



MUSIC REPORT

2024 | 2025



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DISTRICT MUSIC OVERVIEW

School District No. 83 is located on the traditional territory of the Secwépemc people and encompasses the beautiful geographic area around Shuswap Lake and the valleys of Enderby and Armstrong. The 25 schools, located in the communities of Falkland, Armstrong, Enderby, Grindrod, Silver Creek, Ranchero, Salmon Arm, Canoe, Tappen, Sicamous, and Celista, are surrounded by lakes, rivers, mountains, and agricultural areas where all manner of wildlife thrives.

2024-2025 MUSIC STAFF

24 Certified Music Specialist teachers

2024-2025 MUSIC ADMINISTRATION

Michelle Reed .571fte Music Vice Principal

Belinda Arpagaus .514fte Music Administrative Assistant

SERVICE:

SD 83 serves approximately 6,652 students from kindergarten to grade twelve in our 17 elementary schools, 2 middle schools, 5 secondary schools and 1 alternate school.

SD 83 Music provides service to 3394 elementary students 100%

SD 83 Music provides service to 753/899 middle school students 84%

SD 83 Music provides service to 654/2359 secondary students 28%



OFFERINGS:

All elementary students receive 90 minutes of general music instruction on a weekly basis. Students experience music theory, singing, recorders, ukulele and more.

Once students enter middle school, they receive music education through our explorations rotations. Grade 6 students receive guitar instruction, while grade 7 students are introduced to concert band.

Grade 8 is when our music offerings become purely elective. Students in Grade 8 may elect to participate in Concert Band and/or Jazz Band. Shuswap Middle School also offers a lunch time choir for any student in grade 6-8 that wishes to participate.

Grade 9-12 music offerings vary throughout our schools, but include the following options:

Concert Band | Jazz Band | Choir | Drumline | Musical Theatre | Music Composition & Technology | Rock Band | Guitar | Blues Band | Music Class Teacher Assistant where applicable.

WHAT MAKES US UNIQUE:

SD 83 has been a provincial leader in providing and prioritizing quality Music Education since the 1980's. For the majority of the past 40 or so years, we have had a dedicated music administrator, who, among many other duties, helps ensure that we have trained music specialists in the programs that are best suited to their unique skill sets and training.

While other districts have looked to cut music classes, SD 83 has built in stability by committing to have our elementary teachers receive most of their prep through our music education program.

While in some districts, music teachers are often working in silos, the SD 83 Music staff get together multiple times per year and participate in directed music education professional development. They also participate in their passion area together by forming in the SD 83 Music Teacher band 'Those Who Can'.



The SD83 Music program also supports music teachers in attending the annual BC Music Educators Conference.

Over the years we have amassed a beautiful District Collection of Instruments that we provide to students to ensure that everyone has access. Currently our District Inventory is valued at \$1,440,000. We also have a district music learning resource collection of sheet music with over 6600 titles at a value of \$380,000. In addition to our District Collections, each school has a dedicated music room that is adequately equipped with the required music instruments.

We have deep roots within our community through connections with our local music store, Acorn Music, the Salmon Arm Folk Music Society, Shuswap Music Festival and Song Sparrow Hall. You will read more about these connections in the report.

SD83 2023-2028 STRATEGIC PLAN OVERVIEW:

The Board of Education is responsible for the effective governance of School District No. 83. It is accountable to the Ministry of Education and Child Care, the public, and education partners. The Board remains deeply committed to operating in a respectful, transparent, and fiscally responsible manner.

The recently renewed Strategic Plan will set the direction for the District, guiding our priorities, goals, projects, and financial stewardship for the next four years.

MISSION:

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

VISION:

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

VALUES:

Belonging: We encourage relationships that support a culture of respect, empathy, and collaboration where individuals are supported, represented, and empowered to reach their full potential.

Respect: We nurture respectful and inclusive communities where everyone feels valued, safe, and appreciated.

Reconciliation: We are committed to true Reconciliation through working together and honouring Indigenous ways of knowing and doing.

Empathy: We offer kindness, compassion, and respect while recognizing a deep understanding of others.

Equity: We seek to understand individual perspectives and needs in order to provide access to opportunities, resources, and learning and we honour our commitment to true Reconciliation.

