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**MARIACHI EDUCATION IN THE
LOS ANGELES UNIFIED SCHOOL DISTRICT
A PARTNERSHIP PROGRAM WITH THE MARIACHI HERITAGE SOCIETY**

**IMPLEMENTATION PROPOSAL
THREE-YEAR PLAN**

Understood as a mode of social justice and civic engagement, educational programs are seen by the Mexican-American community as a means of helping its youth, who, according to various statistics, underperform academically and share disproportionately large high school dropout rates when compared to other ethnic groups. Participation in educational programs such as those centered on mariachi performance, have been shown to encourage higher academic achievement.
Lauryn Camille Salazar, Ph.D

It is the goal of the Los Angeles Unified School District to implement a comprehensive Mariachi Education Program with the objective of providing students with an exceptional educational experience that would expand their cultural awareness and promote a lifelong appreciation for music and music-making. The program would offer students, many of them from lower socioeconomic backgrounds, a high-quality musical experience of a multigenerational tradition rooted in a sound, sequential curriculum based on the National Core Arts Standards. Additionally, students would develop sensitivity, understanding, and respect for peoples from a broad spectrum of ethnic-cultural backgrounds.

Program Goals

- Students will participate in high-quality musical experiences from an established musical tradition.
- Students will gain an understanding of the historical development of mariachi music.
- Students will explore and experiment with a variety of musical styles and techniques to further their understanding of improvisation and musical interpretation.
- Students will gain confidence in their abilities as individual musicians and as members of a group.
- Students will gain an understanding of musical form.
- Students will gain and develop an appreciation of and interest in music.
- Students will develop critical thinking and problem solving skills, and a sense of personal responsibility as they increase their performance skills.
- Students will become life-long music-makers.

Objectives

- To develop an appreciation for musical form and its development
- To demonstrate the regional and historical variations of mariachi music
- To demonstrate a variety of playing techniques and performance skills using appropriate instruments
- To incorporate the traditional rhythms used in mariachi music into musical performances that are representative of the authentic style
- To increase awareness of the literal and emotional content of music

Although it is the **Mariachi Heritage Society** that will serve as the overall partnering organization that will supervise the implementation of the program, many other entities will participate in this project to ensure that the participating students will have a successful experience. At this time, those entities include:

- Mariachi Sol de Mexico de Jose Hernández
- Music Education Consultants, Inc.
- Conn-Selmer, Inc.
- Hal Leonard Corporation
- West Music Company
- Yamaha Corporation

The mission of the Mariachi Heritage Society, a 501(c)(3) nonprofit organization, is to provide a forum for young people to explore mariachi music and experience the value it can bring to developing their minds and hearts.

To assist the LAUSD in the implementation phases during FY16-FY18, this proposal addresses the following.

- I. Mutual Commitments
 - A. The Mariachi Heritage Society
 - B. Robert F. Kennedy Elementary School and Belvedere Middle School
 - C. LAUSD Staffing and FTE

- II. Recommendations for Implementation, Curriculum Sequence
 - A. Robert F. Kennedy Elementary School FY16–FY18
 - B. Belvedere Middle School FY16–FY18

- III. Standards-based Course Scopes and Goals and Course Syllabi
 - A. Course Scopes and Goals and Course Syllabi provided
 - B. Visual and Performing Arts Content Standards for California Public Schools
 - C. National Core Arts Standards

- IV. Research Component

I. MUTUAL COMMITMENTS

A. **The Commitment from the Mariachi Heritage Society**

The Mariachi Heritage Society is committed to assisting the LAUSD in implementing a standards-based, sequential Mariachi Program at Robert F. Kennedy Elementary School and Belvedere Middle School by providing the following:

- Three-year mariachi curriculum based on the National Core Arts Standards
- Professional development for two educators to attend the National Mariachi Workshops for Educators® (Registration Fee only)
- Classroom set of instruments for each school
- Classroom set of methods books for each school
- Uniforms (moños) for each school
- Initial set of miscellaneous classroom supplies for each school
- Hands-on student activities provided by Maestro Jose Hernández

B. **The Commitment from Robert F. Kennedy Elementary School and Belvedere Middle School**

Each school should be prepared to provide the following.

