partial funding? (This is not a requirement for funding.)**

Yes.

**MEASUREMENT OF ACCOMPLISHMENT:**

**1. If your program is funded, the Education Foundation requires that you submit a Mid-year Progress Report and an End of Year Report evaluating your project's success given the objectives listed in the Project Description section. How will you measure these objectives over time to determine the impact of the project? What will be your metric(s) of success?**

We will be tracking the number of gigs and can report that to the foundation. We will also survey the students and ask them specific questions about their rehearsal procedures. We will document improvements we have seen in full ensemble rehearsals that may be a result of the chamber music and solo performances. At celebration at the end of the program we will ask students to reflect on what they have learned and improved through this experience. We will compile this into the impact report.

**2. How do you plan to share the results of this project and to whom will you share this information?**

We plan to share this idea with other programs in DSISD, other local districts and in nationwide learning communities through social media. If this program is as great of a success as we expect we will consider presenting the idea at a state-wide music convention or publishing an article with a professional journal or website.

**3. How will the Education Foundation be recognized as a financial supporter of this project?**

We will provide the students with signs to place on their stands when they are performing that recognize the 64 Gig Challenge funded by the DSISD Education Foundation. We will share progress updates, photos/videos of gigs, and photos from the final celebration through our Facebook page and will often recognize the Education Foundation in these posts. We will also specifically try to offer student performances to small business members of the Education Foundation and will be sure those businesses know that this challenge is made possible by an innovative teaching grant.

