

## Abstract

**Title:** Musical Competency Deficiencies in Beginning Band Students at a Charter School in North Carolina

**Program of Study:** Curriculum and Instruction

**Presentation Type:** Remote Oral Presentation

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The purpose of this study was to solve the problem of musical competency deficiencies at Trinity Middle School (a pseudonym), a charter school in the Piedmont area of North Carolina, and to design a solution to solve the problem. Beginning band students at TMS were completing their sixth-grade year with deficiencies in their basic musical competencies. Research of current literature suggests that student involvement in musical arts such as beginning band may positively influence student performance in other academic areas such as math and language arts. Participation in musical activities also fosters other skills such as self-discipline and time management. These skills are developed by incorporating structure and routine into a daily classroom setting. Analysis of data from interviews, a focus group, and parental surveys indicated that structure and routine were integral components of developing musical competencies in beginning band students. Additionally, review of current research literature and analysis of data suggested that motivation is a key component in student mastery of basic musical competencies. Based on these findings, a daily routine is suggested that incorporates musical literacy components such as rhythm lines, counting and clapping, note-naming, and systematic progression through a method book. A specific timetable for each class is given that

accounts for the proper use of minutes within a classroom period. Additionally, a sample curriculum map is given for the first six weeks of a beginning band class. This map incorporates a daily routine and encourages a systematic development of basic musical competencies within beginning band students at TMS.