- Dedicated classroom space for instruction
- Secured storage
- White board
- Chairs
- Music stands (one per student)
- Funding for basic supplies (cork grease, strings, valve oil, shoulder rests, etc.) to maintain the instruments once the original set of provided supplies has been exhausted
- Full funding of the program by planning for the purchase of additional school-owned instruments as this partnership will provide sufficient numbers of instruments to implement a beginning level program for the first two years only. By year three, each school will have one full classroom set of instruments to be used for the full implementation of the program as outlined in this proposal.

C. **LAUSD Staffing and FTE**

Along with appropriate staffing, scheduling is key to the success of this program. It is thus being recommended that the LAUSD consider dedicating an off-ratio 1.0 FTE to implement the program and ensure its long-term continuation. So that an articulated curriculum may be delivered, it is further recommended that the same teacher serve students of both schools by teaching in the mornings at one facility and in the afternoons at the other as determined by the principals. This model has proven to be the most successful in the Clark County School District which has grown to become the largest in-school Mariachi Program in the United States. If the same teacher cannot serve both sites, it is recommended that .5 off-ratio FTE be allocated to the elementary school and .5 allocated to the middle school for this purpose.

II. RECOMMENDATIONS FOR IMPLEMENTATION, CURRICULUM SEQUENCE

A. Robert F. Kennedy Elementary School Mariachi Program

The Robert F. Kennedy Elementary School Mariachi Program is designed to be implemented as a pull-out program with students meeting twice weekly for a minimum of 30-45 minutes per class. The program would begin in the third grade and follow a similar scheduling sequence already established by the LAUSD for other in-school music programs. (Ref. <http://achieve.lausd.net/Page/6770>)

COURSE/GROUP	No. Students	No. Sections	Length of Class
Introduction to Mariachi: <i>Rondallas/Vocal</i> Grade 3 (Implement FY16)	12-15	2-3	30-45 minutes twice weekly
Introduction to Mariachi: <i>Armonia</i> Grade 4 (Implement FY17)	12-15	2-3	30-45 minutes twice weekly
Introduction to Mariachi: <i>Melodia</i> Grade 4 (Implement FY17)	12-15	2-3	30-45 minutes twice weekly
<i>Introduction to Mariachi Ensemble:</i> (Combining of Armonia, Melodia) Grade 5 (Implement FY18)	12-15	2-3	30-45 minutes twice weekly

B. Belvedere Middle School Mariachi Pathway

As already established in the LAUSD, “Middle schools and high schools are encouraged to seek out ways to continue the musical and artistic growth of its students by providing extensive offerings of both beginning, intermediate and advanced courses.” (Ref. <http://achieve.lausd.net/Page/6772>)

The Belvedere Middle School Mariachi Pathway is thus designed to be implemented using the same framework as other instrumental programs already established and provided during the school day. Armonia and Melodia courses will meet with the same frequency as, for example, brass class and/or wind and percussion class. The implementation of the Mariachi Pathway at the middle school thus begins with courses which teach students how to develop playing skills on their chosen instrument rather than focus on ensemble playing skills which will come in subsequent years of study in beginning, intermediate and advanced level mariachi ensemble courses.

