



Building Bridges: Creating Cohesive, Thriving Music Feeder Programs

10:00 AM Sat, January 25, 2025
Room: Hilton Carmel

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The Approach

Explain your approach to articulating with your middle school feeder program and why.





Did you use a
successful model that
already exists purposefully?



T&N: What personal discoveries did you make about teaching students from each other's programs?





Were there specific challenges that either of you experienced at first?



T: How were you able to convince your administrators that this works and that it is in the best interest of all?

Do you hire teachers with specific instrument backgrounds to accommodate this type of schedule?

N: How do you
recruit beginners
into your middle
school program
from the
elementary
schools?



*Elective Music Programs start at the Middle School Level in Clark County School District.
CCSD Elementary Programs are strictly Orff-based.*



T&N: Tell us about the “Test Drives” and what makes them so successful?

T: Do you have
increased
involvement from
the parents
because they see
you longer?





T: Did you see an immediate impact on the retention from the middle school program?

T&N: How does
the teaching
schedule work so
that both of you
can be at both
schools?



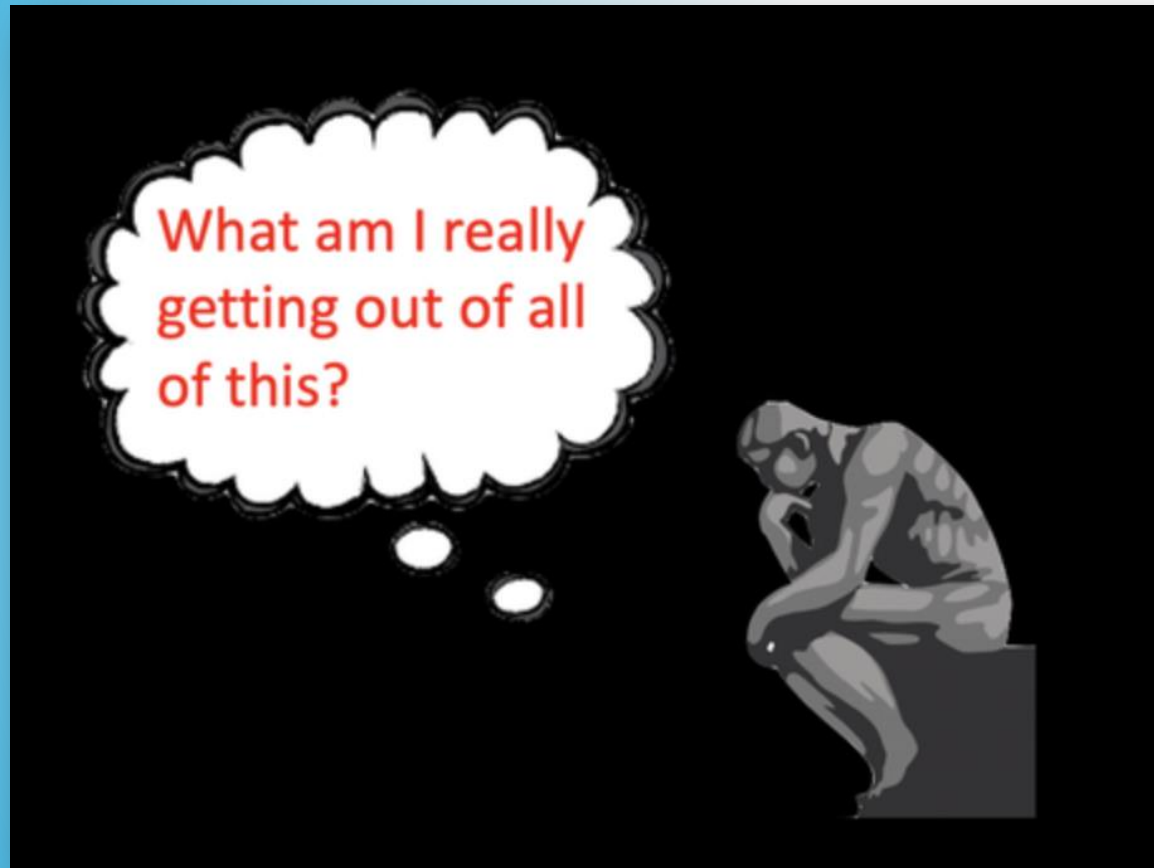


T: How did you have to adjust professionally when first going into this articulation model?

N: How many beginners do you plan to start annually?



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N: Can you share information about your “Reflection Document?”

What would you
recommend to
others looking to
go forward with
a similar
process?



A photograph of Foothill High School, a modern building with a white facade and a red horizontal band. The school's name and address are displayed on a sign above a row of green bushes. The scene is framed by the bare branches of a tree in the foreground and a clear blue sky in the background.

FOOTHILL HIGH SCHOOL
800 COLLEGE DRIVE

View “There is a Place” Video: <https://youtu.be/MMdHJHX7Xa4>

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