Perseverance: We foster resilience and self-empowerment, recognizing one's journey toward success involves overcoming difficult challenges.

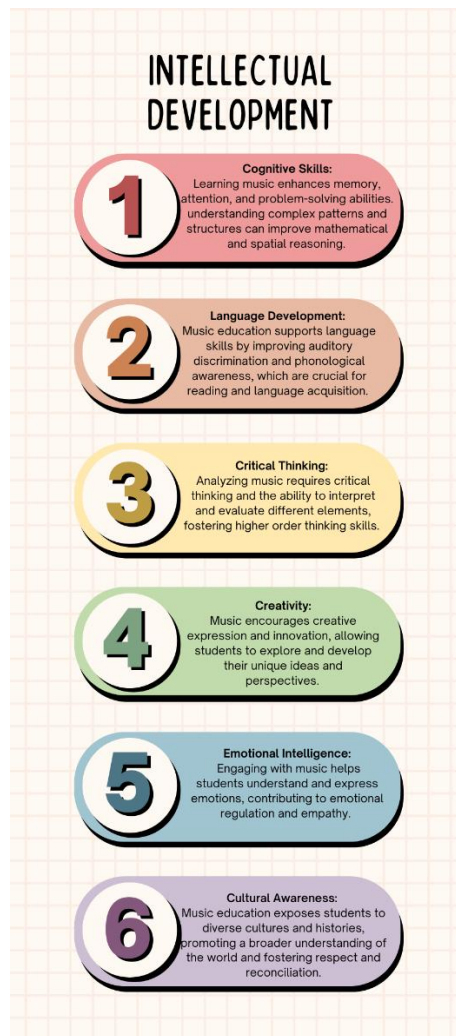
STRATEGIC PRIORITIES:

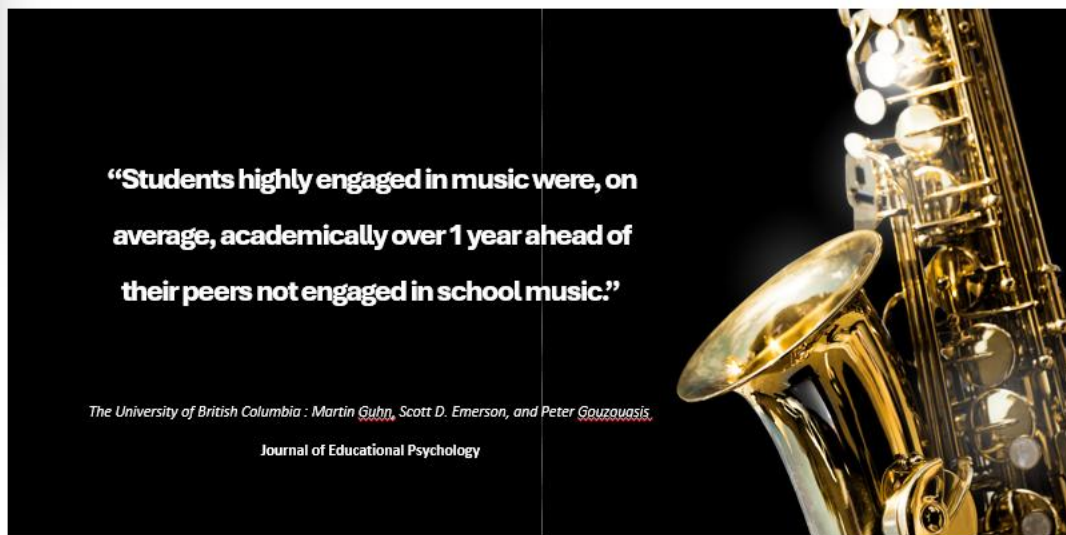
In addition to the Mission, Vision and Values, the District Strategic Plan also identifies six Strategic Priorities. In this next section, we will evidence how Music Education is in direct support of SD 83's priorities:

INTELLECTUAL DEVELOPMENT:

Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.

K-12 Intellectual development via music making is being built across the district through elementary general music, middle and high school band, drumline, choir, guitar, music composition, and musical theatre programs. Music stands alone as its own valued core learning, but as research shows, it also supports the overall literacy and numeracy skill building of our learners.