COURSE/GROUP	No. Students	No. Sections	Length of Class
<i>Armonia</i> , Grade 6 (Implement FY16)	20-25	1	45-60 minutes daily
<i>Melodia</i> , Grade 6 (Implement FY16)	20-25	1	45-60 minutes daily
<i>Beginning Mariachi Ensemble</i> , Grade 7 (Implement FY17)	20-25	1	45-60 minutes daily
<i>Intermediate Mariachi Ensemble</i> , Grade 7 (Implement FY17)	20-25	1	45-60 minutes daily
<i>Advanced Mariachi Ensemble</i> , Grade 7-8 (Implement FY18)	15-20	1	45-60 minutes daily

III. STANDARDS-BASED COURSE SCOPES AND GOALS AND COURSE SYLLABI

A. Upon approval of the Proposal, Standards-based Course Scopes and Goals and/or Course Syllabi will be provided for each of the following Mariachi Courses

- Elementary: Mariachi Rondallas/Vocal Literacy
- Elementary: Armonia/Vocal (Guitar, Vihuela, Guitarron)
- Elementary: Melodia/Vocal (Violin, Trumpet)
- Elementary: Introduction to Mariachi Ensemble
- Middle School: Armonia
- Middle School: Melodia
- Middle School: Beginning Mariachi Ensemble I
- Middle School: Intermediate: Mariachi Ensemble II
- Middle School: Advanced Mariachi Ensemble III

B. Visual and Performing Arts Content Standards for California Public Schools (<http://www.cde.ca.gov/ci/vp/>)

1. Artistic Perception
2. Creative Expression
3. Historical and Cultural Context
4. Aesthetic Valuing
5. Connections, Relationship, Applications

C. The National Core Arts Standards (<http://nationalartsstandards.org>)

These newly-released standards center on the development of four **Artistic Processes** that are consistent across all of the arts disciplines and encompass what is articulated in the *Visual and Performing Arts Content Standards for California Public Schools*. In terms of music specifically, the **National Coalition for CORE ARTS Standards** has defined these processes as follows.

- **CREATING:** Conceiving and developing new artistic ideas and work
- **PERFORMING:** Realizing artistic ideas and work through interpretation and presentation
- **RESPONDING:** Understanding and evaluating how the arts convey meaning
- **CONNECTING:** Relating artistic ideas and work with personal meaning and external context

Each of these four Artistic Processes splits into several **Anchor Standards** that “describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts.” (p. 12 National Core Arts Standards: A Conceptual Framework for Arts Learning)

STUDENTS WILL:

- **Create:**
Anchor Standard 1: Generate and conceptualize artistic ideas and work

Anchor Standard 2: Organize and develop artistic ideas and work

Anchor Standard 3: Refine and complete artistic work

- **Perform:**

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work

- **Respond:**

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work

Anchor Standard 9: Apply criteria to evaluate artistic work

- **Connect:**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

Aligned **Performance Standards** describe student learning within each discipline on a grade by grade basis from grades PK-8 and at three levels of proficiency – proficient, accomplished and advanced – in grades 9-12. “As such, the performance standards translate the anchor standards into specific, measurable learning goals.” (p. 13 National Core Arts Standards: A Conceptual Framework for Arts Learning)

Enduring Understandings will be used throughout the curriculum to reinforce big ideas and long-lasting discoveries that will impact students for a lifetime. Key concepts, reinforced by **Essential Questions**, lead students to make these discoveries and will thus been incorporated into the teaching strategies.

IV. RESEARCH COMPONENT

It is hoped that the LAUSD would be interested in seeking information that might determine how this Mariachi Education Program impacts students through any of the following key indicators.

- Attendance Rates
- Discipline Reports
- Grade Point Average
- On-Time Graduation Rates
- ACT Scores
- Impact of Music Participation
- School Attitudes and Engagem



