

# GAP ANALYSIS TEMPLATE

Strategic Objective	Current Standing	Deficiency	Action Plan
<p>Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.</p>			
<p>Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension and release in aural examples.</p>			
<p>Perform on an instrument in small ensembles, with one performer for each part.</p>			
<p>Identify the sources of musical genres of the United States, trace the evolution of these genres, and cite well-known musicians associated with them.</p>			

Strategic Objective	Current Standing	Deficiency	Action Plan
<p>Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.</p>	<p>Students are regularly able to read and process instrumental scores, but no programme is available for vocal music.</p>	<p>No programme is available for vocal music.</p>	
<p>Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension and release in aural examples.</p>	<p>Students can identify and explain select compositional devices, but not all, their textbooks currently do not provide this information, for advanced classes, not textbooks are available.</p>	<p>Textbooks currently do not provide this information, for advanced classes, no textbooks are available.</p>	
<p>Perform on an instrument in small ensembles, with one performer for each part.</p>	<p>Students regularly play instruments in ensembles in front of audiences around the city.</p>	<p>None</p>	
<p>Identify the sources of musical genres of the United States, trace the evolution of these genres, and cite well-known musicians associated with them.</p>	<p>Students were unable to identify, consistently, musical genres in the United States or give the history or well-known musicians associated with the genres.</p>	<p>Students were unable to identify, consistently, musical genres in the United States or give the history or well-known musicians associated with the genres.</p>	

Strategic Objective	Current Standing	Deficiency	Action Plan
<p>Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.</p>	<p>Students are regularly able to read and process instrumental scores, but no programme is available for vocal music.</p>	<p>No programme is available for vocal music.</p>	<p>There is no money to hire a vocal music teacher now. This standard is put on hold until the music club and PTA raise funds for next year's programme.</p>
<p>Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension and release in aural examples.</p>	<p>Students can identify and explain select compositional devices, but not all, their textbooks currently do not provide this information, for advanced classes, not textbooks are available.</p>	<p>Textbooks currently do not provide this information, for advanced classes, no textbooks are available.</p>	<p>Research textbooks dealing with music theory for the students. Plan to implement a textbooks for the advanced classes.</p>
<p>Perform on an instrument in small ensembles, with one performer for each part.</p>	<p>Students regularly play instruments in ensembles in front of audiences around the city.</p>	<p>None</p>	<p>Not applicable</p>
<p>Identify the sources of musical genres of the United States, trace the evolution of these genres, and cite well-known musicians associated with them.</p>	<p>Students were unable to identify, consistently, musical genres in the United States or give the history or well-known musicians associated with the genres.</p>	<p>Students were unable to identify, consistently, musical genres in the United States or give the history or well-known musicians associated with the genres.</p>	<p>Develop a music history unit for each section of music education. Where applicable, implement textbooks for these purposes.</p>