By integrating music education into the curriculum, we support a well-rounded intellectual development that prepares students for various academic and life challenges.



HUMAN AND SOCIAL DEVELOPMENT:

Each student will feel welcome, safe, and connected to peers and adults in their school.



Music education plays a vital role in human and social development by fostering a range of essential skills and values:

Social Skills: Participating in music classes, such as choirs or bands, teaches teamwork, cooperation, and communication. Students learn to listen to each other and work together towards a common goal.

Emotional Expression: Music provides a powerful outlet for expressing emotions, helping students to understand and manage their feelings. This contributes to emotional intelligence and resilience.

Cultural Understanding: Exposure to diverse musical traditions promotes cultural awareness and appreciation, fostering respect and empathy for different backgrounds and perspectives.

Community Building: Music brings people together, creating a sense of belonging and community. School concerts, performances, and collaborative projects strengthen social bonds and community spirit.

Self-Discipline: Learning an instrument or mastering a piece of music requires dedication, practice, and perseverance. These qualities are essential for personal growth and development.

Confidence and Self-Esteem: Performing music in front of an audience can boost self-confidence and self-esteem, helping students to feel more assured in their abilities.

Conflict Resolution: Collaborative music-making can teach conflict resolution skills, as students learn to navigate differences and find harmonious solutions.

By integrating music education into the curriculum, we can support the holistic development of students, preparing them to be empathetic, culturally aware, and socially responsible individuals.

Music gives our students safe avenues to find their unique selves and to be a part of creating something greater than themselves. Ensemble Music making is one of the most powerful experiences that our school system offers. Through music, students gain confidence, communication skills and learn how to be team players. Music is a life-long gift that will allow our students to continue finding social satisfaction for years to come; be it in continued music making later in life, or simply by consuming and appreciating music.

Our music teachers care deeply for our students and often our music rooms are the place to be at lunch hour. We create safe spaces for students to connect with peers and safe adults in schools. We build community through music and welcome students of all backgrounds. Many of our International students have found a home within our music programs. We know that music is a universal language, and in this regard, it serves as a catalyst to integrate seamlessly into school culture and community.

Music Builds Community:

This year 23 schools hosted Winter Concerts that brought the entire school community of parents/guardians into our schools to celebrate music learning with staff and students. In many cases, this was the first school community gathering, and the first time many families step foot into our buildings.

WHAT OUR STUDENTS SAY ABOUT THEIR MUSIC EDUCATION

Music helps build confidence and social skills.

I have learned to be a team player, the importance of being on time, knowing my role and where I fit in.

I have learned how to listen closely and follow directions.

It teaches me timing, patience, perseverance and teamwork.

CAREER DEVELOPMENT:

Each student will develop the skills and competencies necessary to be successful in a career or community pathway of their choice.

Music education can significantly contribute to career development by equipping students with a variety of transferable skills and experiences:

Discipline and Time Management: Learning an instrument or participating in music programs requires regular practice and commitment, helping students develop strong discipline and time management skills.

Creativity, Innovation and Critical Thinking: Music fosters creativity, encouraging students to think outside the box and develop innovative solutions—valuable traits in any career.

Collaboration and Teamwork: Working in ensembles or bands teaches students how to collaborate effectively, a crucial skill in most professional environments.

Communication Skills: Music education enhances both verbal and non-verbal communication skills, as students learn to express themselves and interpret others' expressions through music.

Leadership and Responsibility: Leading a group or taking on solo performances can build leadership skills and a sense of responsibility.

Technical Proficiency: Learning to use music technology and software can provide students with technical skills that are increasingly relevant in today's digital world.

Networking Opportunities: Participation in music events, competitions, and collaborations can help students build a network of contacts that may be beneficial in their future careers.

Resilience and Perseverance: Overcoming challenges in learning and performing music teaches resilience and perseverance, qualities that are essential for career success.

Cultural Competence: Exposure to diverse musical traditions can enhance cultural competence, making students more adaptable and sensitive to different cultural contexts in the workplace.

By integrating music education into career development strategies, we can help students build a well-rounded skill set that prepares them for a wide range of professional paths.