MARIACHI PROGRAM

ROBERT F KENNEDY ELEMENTARY SCHOOL

COURSE SEQUENCE

School Year	3 rd Grade	4 th Grade	5 th Grade
FY16	^Course: Introduction to Mariachi, <i>Rondallas</i> , Vocal Literacy Target Enrollment: 24-45 in pull-out program		
FY17	Course: Introduction to Mariachi, <i>Rondallas</i> , Vocal Literacy Target Enrollment: 24-45 in pull-out program	^Course: Introduction to Mariachi, Intro to Armonia Target Enrollment: 24-45 in pull-out program ^Course: Introduction to Mariachi, Intro to Melodia Target Enrollment: 24-45 in pull-out program	
FY18	Course: Introduction to Mariachi, <i>Rondallas</i> , Vocal Literacy Target Enrollment: 24-45 in pull-out program	Course: Introduction to Mariachi, Intro to Armonia Target Enrollment: 24-45 in pull-out program Course: Introduction to Mariachi, Intro to Melodia Target Enrollment: 24-45 in pull-out program	^Course: Introduction to Mariachi Ensemble, Levels 1 and 2 (Armonia and Melodia combined) Target Enrollment: 48-90 in pull-out program

^New Course Added this FY

**MARIACHI PATHWAY
BELVEDERE MIDDLE SCHOOL**

COURSE SEQUENCE

School Year	6th Grade	7 th Grade	8 th Grade
FY16	^Course: Armonia with Rondallas Target Enrollment: 20-25 per class ^Course: Melodia with Rondallas Teacher: Shared with Kennedy ES or on-staff music educator at Belvedere		
FY17	Course: Armonia with Rondallas Target Enrollment: 20-25 per class Course: Melodia with Rondallas Teacher: Shared with Kennedy ES or on-staff music educator at Belvedere	Course: Armonia with Rondallas Target Enrollment: 20-25 per class Course: Melodia with Rondallas Teacher: Shared with Kennedy ES or on-staff music educator at Belvedere ^Course: Beginning Mariachi Ensemble (Armonia, Melodia Combined)	
FY18		^Course: Melodia/Vocal Target Enrollment: 20-25 per schl <ul style="list-style-type: none"> • (M & W – Dyer-Kelly) After-school Program <ul style="list-style-type: none"> • (T & H - Greer) Teacher: B ----- Course: Armonia/Vocal <ul style="list-style-type: none"> • (M & W - Greer) • (T & H – Dyer-Kelly) Target Enrollment: 25-30 per schl After-school Program Teacher: A	^Course: Beginning Mariachi Ensemble (Armonia, Melodia Combined Second Semester) Target Enrollment: 30-35 at each school After-school Program Teacher: A (F - Greer) Teacher: B (F – Dyer-Kelley)

^New Course Added this FY

**MARIACHI PATHWAY
BELVEDERE MIDDLE SCHOOL**

INSTRUMENT NEEDS FOR NEW COURSES ACCORDING TO FY

FY15	Armonia/Vocal 2 Sections in FY15 (25-30 students per section)		Notes
	40-50 Classical Guitars, Assorted Sizes		20-25 to each school
	12 Cocula Vihuelas*		6 to each school
	12 Cocula Guitarrones		6 to each school
	*Vihuelas play the same as guitars		
FY16	ADD: Melodia Class 2 Sections in FY16 (20 students per section)	New Instruments Needed	Notes:
	24 Cocula Violins	6 Classical Guitars (split between elem schools)	12 Violins to each school
	16 Trumpets	2 Vihuelas (split between elem schools)	8 Trumpets to each school
		2 Guitarrones (split between elem schools)	
	ADD: Beginning Mariachi Ensemble (2nd Semester)		
	None needed		

**MARIACHI PROGRAM
ENCINA HIGH SCHOOL**

COURSE SEQUENCE FOR GRADES 6-8

School Year	Grades 6 –7 –8	Grades 7 –8	Grades 7 –8
FY15	^Course: Armonia/Vocal Target Enrollment: 30-35 per class Teacher: A (.2 - .4 FTE)		
FY16	^Course: Melodia/Vocal Target Enrollment: 20-25 Teacher: A (.2 FTE) ----- Course: Armonia/Vocal Target Enrollment: 30-35 Teacher: A (.2 FTE)	^Course: Beginning Mariachi Ensemble (Armonia, Melodia Combined Second Semester) Teacher: A (.2 FTE)	
FY17	Course: Melodia/Vocal Target Enrollment: 20-25 Teacher: A (.2 FTE) ----- Course: Armonia/Vocal Target Enrollment: 30-35 Teacher: A (.2 FTE)	Course: Beginning Mariachi Ensemble (Armonia, Melodia Combined Second Semester) Teacher: A (.2 - .4 FTE)	^Course: Mariachi Ensemble I (Armonia, Melodia Combined Second Semester) Teacher: A (.2 FTE) ----- MAYBE AN AUDITIONED ENSEMBLE AFTER-SCHOOL.