WHAT OUR STUDENTS SAY

*Music has taught me
patience,
professionalism and
teaching skills.*

*Music has taught me
time management
skills.*

*Due to these classes,
I am now pursuing
music in university.*

COMMUNITY PARTNERSHIP DEVELOPMENT:

We will strengthen existing and develop new strategic partnerships in gap areas.

Our deep roots within our communities create a supportive environment that enhances students' overall development and understanding for community. Performing at various venues throughout the district, involving families and the community, foster a sense of belonging and accomplishment.

Group activities like drumming circles, choirs, and bands can create supportive environments where individuals feel connected, valued and part of something bigger than themselves.

SD 83 Music has a strong relationship with the Salmon Arm Folk Music Society. SAFMS and SD83 Music combined forces to bring exciting musical acts into 24 schools via the Performing Arts program. SAFMS and SD83 Music worked to bring the 'warm up to WOW' concert series back to the wharf to feature our SAS and Jackson Jazz/Concert Bands.

SD 83 Music has a long-standing relationship with the Shuswap Music Festival Society and collaborated to bring the Concert/Jazz Band portion of the festival back in 2024. SD83 Music arranged the adjudicator for the Bands who was one of the country's top Educators, to come and workshop with all of our bands. SD83 Music had over 400 students participate in the Band/Choir portions of the festival.

SD83 Music has an incredible relationship with local business 'Acorn Music' (owned and operated by a former SD83 Music Grad). The team at Acorn services our programs via repairs, equipment, advice and workshops in our schools.



ORGANIZATIONAL DEVELOPMENT:

We will develop and enhance procedures and practices that will assist in meeting the Strategic Priorities.

The Music Vice Principal is personally involved in the recruitment of Music Specialists. We need qualified educators, and in this climate of teacher shortage, we find ourselves struggling to find specialist teachers even more. This personal approach to recruitment through personal relationships built with BC's Post Secondary Music Institutes has resulted in SD 83 attracting and hiring many qualified music educators.

SD 83 Music has upgraded to an advanced inventory system via our *Alexandria* library inventory program which helps us keep track of our ever-growing inventory of music instruments, sheet music and technical equipment. We keep records on each instrument, noting the repair history to best decide on a fiscally responsible continued investment or retirement of the horn.

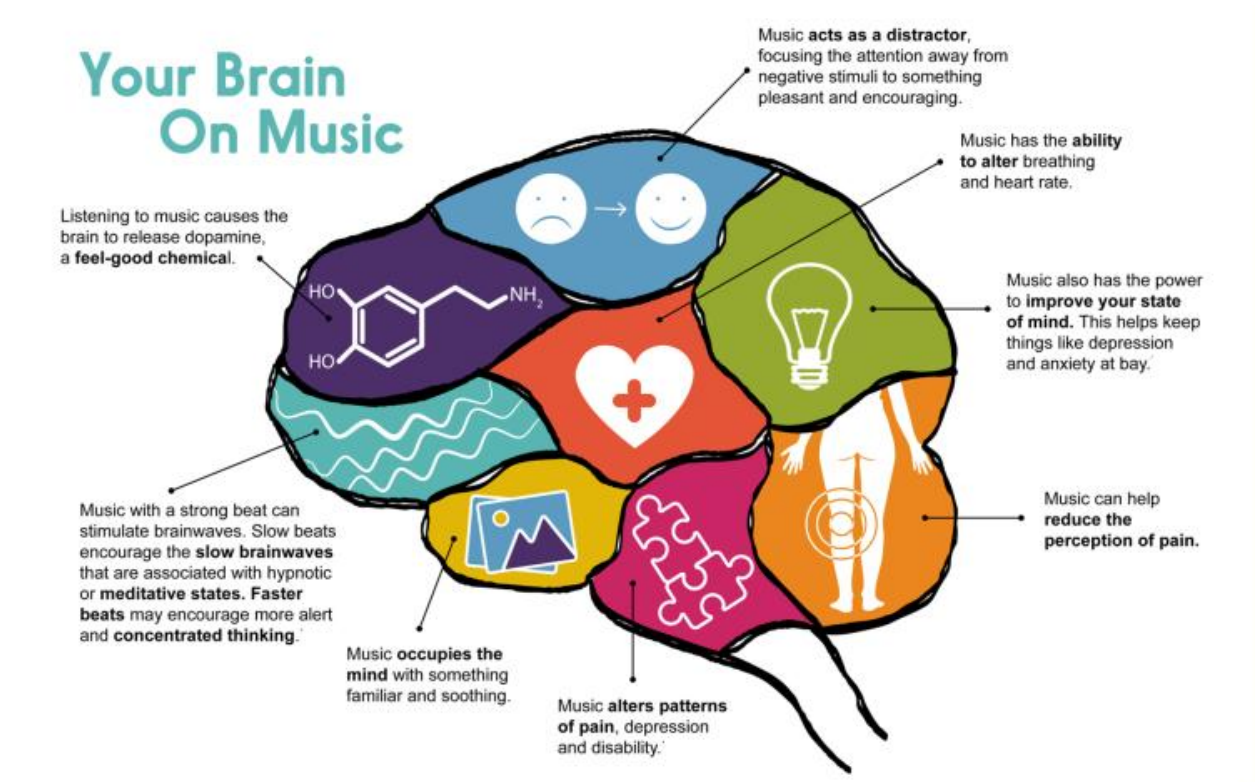
EFFECTIVE GOVERNANCE AND LEADERSHIP:

The Board of Education will work to represent the interests of all students by actively advocating for student learning and well-being through Strategic Planning Policy and responsible Stewardship.

SD 83 Music represents the interests of its students and advocates strongly in support of keeping music programming available to students. The Music Vice Principal works within our schools to maintain the integrity of our programs.

MUSIC TO SUPPORT A CULTURE OF WELL-BEING

HEALTH BENEFITS: Engaging with music, whether through listening or creating, can significantly improve mental health. It helps in mood regulation, reduces stress, and can even alleviate symptoms of anxiety and depression.



CULTURAL EXPRESSION AND INCLUSION: Music allows for the expression of cultural identities and can promote diversity and inclusion. It introduces people to different cultures and amplifies the voices of marginalized communities, enhancing understanding and empathy. By integrating music into daily life and education, we can cultivate a culture that prioritizes well-being and supports mental health. Music is a safe space for students to express themselves in both verbal and non-verbal ways. Even our most introverted students can find connection to their peers through music.

WHAT OUR STUDENTS SAY:



WHERE ARE WE HEADING

According to a recently released study by the Canadian Live Music Association (CLMA) titled “Here and Now”, which highlights the significant contributions of the live music industry to Canada’s economy, here are some key findings:

- **Annual GDP contribution:** the live music industry contributes approximately \$10.92 billion to Canada’s GDP annually.
- **Job creation:** It supports over 100,000 jobs, including artists, performers, technicians, venue staff, promoters, and service workers.
- **Tourism Impact:** Live music events attract millions of tourists each year, with 16.69 million visitors attending festivals and shows in 2023 alone.
- **Federal Taxes:** Live music in Canada produced \$3.73 billion in tax dollars.

Market Value:

- In 2022, the Canadian music market was valued at 834.23 million, making it the eighth-largest music market globally.
- The market grew by 8.12% in 2022, which is almost double the growth rate of the U.S. music Market.



Salmon Arm Folk Music Society Artistic Director, Kevin Tobin, visiting SAS Rock Band class

Modernizing music programs to highlight and prepare students for the various career pathways in the music industry in Canada is at the forefront of our future planning for SD 83 Music. We know that we can continue to modernize which will significantly enhance student engagement and learning.

New Classes: by introducing classes like Rock Band and Music Composition. Modernize elementary music programs by introducing music technology platforms and basic keyboarding skills.

Community Outreach: Modernize how we interact with community through new ensembles like drumline and small ensembles.

Professional Development for teachers: Professional development, staying up to date with the latest music education trends and technologies. Continued collaborative networks for music educators to share resources, ideas and best practices.

Equipment: Investment in modern instruments like the rock band variety: electric guitars, keyboards, etc. Maintaining recording studio technology – students can learn about music production and sound engineering.

Guest Artists – bringing in local music industry professionals for workshops and masterclasses

Exposure to opportunity: Taking students on Music trips to post-secondary institutes that feature non-traditional music education streams, such as film scoring, audio engineering and production.

Performance opportunity: Providing students with authentic live music experience as both performer and consumer.