^New Course Added this FY

**GRADES 6-8 MARIACHI PROGRAM
ENCINA HIGH SCHOOL**

INSTRUMENT NEEDS FOR NEW COURSES ACCORDING TO FY

FY15	Armonia/Vocal 1 Section in FY15 (30-35 students per section)		Notes
	25 Classical Guitars		
	6 Cocula Vihuelas*		
	6 Cocula Guitarrones		
	*Vihuelas play the same as guitars		
FY16	ADD: Melodia Class 1 Sections in FY16 (20-25 students per section)	New Instruments Needed	Notes:
	12 Cocula Violins	3 Classical Guitars	
	8 Trumpets	1 Vihuela	
		1 Guitarron	
	ADD: Beginning Mariachi Ensemble (2nd Semester)		
	None needed		
FY17	ADD: Mariachi Ensemble Courses	New Instruments Needed	Notes:
	12 Classical Guitars		
	6 Cocula Violins		
	4 Trumpets		
	3 Cocula Vihuelas		
	3 Cocula Guitarrones		

**MARIACHI PROGRAM
ENCINA HIGH SCHOOL**

COURSE SEQUENCE FOR GRADES 9-12

School Year	Grade 9-12	Grade 9-12	Grade 9-12
FY15	^Course: Armonia/Vocal Target Enrollment: 30-35 Teacher: A (.2 FTE)		
FY16	^Course: Melodia/Vocal Target Enrollment: 20-25 Teacher: A (.2 FTE) ----- Course: Armonia/Vocal Target Enrollment: 30-35 Teacher: A (.2 FTE)	^Course: Mariachi Ensemble I (Armonia, Melodia Combined Second Semester) Teacher: A (.2 FTE)	
FY17	Course: Melodia/Vocal Target Enrollment: 20-25 Teacher: A (.2 FTE) ----- ^Course: Armonia/Vocal Target Enrollment: 30-35 Teacher: A (.2 FTE)	^Course: Mariachi Ensemble II Eligible students chosen from: Teacher: A (.2 FTE) ----- Course: Mariachi Ensemble I (Armonia, Melodia Combined Second Semester) Teacher: A (.2 FTE)	^Course: Advanced Mariachi Ensemble III (auditioned) <i>(Could be implemented in FY16)</i> Target Enrollment: 15-18 Licensed (.2 FTE)

^New Course Added this FY

**GRADES 9-12 MARIACHI PROGRAM
ENCINA HIGH SCHOOL**

INSTRUMENT NEEDS FOR NEW COURSES ACCORDING TO FY

FY15	Armonia/Vocal 1 Section in FY15 (30-35 students per section)		Notes:
	25 Classical Guitars		
	6 Cocula Vihuelas*		
	6 Cocula Guitarrones		
	*Vihuelas play the same as guitars		
FY16	ADD: Melodia Class 1 Sections in FY16 (20-25 students per section)	New Instruments Needed	Notes:
	12 Cocula Violins	3 Classical Guitars	
	8 Trumpets	1 Cocula Vihuela	
		1 Cocula Guitarron	
	ADD: Beginning Mariachi Ensemble (2nd Semester)		
	None needed		
FY17	ADD: Mariachi Ensemble Courses	New Instruments Needed	Notes:
	12 Classical Guitars		
	6 Cocula Violins		
	4 Trumpets		
	3 Cocula Vihuelas		
	3 Cocula Guitarrones		